**Assessment Committee Notes**

February 10, 2025

**Attended**: Amy, Aundrea, Steven, Elizabeth, Jil, Erin, Ashley, Martha, Kelly, Yvonne,

**Agenda Item 1**: Where to house completed assessment reports and plans. Consider needs, different uses, and what is and is not working well currently. Look at the option of using OneDrive.

NOTES:

* One Drive option
	+ Don’t have to go through Teams to get to the content of files
	+ Allows you to provide a link to access file folders (could help communicating with those not familiar with One Drive/Teams)
	+ Can manage permissions without having to go through IT, but you can also ask IT to do a batch of changes to save you time
	+ Can have multiple co-owners who manage it
	+ Can give “read” only access if needed
	+ Is it more efficient to set up in contrast to other options (like I drive)? Doesn’t seem to be a difference in terms of loading files but easier to manage permissions in OneDrive if you don’t have to ask IT to manage permissions
	+ Is there value in everyone being able to see everyone else’s reports and plans? Could set up so that initially we would have permissions by program/department, and this would give us time to have conversations about other options for permissions in the future
* Example of possible file structure: [https://miro.com/app/board/uXjVLlnlQrA=/](https://miro.com/app/board/uXjVLlnlQrA%3D/)

Would not be intended to take the place of departments and programs having their own place to house reports along with working documents like assessment meeting notes, rubrics, etc.

Uses for completed reports/plans on a shared system: Unit planning, Program review, place for new team leads or others to access reports/plans as needed--a back-up if programs don’t have or lose their own files

There was once an effort to look into getting a college Google account, to consider the teaching and learning value of google. Did that go anywhere? Math department got an account through IT - just files, not other things like chat. No one knows if the college Google account conversation happened.

Decision: Go ahead with One Drive to house completed reports and plans

**Agenda item 2**: College expectations for assessment work (recommendation from Assessment Committee). Review Elizabeth’s draft (following up on committee discussion in Fall)

DRAFTY DRAFT:

**Expectations for Assessment of Program-Level and General Education Student Learning Outcomes**

**WHO does this apply to?**

Degree and certificate programs as well as departments responsible for general education instruction and pre-college or learning support instruction

**WHAT should be done and WHY?**

Assess program-level learning outcomes and/or general education outcomes on a regular basis with the primary goal of improving learning and teaching. A secondary goal is meeting accreditation standards.

**HOW? What does assessing on a “regular basis” mean? How many outcomes should be assessed and how often?**

Priority should be given to using results of assessment efforts to inform academic and learning-support practices to support the improvement of learning. With this in mind, programs and departments may choose the frequency with which outcomes are assessed and the amount of attention devoted to each outcome. An assessment plan may prioritize a limited number of learning outcomes for a given number of years to allow time for in-depth assessment and learning improvement efforts. Aim to have some information about student achievement of each program-level or general education outcome within each multi-year assessment plan cycle (5-6 years). If one or two outcomes are prioritized for more in-depth assessment and learning improvement work, then the remaining outcomes may be subject to lower-impact/lower-effort monitoring approaches. Best practice is to not allow more than three years to pass without either monitoring or more effortfully assessing a given learning outcome.

NOTES:

This would need to be accompanied by some CTL support around defining/implementing choices between high-impact/high-effort vs lower-impact/lower-effort assessment approaches--the lower effort could be used for “monitoring” mentioned above.

Could it be helpful to share what different scenarios look like at A,B, C levels?

This approach supports teams that want to assess two outcomes multiple years in a row - communicates that this is not necessarily less quality of work to do so - quality is determined by other things and we want/need ability to do in-depth assessment and improvement work

Being able to see a trend for a given outcome is important

If improvement interventions are made, you want to re-assess to see if there was learning improvement

Set up a sort of menu of inquiry-based options?

And with options, acknowledge that assessment could look different in different years/cycles:

* Factors like empty faculty positions, CCN work, other stuff that mean programs have more or less capacity in a given year/cycle
* Assessment usually leads to other work - so teams need to be able to dial up on other work and dial down on assessment
* Assessment plan may look different during a period when a program is doing professional accreditation/re-accreditation

Provide structure and choice and some expectations that help folks get to the goals over time.