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**Assessment Committee, October 3, 2022**

Attended: Lisa Nielson, Lisa Reynolds, Jil Freeman, Jason Kovac, Kelly Mercer, Jennifer Bown, Dave Mount, Elizabeth Carney

Agenda:

1. What’s on the agenda this term?
2. Faculty survey?
3. Feedback on new resource documents

What’s on the agenda this term?

Let’s remind ourselves what we were thinking back in Spring about Fall plans, for both the Assessment Committee and the Gen Ed Assessment Subcommittee.

*From Assessment Committee notes May 16, 2022:*

***Committee Work for Fall 2022:***

*Year Seven accreditation report review/feedback; final draft should be done by end of December 2022*

*Plan an engagement strategy for the accreditation site visit in April 2023: communicating with faculty and staff about what the visit entails, what our Year Seven report says, what we hope to communicate to the visiting team, etc.*

*Research and explore possibilities for a more learning-improvement-focused reporting system, perhaps similar to PCC’s. We’re not yet sure if/how this could work; for example, how would a different reporting schedule fit in relation to the current 5-year cycle for assessment of a set of PLOs and the five-year program review cycle? We should communicate with the group currently doing a review/potential improvement of the college’s Continuous Quality Improvement (CQI) process (CQI is academic assessment, service area assessment, unit planning, program review, and budget process--and how all of these relate--or should relate). Jason Kovac, Katrina Boone, Ashley Sears, Jeff Shaffer, and Elizabeth Carney are the folks on that CQI team.*

*Plan for a potential committee report review process. There seems to be interest in doing this, with cautions about making sure we do it in a way that maintains and promotes the culture of assessment we want and in a way that is manageable and sustainable. What steps would be involved in planning, preparing, engaging whoever needs to be engaged? Which steps could happen AY 22-23 and which should wait for after accreditation?*

*From the General Education Assessment Subcommittee notes, May 17, 2022:*

***Work Plan for Fall:***

*● Elizabeth and the Accreditation Steering Committee need input and feedback from subcommittee members on the Year Seven accreditation report (sections about general education assessment) and the additional progress report on related instruction assessment. Both need to be in finished draft form by the end of December.*

*● Check in with Assessment Committee about doing an inventory or survey of some kind about workload and assessment, including questions about differential workload for assessment depending on how much you are responsible for in your program, and how it is distributed in your program (some program leads are responsible for one certificate others for multiple degrees and certs).*

*● Elizabeth will talk to Jil about ways the Center for Teaching and Learning could better support the “why” of assessment. Consider re-starting CAP and other modes for this.*

*● Elizabeth will continue working with the Social Sciences team to develop assignments aligned with both SS and Cultural Literacy learning outcomes. Keep the subcommittee updated and ask for input as needed.*

*● Determine best area/course to focus a pilot to try assessment in RI course. Reach out and engage folks to discuss and hopefully plan something. Talk about how subcommittee members might play a role in this.*

*● Communicate with other transfer areas re: challenges and next steps…besides the Social Sciences department work noted above, should there be any other discussion/recommendations/support from this subcommittee about transfer assessment?*

No changes to the work plans suggested, but we did note that it’s A LOT. How do we prioritize? Accreditation stuff has to happen. We can take baby steps with the third and fourth items (main committee list) to prepare to implement later. We do need to decide this term, if possible, what reporting will look like next year so that we can let assessment teams know. Something to consider: Elizabeth will be on sabbatical part of next year.

Faculty Survey?

The gen ed subcommittee asked us to think about doing a survey or inventory related to assessment lead workload.

We might have other questions we want to ask faculty, such as questions about what reporting should look like going forward. What would you like to know? Should we do a survey?

Who else is planning faculty surveys or might have related questions they want to ask faculty?

CQI work - how relate? Workshop series could yield some ideas for improvements.

Action plan for Excellence in Teaching & Learning SP group includes faculty survey

DEI group?

Would the Curriculum Committee have questions they want to pose to faculty?

Any other groups?

Workload question is not just about the number of degrees or classes but also the number of students/work samples (comes up for example for gen ed assessment)

We want to know: Do you feel like the time you put into assessment is worth it in terms of what you get out of it? And how can we support?

How do we support a system that is meaningful? We’ve built a system and we have responded to the “emergency,” now how do we make this sustainable and meaningful going forward?

When to ask? Need to make sure we ask at a time when we are able to respond to the responses and provide support/changes - so probably after accreditation.

We have committee members serving on the Excellence in Teaching and Learning strategic planning group, and they agreed to put in a word for us when that group talks about a faculty survey--maybe we can collaborate.

We have members working with the CQI design workshop series (for more info ask Jason, Ashley, Elizabeth) and they will keep the above questions in mind and help us consider ways their process might inform our survey/efforts.

We can do an inventory of the number of degrees/certs assigned to each program (Elizabeth has this on a spreadsheet) -- keeping in mind that this is only one of the factors in assessment workload.

Feedback on new resource document

FYI: Assessment Moodle page update/refresh

Faculty roles and responsibilities in program assessment (pdf). I will email for you to consider more on your own time, but let’s get started today.

* Should this be a document that gets official Assessment Committee approval? Agreement to review it with that in mind.
* Concern raised about whether new faculty have opportunity and influences to develop a culture of assessment, especially if the longer-term faculty in a department don’t model it, if dept does not have meaningful conversations and engagement about assessment, etc.
* Discussed faculty contracts - program assessment does not show up in AF contract. Shows up in FTF contract but not directly.

Other/Parking Lot:

Core competencies and Institutional Learning Outcomes -- what do we think as a committee? Might discuss this after we get our accreditation feedback next year.

We learned the name of Jennifer’s secret metal band.