

## **Assessment Committee Meeting Minutes**

**December 5, 2018**

**Attendees:** Tamara White, Kelly O'Dell, Ana Martin-Meijia, Jennifer Bird, Jessica Solis, Kelly Gaer, Arthur Vaughn, Rhonda Hattar, Geoff Chadwick, Mandy Geddes, Kristofer Whited, Quill Philips, Jason Ray, Patti Molai, Daniel Lawrence, David Murphy, Lynette Jachowichz, Will Flowers, Anne Petti, Meg Beck, Hyekung Lee, Mike Carter, Yulia Fedzanka-Cloud

The PD for this session was focused on Assessment Basics & Program Outcomes; clarifying language, talking about our

Our Primary task; an overview of the assessment of student learning. Tying this back to Institutional outcomes (the 4Cs) related to student learning, things associated with the institutional and program outcomes. Remember: Things that measure how we (as an institution) are doing are not the same as measuring how students are doing/what they are getting.

Provided worksheet "Program Level Outcome"

Discussed different processes of assessment:

**Direct** may be something like an exam or assignment.

**Indirect** can involve students self-reporting, such as through surveys after an event or on exit of a course, etc.

**Qualitative**

**Quantitative** will involve numerical measures, such as through a rubric.

Outcomes: 4Cs. Program. Broad skills (soft skills for example). Performance indicators: measureable. Example, CCNS competencies, metrics, criteria. Different areas will have stronger or weaker spots for each of these.

### EXAMPLES

Slide included an example from PSY for Instruction

Performance indicator: Students can name theories & theorists.

Program outcome: Foundational knowledge of the field of PSY

4C related: Critical Thinking

Slide included example from Student Affairs

Performance indicator: Students, after meeting with F.Aid, can demonstrate knowledge of consequences of success/failure in classes, regarding F.Aid funds.

Program outcome: enrollment & retention

4Cs: Career & transfer readiness

Some performance indicators can be mapped directly to the 4Cs.

The work on this is being done; we need to be able to demonstrate and measure these things, that they are effective and that they are benefitting students in a measurable way.

Group discussions: explain to a partner or table your understanding of how a Performance Indicator maps to a Program Outcome maps to a 4C.

Where would you like to go with PD for the committee, what do you need now?

- Workshop for writing program outcomes. Participants could bring performance indicators and outcomes and they can be workshopped.
- Different tools to gather data; how to evaluate their usefulness and appropriateness
- Better understanding of Student Affairs goals
- Better understanding of Academic Affairs goals
- What inform both SA and AA goals
- Explain non-classroom Academic Affairs (co-curricular (vs. curricular)), where & how they fit

Group Updates

Curriculum Mapping: Developing timeline. Practice conceptualizing what it looks like. Where 4C fits into programs, both SA & AA.

Data Collection: tasks, expectations. Need to plan timeline. Split to 2 teams to divide tasks with a Feb/March goal to wrap up in April. Access – for internal AND external stakeholders.

Will Flowers: 3 tasks – previous established outcomes linked to LifeLong Skills, remapped to the 4Cs. Put on the assessment drive. Review co-curricular items to be on the timeline. \*until co-curricular is evaluated, outcomes are heavily weighted away from Career & Transfer Readiness. They can encompass all if taken broadly or none if very specific.

Program Assessment Modeling: In the research phases

Communications: list of contacts, finding & excising lifelong skills references ongoing