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**Assessment Committee, January 23, 2023 NOTES**

**Attended:** Jason Kovac, Jil Freeman, Lisa Nielson, Yvonne Smith, MaryJean Williams, Dave Mount, Elizabeth Carney, Lisa Reynolds

**2022 Reports in Brief**

Elizabeth shared the following summary of reports submitted in Fall 2022.

**Some Numbers**:

* 55% of programs submitted a report (25/47)
* 4 out of 25 programs reporting used the alternate/supplemental report (3 used it as alternate, 1 used it as supplemental to the standard report)
* 12 out of the 25 programs that reported developed or revised an existing assignment, exam, portfolio, or other measure to better assess a program-level outcome in the reporting year (2021-22)
* 13 out of 25 used program assessment results to inform decisions regarding curriculum or teaching in the reporting year (2021-22)

**Themes**:

Challenging to engage other faculty in the dept. Both FTF and AF.

Difficulty with online student discussions. Students seem disconnected online.

At the same time, surprising benefits to being virtual -- more engagement from students in some cases, virtual simulations useful; easier for AF faculty to participate in dept meetings and assessment meetings

Sequencing challenge: how to motivate students to take foundational classes, such as Math, without making them prerequisites

* *Perfect example of IET - what it can support (comment from Lisa N.)*

What's the role of assessment in programs dominated by external curricula?

**Other interesting things**:

Biology is part of a small group on campus that is working on a CTE-focused badging discussion to learn more about badging and how this could look for the college. Biology hopes they can utilize a similar framework and system for badging within this transfer-focused program.

Basic Skills is assessing how well pre-college students transition to college classes. Transition Terms model.

We now have several programs using program portfolios, including AS English, DMC, Biology, and Auto Service

**Quotes From reports**:

"We all [fac and students] learned how to teach and learn in new ways that first year and this second year was somewhat better for everyone. Overall, however, students now have many support needs that go above and beyond instruction."

"The more I dig into why we teach EMS providers the way we currently do, the more I realize it is within my power to change it."

"Now that we have stopped using the Peregrine testing, this is forcing us to really look at our courses and see where each outcome should be assessed and how they are being assessed."

"It [assessment] also has given (and is giving) us the opportunity to learn from each other, pick up new skills, and collaborate in making LIB101 even better. There are really great things about co-planning a curriculum. It also makes consistent experiences for students."

"In addition, one of the largest benefits of this process [professional accreditation] compared to in-house assessment work is the positive publicity it gave us around campus...We received acknowledgement from our dean, as well as others in the campus community that does not come with completing our annual assessment work."

**Reporting Fall 2023**

Discussion questions:

* Reports required next year?
* Any changes to the report and plan templates?
* Do we discontinue the alternative report?
* Due date?
* Anything else we need to consider?

Discussion:

We will get accreditation visit feedback - we should take the time to consider it before making changes.

Elizabeth will be on sabbatical Winter and Spring terms next year and will use part of that time to reflect on the last seven years, where we are now, and where we want to go--consider possible ways to improve assessment system and reporting.

Strongest way to make change: not to just stop what we’re doing but to introduce a changed report

Could instead ask for folks input -- you’re getting a break so you have more time to respond

Accreditation is a byproduct of assessment, not the main reason we do assessment

If we go that path [continue reporting next year], it reinforces the message that this is part of our work as educators, not an add-on. Once we get people off a train it’s hard to get them back on. We’re seeing a slide in assessment as it is.

Agreed. More urgent question: Looking at this from an accreditation perspective, we had great engagement at the beginning and then saw engagement with assessment tank. If I were an accreditation evaluator, I would want to know our strategies for re-engaging.

Let’s talk as a group about what has been done and ideas for what could be done, so that we are ready to share with the visiting team in April.

Decision: Agreement from the group that we should require reports and plans next year. We will continue to offer the supplemental/alternative report as an option. We will not make any big changes to the templates (only changing date and fixing any formatting issues if possible).

Due date for report/plan will continue as late October (Elizabeth will look at calendar and set date)

Next step: Elizabeth will make edits to templates and send out to committee and team leads.