

College Assessment Committee

Agenda
Monday April 2, 18
18-206, 2:00-3:00

Members in attendance: Gabi (student), Madeleine Murphy, Stephanie Roach, Ellen Young, Kevin Sinarle

1. Appointment of Note Taker: Ellen Young
2. Approval of the agenda
3. Approval of Minutes
 - a. Minutes from November 27th:
 - i. Notes were taken from memory
 - ii. Minutes were approved
 - b. Minutes from February
 - i. Minutes were approved
4. Chair Update: Student Interviews/ GE-SLO activity
 - a. Honors students didn't end up being able to participate due to midterms. This will happen in the future.
 - b. Year One students participated. (They watched a video and then had a discussion)
 - c. Possibly have a Fall Flex Day activity to follow up on this.
 - d. Stephanie Question: Do we have administrative support?
 - i. Yes! Annqua said it will be possible to get it transcribed
 - e. Still need to see how to integrate this into classroom practice.
5. Revised Mission of CAC-Committee on Academic Excellence merger
 - a. Merger of PD, Library advisory, and Assessment Committee
 - b. Gabi voiced concerns about the number of students involved. Every senator needs to be involved in a committee to be a senator. Gabi also suggested that we present this idea to AS.
 - c. Gabi also explained that sometimes students feel like it is awkward or challenging to attend committee meetings.
 - d. Clarity of mission of committee: focused on everything related to teaching and learning.
 - e. Stephanie voiced the realization that we need communicate more clearly with our students about what it means to serve on a committee. Perhaps we should coordinate with Aaron and Fauzi.
 - f. Gabi explained that currently Fauzi gives a 25-minute presentation to educate the student senators.
 - g. Stephanie voiced that she very much values and listens to the feedback from students.

- h. Will be discussed at April 10th Academic Senate Meeting
6. Guided Pathways Document
- a. As a group we reviewed the Guided Pathways document and Madeleine's comments.
 - b. We decided to review the document individually and discuss at the next meeting. If there are comments, they will be passed to Madeleine and then to Anniqua Rana.
7. Organizing the Assessment Cycle: An assessment report?
- a. Another vision of the assessment cycle
 - b. An assessment report check-list: perhaps introduce in Fall 2019.
 - c. Madeleine shared an assessment report checklist document
 - d. This document would be used during Program Review.
 - e. This document is a Draft.
 - f. Stephanie's Question: What is the function? What work is going to get made as a result of this document?
 - i. Madeleine's response: Program review's questions aren't well crafted. This is a revised program review.
 - g. It seems that this needs to be brought into program review revision process.
 - h. Ellen's question: Does program review look at departments, classes or individuals? Because these questions seem to address multiple scales?
 - i. Maybe needs re-working.
 - i. We need a way to build institutional memory around interesting interventions.
 - j. We may need some institutional support for records management. Guidelines for departments about data and reports that they need to keep. It seems like we have an issue with institutional memory, and perhaps we need a structural intervention to deal with it.
 - k. Stephanie: We don't want to have everyone involved in records keeping, but perhaps the department assistants can help keep records organized.
 - l. Madeleine: People need to know who to give information to so that information doesn't get lost.
 - m. Stephanie: It is our goal to revise program review for next Fall.
 - n. What about small departments?
 - i. Madeleine made it clear that she does not want this to be burdensome for small departments.
 - ii. Stephanie: Would like to see institutional support for small departments who are over-burdened by additional work compared to larger departments. How could the institution help support small departments?
 - iii. Madeleine: Maybe have an assessment/ program review day where there are people who can offer support.

- o. Gabi's thought: Everything under number two makes a lot of sense to me.
- p. Gabi: Students see the difference between small and large programs. In her English classes she sees a lot of assessment and equity, but not very much in her poly-sci classes (a small department).

Materials that were passed out:

Assessment Report Checklist, Minutes from February 2018, Minutes from November 2017, GE Workplan draft

Next meeting: April 23, 2018, 2:00-3:00pm, 18-206