**Assessment Committee 2-24-25 Notes**

Attended: Martha Bailey, Elizabeth Carney, Becky Ellison, Erin Gravelle, Kelly Mercer, Lisa Nielson, Yvonne Smith, Aundrea Snitker, Steven Soll, Amy Warren

One Agenda Item:

[Review draft](https://docs.google.com/document/d/1_FiZr91wFyD8IgghRXjt6H2-1bvn81YPrkNT-Edmh5s/edit?usp=sharing) of summary of our report review comments and decide what to include in the Recommendations section. Also look at [Quantitative results](https://docs.google.com/document/d/1A5RoSzgdKB4Hk8XolWgS8Z7YZ_9Hgt8bggvTNy4KfnQ/edit?usp=sharing) from the reports - how should these be used/shared?

NOTES

No substantive corrections to the sections summarizing comments

No change to the Audience section

Notes on the Recommendations section:

Make reference to the site visit and their comments - give weight to our recs

Two-year cycle -- fully utilize; prompts; assessment value; connecting the pieces - assessment, unit planning, program review; using what is learned from program assessment at the course level

Is there anything that can be done to facilitate using assessment for improvement?

How to use resources to support big changes that sometimes comes up - identify areas of need and put support there in a targeted way

Informing college-wide change - challenge can be funding - leaves us focused on the small changes

General education - our “core competencies”

Make clear the connection between assessment work and student success/learning. When you have limited time and resources and a system that doesn’t support enough, then you default to ways of approaching curriculum and teaching that are not necessarily the best for students (more mainstream and leaving out many students) and not necessarily supported by evidence from literature or from your own assessment

Something about doing less to do more/better and what that means in terms of college/system support and expectations

the only thing I can think of (although this did not come up as a theme in the reports) is ways to support newer faculty or faculty with limited experience teaching. For example, if a faculty (such a myself) has limited experience in academia, they may end up wasting time figuring out how to target their assessment tools/strategies to optimize reaching their learning objectives. Although I imagine the center for teaching and learning is a great resource... I don't know if there is room for overlap with the work this committee performs...

Notes on qualitative summary of reports:

No requests for additional counts to be made from the reports

This highlights a reason for more time in the cycle - to have time to reflect on what the results (summary of reports) are telling us. And at a program level: rather than tossing out rubric ratings that are far apart, we need time to follow-through, to think through and respond (maybe redo norming)