

Assessment Committee Meeting
April 3, 2019

Attendees: Kelly O'Dell, Tamara White, Tricia Johnson, Quill Philips, David Murphy, Mandy Geddes, Arthur Vaughn, Kelly Gaer, Geoff Chadwick, Jessica Solis, JoAnn Burkhart, Chris Juarez, Yulia Fedsanka-Cloud, HyeKung Lee, Patti Molai, Lynette Jachowicz, Daniel Lawrence, Reyna Anaya, Sasa Jovic, Brandon Williams, Rhonda Hattar, Will Flowers, Ana Martin-Meija, Lauren Kang, Jennifer Bird

Professional Development: Assessment Measure Identification & Creation, via PowerPoint

Focus on identifying measures that already exist instead of starting from nothing. Identify assignments, interactions, and activities that increase student learning & skill-sets which already exist and/or can be adapted.

Direct: observation, examination

Indirect: self-reporting

Examples: surveys, questionnaires, exit interviews, other interviews, exams, archival records, portfolios, simulations, focus groups, performance appraisals, observations, etc.

We should ask ourselves: Can we take something that exists and make it into a tool of measure?

Outcome | Indicator

"student [bloom's verb] ____, ____, and ____." "...student demonstrates communication..." is an outcome.

The indicator:

Where is this happening?—in classes, co-curricular activities (like Speak Up CCA)

How is it (demonstrated)?—paper, presentations, etc.

How do we measure how well the students are learning?—rubrics

One rubric can be designed to plug into multiple places in a program. Example: Behavioral Sciences' dept APA rubric can be applied to multiple assignments as it measures use of APA citation style

Emphasis: Instead of designing something new, ask where this is already happening.

Curricular, co-curricular, and support program review.

Feedback received, requested further feedback to Tricia within the next week.

Next steps:

What is the cycle going to look like? HLC put emphasis on this as a next step. Four- or five-year cycles? We want to attempt to align with Perkins. We will look at how the programs lay out,

whether cycles can be staggered/spread out to avoid “all the things at the same time”. Especially for areas with multiple programs.

Especially need feedback from Admin Support Units.

Project SLOPE Phase 2 Subcommittee Updates

Reports on subcommittee task completion is due by May 1st.

Will Flowers: Performance Indicators. Feedback to Will or Dan (Lawrence) on handout distributed at meeting. Converted life-long skills indicators to be applicable to the 4Cs.

Data Collection: Data Management process handout. Outline of process. Decisions needed regarding file formats, processes, access, storage, recommendations. Need to decide whether to use D2L as a repository or invest in a new assessment software. D2L has a shorter lifespan – is there a way to export this data regularly? More to come...

Communication: Working toward getting 4Cs displayed around the college