Report Review Collab Assessment Committee and VP/Deans

Nov 27, 2023

Agenda (12:00 - 12:50)

1. Quick round of intros (name, role)
2. 5-7 mins: Very brief context-setting (see notes below) How should we define and understand what it means to use assessment results at the college-level? Have we at CCC ever used assessment results at the college level?
3. 7 mins: Individually review the group’s responses to the review questions ([https://docs.google.com/document/d/12Eql7I6PY3WWoauElrmCfT-\_lBgUKyYbXfHzlzHOU90/edit?usp=sharing](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdocs.google.com%2Fdocument%2Fd%2F12Eql7I6PY3WWoauElrmCfT-_lBgUKyYbXfHzlzHOU90%2Fedit%3Fusp%3Dsharing&data=05%7C01%7Celizabeth.carney%40clackamas.edu%7C54eac6478cc1458eef4a08dbe6037ccc%7Caa23b0aae6b74c00acd5ce9b9a49662a%7C0%7C0%7C638356674882258894%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=8JL7xPxJsYYjygXZKLrsh7GA9z99%2Bw7MYDQGZnSCcZA%3D&reserved=0)
4. 15 mins: Break into small groups of review teams to share and discuss 1) your team’s sample of reports and your responses to the review questions and 2) the larger group’s responses. Each team gets a break out room and any orphaned team members can join another team’s break-our room-- see list of teams below
   1. Focus of small group discussion is the questions on the form:
   2. **What strengths, gaps, or challenges are mentioned by more than one reporting team? What do they say about those strengths, gaps, or challenges?** Consider the *results/data* from the assessment as well as the *process* of doing assessment. Examples: more than one program’s assessment results show that students demonstrate poor teamwork skills; more than one program/unit mentions an effective strategy they’ve used to gain more faculty or staff participation in assessment work.
   3. **What else stands out to you after reading the reports that you think could be useful for the larger group to discuss?** Consider our goal of using results to inform high-level college planning.
   4. **What questions are left unanswered by the report templates?** What information could help the college better support assessment and student learning that doesn’t show up in the sample you read? Are there any questions that need to be added to reports?
   5. **Do you have any other questions or comments?**
5. 15 min: Large group debrief and discussion

FOR AGENDA ITEM 2:

Below are Elizabeth’s thoughts based on the literature and practice. Glad to hear thoughts from the group.

What does it mean to use assessment results at the college level? How should we define it, what might it look like?

* Assessment results inform actions related to the college mission and/or strategic priorities. The scope of implementation and impact is broader than one program or area, hopefully benefitting a large percentage of our students, staff, and/or community.
* Examples:
  + Use of assessment results to inform decisions about college budget, policy, and strategic planning/implementation
  + Use of assessment results by college-level committees, such as the Curriculum Committee
  + Disaggregate learning results (college-level) by demographics and using them to inform equity-centered decisions for improvement
  + Use results from assessment of institutional learning outcomes or core competencies (for CCC core competencies are AAOT and related instruction learning outcomes) to inform decisions designed to improve student learning and performance in core competencies.

College-level use of results should follow the same general good practices as assessment at course/program/unit levels. Here are a few:

* Design assessment with the end use in mind.
  + Our academic program assessment system has been designed with the goal of using program-level results for program-level and course-level improvements. I can’t speak for service area assessment, but it looks to me that it’s similarly designed to produce unit-level results for informing unit-level improvements. To get more usable data for college-level use, we might need to consider designing focused assessment projects with college-level use in mind.
* Determine what questions we need to answer.
  + Are there genuine pressing questions about students and student learning at CCC that could focus future college-spanning assessment efforts? What sort of assessment needs/questions are arising from the new strategic priorities?
* Design assessment to be equity-centered.
  + One example is disaggregating data, mentioned above.
* Consider results from multiple types of assessment whenever possible (and design them so they ask similar questions).
  + Once we know our driving question/focus for college-level assessment, coordinate sources at the front end to investigate that question (design with the end in mind). This could enable us to better weave results from, for example, student learning, SAA, and college-level surveys such as EYES.

Have we at CCC ever used assessment results at the college level?

* Assessment results from Cultural Literacy and other AAOT teams informed the re-design of the Curriculum Committee’s general education/related instruction course certification requirements.
* Program assessment results informed programming in the Center for Teaching and Learning. After multiple programs’ assessment results suggested the need for improvements to assignment design, CTL developed and ran a faculty learning community on assignment design and incorporated similar instruction into the First Year Faculty Experience curriculum.
* AAOT Writing assessment results informed a budget request and the creation of a Composition Coordinator position. It could be argued that this is college-level use because writing has an impact on most CCC students.

Teams:

1. Jason, Yvonne, Dave M
2. David, Elizabeth
3. Jennifer, Tara
4. Kelly, Armetta
5. Sue, Lisa N, Katrina
6. Steven, Lisa R
7. Martha, Erin
8. Jil, Aundrea