**Assessment Committee Nov. 18, 2024**

Attended: Martha Bailey, Elizabeth Carney, Jil Freeman, Kelly Mercer, Stephanie Murphy, Lisa Nielson, Lisa Reynolds, Ashley Sears, Aundrea Snitker

**Request from the Teaching and Learning Council (cont.)**

 Elizabeth’s draft based on our last discussion:

*1. What work does the Assessment Committee do that does not need Teaching and Learning Council oversight or approval?*

Revising/managing templates for assessment reports and plans.

Direct report and plan feedback to individual assessment teams.

*2. What work does the Assessment Committee do that requires Teaching and Learning Council oversight or approval?*

A regular (timing TBD) general report to the Teaching & Learning Council on Assessment Committee work and the state of academic assessment at the college. (*David indicated they will want this*)

The synthesis of the assessment report review conducted by the Assessment Committee, the VP of Instruction and Student Services, and the InSS Deans.

Assessment Committee requests for input or assistance regarding assessment matters that go beyond the purview of the Assessment Committee; i.e. matters that have an impact on, or would benefit from, consideration in the context of teaching and learning planning and decision-making more broadly.

*3. What work does the Assessment Committee do that requires oversight or approval from the Shared Governance Oversight Group or the Board of Education, if any?*

Any issues emerging from the Teaching & Learning Council discussion of the assessment report review synthesis conducted by the Assessment Committee, the VP of Instruction and Student Services, and the InSS Deans that would benefit from oversight or approval by the Shared Governance Oversight Group.

Assessment Committee requests for input or assistance regarding assessment matters that go beyond the purview of the Assessment Committee; i.e. matters that have an impact on, or would benefit from, consideration in the context of college-level planning and decision-making.

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***These are other things our committee has done or might be asked to do—should any of these be included in any of the categories above?***

Decisions about submission deadlines for assessment reports and plans; How many and which programs/areas have submitted assessment reports/plans -- probably part of regular report

Decisions about the role of assessment in the larger continuous quality improvement cycle--assessment, unit planning, academic program review, and budget.

What the college [expects for assessment](https://docs.google.com/document/d/10OF9cPhg9ZmDqOrkle5XE_1t29_cOePzcyonli4XATk/edit?usp=sharing)

How to define “engagement” in assessment (the Mission Fulfillment Committee defined this for a couple years but then they didn’t, and since then Elizabeth has used different ways to measure engagement for accreditation reports)

[Criteria for effective assessment](https://drive.google.com/file/d/1rvkdCku-Wjd9fENM6lPeYEZNbwCUZNMF/view?usp=drive_link)

defining/refining an effective approach to gen ed assessment (attempted this with the gen ed assessment subcommittee a couple years back)

[Assessment Roles and Responsibilities](https://drive.google.com/file/d/154WqAd80QqHSF9ovDcWrRqFhYNLo5VaN/view?usp=sharing) (right now this document’s author/ownership is CTL; keep it this way or send it up the pipeline?) KEEP IT AS IS

Committee contributions to accreditation report drafts (in the past, the Accreditation Steering Committee oversees accreditation reports)

TODAY’S DISCUSSION:

All of the “other things” listed above are things that could be included in regular reports to the Council. If there’s more info they need from us, then we would expect an ask.

Maintain our value/role as supportive

We agreed to add to #1: Not submitting individual assessment reports to the Council. That’s between program/faculty and deans.

We are not a group that “polices” assessment work (as stated in our charter)

Every year we hear about capacity issues. T&L could partner with us for some thinking around what we already know about assessment and what work that is already taking up; integrating assessment processes into larger T&L initiatives/processes

Begin the expectation that we expect support from them so that it might continue to be an expectation.

Create a #4 in the proposal doc - “Here’s the relationship we would like to have with you…”

They are also responsible for continuing a culture of assessment and what that means within T&L. Rather than a checkbox, their responsibility is about promoting and integrating assessment.

What would our Guided Pathways have looked like if we’d started with assessment? We expect T&L (and others) to base decisions on assessment/other data. Model assessment as part of decision-making for the college.

This is a partnership. Want to establish that. For us internally and in case we are ever asked about that by external folks.

Next step: Elizabeth will update draft and send out by email for review (T&L would like it by end of term)

**College requirements for number of outcomes assessed and when (cont.)**

Current: <https://docs.google.com/document/d/10OF9cPhg9ZmDqOrkle5XE_1t29_cOePzcyonli4XATk/edit?usp=sharing>

Notes from 11-4-24:

Relate the timeframe to program review or other meaningful timeframe, rather than “each year” X number of outcomes…

What we never have enough time for in the one-year cycle is doing research to inform a change in curriculum or teaching.

What if the expectation is around use of assessment, or engaging in an effective inquiry cycle, rather than a specific number of outcomes or other specific product? Goal is inquiry and improvement.

Meaningful improvement takes multiple terms or years.

Years spent in meaningful learning support/improvement seems like time well spent.

TODAY’S DISCUSSION:

Help in framing what kind of plan we should have. There could be some squishiness. But if you haven’t looked at something in five or ten years, you should look at it.

Program review as frame

Idea of matrix and choices for how to focus time/effort

Provide space for assessment that is not directly associated with PLOs - such as making room for student involvement (focus groups or something)

Making space for the learning improvement process - come up with a tool - approach that works with low capacity; and for one period of your APR cycle you go deep.

Next steps: Review a draft in Winter term