

## Assessment Committee Meeting

11:00pm Friday, December 4, 2020

### MINUTES

**Present:** Darcey Ferrell, John Lantz, Patricia Roper, Jennifer Lantz, David Stoffel, MaryJean McIntosh, Daniel Gomez, Rustem Mulyuk, Dana Indermuhle, Michael Lawson, Jill Loveless, Purnima Sharma, Debbie Cresap, Dennis Bills

Assess the Peer Review process and Weave Form:

- The new form in WEAVE was used this time, suggestions:
  - Feedback/recommendations for improvement
    - Include Step 1, Step 2, and Step 3 directions.
    - It helped to attend the assessment meeting with Debbie's demo.
    - Maybe make a user-friendly instructional video
    - Questions when more than 1 learning objective. Should they all be in 1 place? Is there a place to enter info for a second one? All are listed together in a heading, but if keep scrolling down they are available for individual review.
    - Some just clicked met, unmet, but didn't leave comments. Make sure to leave comments.
    - Recommend going through one entirely as a group in an assessment meeting before the next time we peer review.
    - Some reviewers didn't have edit access.
    - Some reviewers had difficulty navigating the form expanding the tabs, etc.
    - There is a learning curve, but we think this is better than the paper form and it will get easier.
    - Click completed when done peer reviewing.
    - Issue mentioned about the dates and once back out takes clear back out. Is there a way to archive and create subfolders?
    - Helpful that Darcey sent agenda with what each group was supposed to do.
    - Helpful if color coding along right side of WEAVE document coordinated with where we are in the assessment.
    - We are here to assess, send us a message.
    - Question: Now that they are done, we would like to see all reports grouped into 1 report. We can notify faculty so they can see comments for closing the loop.

Update on status of Institutional Assessment Plan

- Transition from paper to Weave, Report had a lot of attachments.
- Doc. Is comprehension assessment of how we do things at the college on a whole.
- Think a little differently about our plan. The HLC report has layers in which other areas pop up. How do we know faculty is taking the recommendation from the peer review and changing student learning?

- Make sure Course outcomes tie to Program Outcomes., Where are the gaps in the course? We're getting there. Natural progression to look toward next level of being able to say the outcomes are mastered - Pathway from course to program assessment. What do we expect to demonstrate that is happening? Suggestion: Evaluate program, instructor & theory
  - Try self & peer assessment in Blackboard to use as documentation to explain why changes were made to improve the course, and program.
  - Some assessments for Gen. Ed. Have activity that assess gen. ed. We need evidence to confirm the Gen. Ed has been met. Need artifacts, can use random sample to demonstrate. We've talked about portfolio, signature assignment, but we need a driver to make sure that happens. Critical to get schedules. Debbie has started the process. What are our outcomes and what is our timeline? Then do analysis to find the gaps. We identify Gen. Ed, but we need to work on the analysis a bit more.
  - Faculty need to use the supportive initiative for Gen. Ed.
- Update on Co-curricular Assessment (Pam)
    - No updates, because of monitoring report to provide - year data. Unfortunately, we've lost 2 key people that were working on this area.
- Assessment Committee Goals for Spring '21 Semester
    - Encourage faculty to think past identifying Gen. Ed to analysis
    - Using rubrics and understanding how they can help with data collection.
    - Increase participation of applying outcomes in Blackboard.
    - Improve communication between assessment and faculty. Some ideas: Have more contact with faculty in smaller pieces. We could be effective sending emails every month with 2-3 min. video. Attach screenshot with step by step handout. Every faculty takes lead for a month to create a video. Approach it like a flipped class so that we take the feedback or result to the monthly video at the next faculty meeting. Darcey volunteered to take the first lead and bring it to the next assessment meeting. Encourage using assessment goals as FERC goals.
- Next meeting date and time
    - 1<sup>st</sup> Friday in Feb, Feb. 5<sup>th</sup>, 2021.

Respectfully submitted by Jennifer Lantz  
 Darcey Ferrell, Chair