

Assessment & Evaluation Committee
Sub Meet & Confer Notes
Friday, November 01, 2013
09:29 AM

In attendance: Lynn Akey, Kim Greer, Jessica Schomberg, Paul Mackie, Diane Graham, Rick Straka, Heather Von Bank, Henry Morris, Ted Johnson
Excused: Daria Dona, Kirsti Cole, Walter Zakahi

- 1) Revised WAC Assessment Plan Draft: Lynn reported on their trip to Chicago area for the HLC workshop to complete a draft of the writing across the curriculum assessment plan and tools. Draft #2 was passed around for review.
 - a) Assessment plan has indirect component for instructors and students, and direct for assessing actual work based on the rubric.
 - b) Lynn invited feedback that will be directed to Kirsti to consider.
- 2) Update Status on GenEd outcomes assessment
 - a) ad hoc advisory committee sent forward an assessment plan last year; now looking at goal area #1 for this as a pilot process. Nov. 11 the new process will be adopted/implemented. Where the evaluation will actually be done is the biggest change, and need for additional support.
 - b) Next year the goal areas #7 and 8 will be the new areas to implement. These areas have significantly larger scope and will make this a larger challenge.
- 3) Update on joint Planning, Budget & Assessment meeting
 - a) Assessment results from previous years' strategic priority funding; to share with Planning and Budget, including information about good models and suggestions for improvement
 - b) Assessment plans reporting related to the strategic priorities/Big Ideas/facilities proposals that were awarded funding last year; considered annual reporting of these efforts to communicate back to the campus what the outcomes were.
- 4) HLC annual conference – call for participants; in Chicago April 10-14, 2014. Lynn will forward email with details. Reaccreditation that we'll be going through makes this a valuable conference.
- 5) Sub-group work
 - a) Student learning
 - i) Continue program review process and ways to close the feedback loop
 - b) Looking forward to the data we'll be able to access when this is carried out
 - c) How will the results link to budget and planning; conceptually and practically. What are the tangible pieces that the dept., college/division can use effectively?
 - i) Devise process to look at academic achievement and self-directed learning:
 - (a) Kim brought out the question: where do we put these? After the conversation about how to market the SLOs at the conference, these ideas bring up the need for a similar communication plan for these two areas.
 - (b) How do we demonstrate these outcomes in a summative way to the campus? Portfolios, capstone course, comprehensive exams or surveys. Will these be evaluated by dept, college or institution? Big challenges for the institutional level evals.
 - (c) The label 'academic achievement' is problematical; establishing rubrics for self-directed learning is problematical;

- (d) Plan to revise the Inst. Student Learning Goals and Outcomes Map to reflect some of the conclusions we arrived at.
- d) Institutional effectiveness
 - i) Worked on documenting assumed practices. Will need to contact outside groups to get some information.
 - ii) Institutional performance indicators – discussions with outside work groups ongoing
 - iii) Brainstormed ways to share assessment results from previous years' strategic priority funding projects:
 - (a) Put assessment reports on IRPA website, behind authorized sign-in (similar to how applications were posted)
 - (b) Have a reception in the new Library-CSU amphitheater to celebrate completed projects
 - (c) Professional development day presentation/friendly panel discussion of completed programmatic projects
 - (d) Photo exhibit of facilities projects, possibly in the Reporter, Campus Newsletter, website