# Assessment Committee- Winter meeting notes

**March 4, 2024**

Participants: Yvonne Smith, Jason Kovac, Martha Bailey, Jil Freeman, Kelly Mercer, Erin Gravelle, Aundrea Snitker, Dave Mount, Lisa Reynolds

1. **Insights and themes from Dave’s “Taking stock” summary (Lisa/Dave)**
* Successes and challenges with portfolios/projects/non-tests
* Assessing common cross-program skills (critical thinking, group/teamwork, math skills, ‘people’ skills)
* See several comments where Philosophy (particularly PHL 103, also maybe 102)

could be helpful; we teach Critical Reasoning!

* Bringing programs together- what programs would want to work together on specific topics (portfolio programs, badges, etc.)
* Finding out who is doing similar topics- who is having success, where the challenges are
* There could be value in single-faculty programs being able to work together/ lighten the load with a shared framework/approach

Pilot things (group work for example) could be expanded

Areas where help is needed:

--Curriculum maps

--Helping students think critically (institutional outcome?)

Potential topics for convenings:

--Portfolios

--Writing rubrics

--Standardizing approaches/consistency

--Assessing across modalities

* Perhaps have a year in which all programs are assessing critical thinking?

Helping students learn what that term means and how it applies to them

-Potentially have an annual theme and bring in speakers, hold events which support that theme

 (this connects to Institutional level outcomes, assessment)

* Build a stronger assessment foundation before jumping to large-scale themes
* Identify specific call-outs/examples from the 2023 Assessment Reports to be able to use in future college-wide reports (for ourselves and for accreditors)
1. **Next steps to distribute assessment work and use results to improve student learning (Jason)**
* Assessment, planning, budget development will be moved to a **2 year cycle** beginning fall term
* CQI team is meeting with Leadership Cabinet on 3/19, other meetings in Spring
* Moving to a 2-year cycle gives us time to do reflection, report, implement some change and then be able to use it in the future. Make the cycle more meaningful, expand participation
* **Formalize Big Meetings**- including Winter and Spring inservice events with dedicated time for assessment to be used in a variety of purposes/settings- greater support along the way.
* Invite/ask people to do some particular assessment work in their teams. NOT a big CAP-like event with lots of programming.
* This group can help with that light structure and scaffolding. Not over-programming, but providing guidance and/or activities

Something to think about in a spring term meeting- what kinds of structure and scaffolding

EC will be back in time to help shape the final product

 *Initial interests:*

* Create more opportunities for teams
* Create templates in which responses can be used for multiple settings without starting all over again
* What might the ‘working calendar’ look like for each year?
* Smaller bite-sized pieces that build to improvements in assessment practices. Helps us A) grow our skillset and B) provide opportunities for co-developing artifacts to document results/progress/meaning-making
* Build a bigger, shared toolbox for formative and summative assessment
* Recommendations from this group could be carried forward to budget group, deans group, etc. for how we can improve resources for faculty
* What do faculty need to make good use of that time?

-clearer foundational understanding of what we are looking for

-reorientation to the purposes and value of assessment

-how program assessment connects to what happens in the classroom (formative assessment)

-improve attention to the scope

* When program assessment first cranked up, faculty was mostly doing it just in the classroom. It's taken us a while to get what program assessment is. But now that we do, we can help people take what they've learned *back* into the classroom--with those small formative assessments, etc.
* Reviewing the template, report preparation- would it be possible for faculty groups to do the meaning-making from assessment results together during that inservice time?
* Unit plans will be due early WInter term, creating space in Fall term to adjust assessment reporting deadline later than it is currently. Adjusting reporting dates could also make room for some just-in-time supports to help teams stay on track.
* Jil will check in with Elizabeth re: details for Assessment Committee to be aware of/any things she is already planning for the inservice event
* Keep in mind specific faculty, or programs’ constraints– this doesn’t create capacity where there is none (as in solo-faculty programs)
* Create a scaffolded calendar that each team can modify to fit their assessment cycle but help them to set targeted goals and keep the group on task (don’t forget and leave everything to the end).

Next meeting: early-ish Spring term, to allow time for additional meeting(s) if needed for developing Inservice recommendations

 Possible to schedule during the usual time (Mon 12-1)?