# Assessment Committee- Spring meeting notes

**April 15, 2024**

(In-meeting worktim):

* Create templates in which responses can be used for multiple settings without starting all over again- structure for all of the various places teams may be in
* Align assessments used to program outcomes-clear indicator of **how assessment is used** to improve programs.
* Explain/show the differences between and value of both program and course level assessments. For course level, recognize that student learning is not identical with students earning a particular grade.
* Schedule in a way to get as much Associate Faculty participation as possible
* Examples/ideas of what can be done with 2 year cycle now. THis could also help set some expectations that would address the observations made in this year’s assessment report review re: the vast disparity of scope and scale of assessment by teams
* 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

-As above, give templates or other structure to guide the work

* Relationship between different types of assessment - program, course, formative, direct, indirect (sounds overwhelming and maybe not super useful for some groups, but could help others distinguish what they are doing?)
* Do something fun to show that assessment is not a dirty word: experiential learning for faculty
* What could an assessment and development process look like - doing assessment and also overhauling some parts of a program or pathway?
* I wish we had students who could somehow talk about how they learned more when assessment had been used well (probably a dream that will remain unfulfilled)

# Suggestions for college-wide assessment time (inservice)

**Assessment Committee’s Ideas and Suggestions for Fall College-wide Assessment Event: Revised version** Resources:

* Create templates

Refreshers:

* Explain/show the scope differences between, and value of, both program and course level assessments… also between types of assessments: formative, summative, direct, indirect (when/why/how are these used effectively)

Structure:

* to make good use of that time, faculty need

-clearer foundational understanding of what we are looking for

-reorientation to the purposes and value of assessment

-templates or other structure to guide the work

* Do something fun to show that assessment is not a dirty word: experiential learning for faculty
* Schedule in a way to get as much Associate Faculty participation as possible

Content:

* Align assessments used to program outcomes-clear indicator of how assessment is used to improve student learning in the programs.

Outcomes:

* Examples/ideas of what can be done with 2 year cycle now. (This could also help set some expectations that would address the observations made in this year’s assessment report review re: the vast disparity of scope and scale of assessment by teams)
* What an assessment and development process could look like - doing assessment and also overhauling some parts of a program or pathway
* Students who could somehow talk about how they learned more when assessment had been used well (probably a dream that will remain unfulfilled)

Lingering:

* Programming for solo-faculty programs- grouping during work time
* Some faculty work on assessment with multiple program teams (for multiple discrete awards and/or RI or Gen Ed areas)