Assessment Committee Notes, June 2, 2025

Attended: Kelly, Steven, Martha, Elizabeth, Lisa

**Updates**

* Space for any updates/sharing from the group
* Update from Elizabeth on support for gen ed assessment: newly approved funding for pilot project - [Summer 25 Writing assessment](https://docs.google.com/document/d/1ikqtjkDgbeQ5hD4eoNz21rS6YJ_xIgmnrdG_FNINUc8/edit?usp=sharing)
	+ In pre-college we have a stackable set of rubrics and outcomes based on different levels of writing and other skills students need to build over time. Would be a good conversation to have across departments and programs--what expectations for writing skill development look like across the college.
	+ There are quite a few faculty teaching natural sciences in the summer--some might be interested in participating

**Gen Ed Report Template**

* Review a [draft of a gen-ed-specific report template](https://docs.google.com/document/d/1c-xYtLi1n10cqVh93orapFa4g7vMuKi9vzMPIijUyWk/edit?usp=sharing). Anything need to be changed? Added?
* Check-in about status of templates and goal for when and how to launch them
	+ See if we can get final or close to final approval from committee by email
	+ Forms: problem when you can’t format text; problem when you can’t save while you’re working
	+ Amount of space in the box can influence the length of writing
	+ The value is in communicating well, not sparkling prose!

We added an option to report gen ed course certification under the activities question. We added a question about who participated in assessment work. Added link to Moodle resources.

Discuss a couple of recommendations about templates:

* From our last meeting’s notes: “Add Q to report template about student barriers to learning?”
* From our assessment report summary: *we continue to see a wide variety of detail and response in the reports. Some write novels and some are just checking boxes... how can we make that form a little easier to read/write in?*

Seems that the way we’ve created the templates help address the second comment. More feedback about how folks could improve the writing of their reports might help. Feedback has included this in the past though it hasn’t been the focus of feedback. How much effort do we want to expend on this front? There are other issues that contribute to some folks “just checking boxes” that the template can’t really address (workload; not seeing the value in assessment; the percentage of people who will always just check boxes)

[we ran out of time to talk about the first comment about student barriers]

**Teaching & Learning Council prep**

The Assessment Committee is on the agenda of the Teaching and Learning Council meeting June 6th 1:30-3. Elizabeth will attend and other committee members are welcome!

The general plan is to share the [2024 assessment report review](https://docs.google.com/document/d/1_FiZr91wFyD8IgghRXjt6H2-1bvn81YPrkNT-Edmh5s/edit?usp=sharing).

* A few slides with the highlights
* Do we have a specific request?
* Let’s discuss any details you want to make sure get communicated and any questions you want to be brought to the Council at this meeting.

What is the T&L Council in a position to help with?

Regarding specific recommendations we might share with the Council, see these comments from the report summary:

* *It seems like the challenges might inform specific support for assessment that could be incorporated into college planning (release time, assessment work for department could count as committee work, additional in-services, etc.).*
* *significant changes to program curriculum driven by the state (MTM, CCN, other), professional accreditation, advisory board or industry input/needs, and other transfer needs…* [this work] *requires a lot of time, effort, and collaboration and needs to be considered in planning for CQI and faculty workload/work prioritization*

Workload has been a consistent barrier

Propose that T&L Council take on the topic of workload and the Assessment Committee would contribute - maybe a work group? Maybe a survey of faculty?

Also, should we ask the Council to think about ways in which assessment data should be used throughout the college?