

Assessment Committee

Meeting Notes

February 12, 2019

8am-9am in AS 112

Members Present: Tim Smith, Michelle Sims, Scott Donnelly, Martha Martinez, Elaine Groggett, Julissa Fitts, Monica Ketchum, Sarah Snyder, Miguel Sanchez, Shara Skinner, Jacqueline Quinonez

Members Absent: Angel Luna, Eva Aviles, Vanessa Weaver, Ashley Macawile, Robert Killin, Luis Vizcarra, Nicole Acosta

Today's Meeting

- Faculty will present prior assessments of their courses/programs
 - Scott Donnelly explained the process he has utilized over the past 6 years which includes:
 - Determining which four learning outcomes he would like to assess that year
 - Selecting three measures/assessments for each learning outcome
 - The data collected identifies not only how students performed against the benchmark he set prior to beginning the year, but it also collects data on student performance, good and bad.
 - The data breakdown allows for an analysis of which outcomes and specific problems students are demonstrating an understanding of and which one or more are having difficulty with.
 - This is particularly useful on identifying a problem class wide.
 - The data collected is useful for longitudinal studies of student learning on each outcome and measure as well as on semester by semester analysis of student performance, allowing for immediate as well as yearly changes for improvement
 - The initial data collection is recorded on a Word document. Once all of the data has been collected, the information is copied and pasted into Tk20 where the findings, analysis, and recommendations are presented.
 - Michelle Sims explained the process the economics faculty have utilized over the past several years which includes:
 - Work with economics faculty to determine which five learning outcomes they will assess for all students each year, collecting data on both business students and non-business students
 - Align key final exam questions with learning outcomes- all econ instructors use the same assessments
 - The student performance data is recorded on an Excel document. Once all of the data has been collected and analyzed by the faculty as a group, the information is entered into Tk20 where the findings, analysis, and recommendations are presented.
 - The data is analyzed as a group but it can be broken down by faculty member (each faculty is provided the data).
 - Sarah Snyder explained the fall 2018 WI assessment process/outcome:
 - The fall 2018 WI process followed the same process as has been done in the past, using the WI approved writing rubric. Unfortunately, due to low inter-rater reliability, an undefined rubric/benchmark for student success, and student artifacts that were not designed to be assessed in the same manner (can't compare apples and oranges), the

results were unreliable. As far as what could be generalized, the WI proficiency of the student WI artifacts was less than 50%.

- Inter-rater reliability should be .80 or better but was between 0.41 and 0.59 for this assessment
- The WI assessment committee plan to make improvements is:
 - To develop a holistically designed and tested rubric for AWC that can consistently produce inter-rater reliability results of over .8.
- Develop and enforce similar WI assignments for WI assessment
 - Proposal for a student reflection assignment
- All WI instructors to be trained and involved in WI assessment; this will also provide a qualitative look at the artifacts that instructors will benefit from.
- Tim Smith will demonstrate how to use assessment tools in Blackboard (BB).
 - Displayed list of AJS program level learning outcomes in BB and informed committee to contact Jaime Nolasco, send learning outcomes to him, for inputting into BB.
 - Demonstrated how to align assessments and learning outcomes.
 - Displayed examples of reports provided by aligning LO's and class assessments.
 - Can generate reports by assignment or assessed question.
 - Provides very useful information to see overall student performance
 - The only issue is that the results could be skewed by students who do not complete assignments
 - Work on a user-friendly assessment document to share with all divisions for their faculty to submit completed assessment / compare Tk20 fields and discuss importance and requirement.
 - Martha shared the word document Angel shared in the past for writing out a basic assessment plan as well as the form CATD developed. Martha will send both documents to the committee members for feedback, asap, to develop one form with nomenclature and columns faculty can identify with. The faculty could then use the standard form to write out their assessment plans to have support staff enter the information into Tk20.
 - Gather information to develop basic assessment documents to educate faculty and staff on assessment. – postponed until a future meeting

To-do for next meeting

- Job duties for Assessment Coaches/Mentors

Good of the Order

- Martha discussed the need for accountability at all levels of assessment"
 - faculty/staff,
 - supervisors
 - Assessment Office
 - VPLS office

Next meeting

- March 5th
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