

**Assessment Committee**

**Thursday: November 20, 2014**

**12:30 – 2:00 in the Community Board Room**

**Members Present: Absent:**

**Stefanie Foster, Chair Charles Galemmo**

**Claudette Dupee**

**Samuel Kelley No Student Rep**

**Jesse Miller**

**Rita Perron**

**Annette Tanguay**

**AGENDA**

1. Call to Order

By Stefanie

1. Approval of agenda

*Motion to approve – Claudette, seconded – Sam, approved*

3. Approval of October 2014 minutes

*With change to 4.1 “embarrassed..cannot do” – motion to approve Rita, seconded – Claudette, approved*

4. New Business

4.1 Review of questions from Faculty Senate about request for 200 level samples

*Dianne Fallon has agreed to send by not received yet. Sam reported that the faculty liked the communication rubric but wanted to know how the data would be used and what would be done with it eventually? It will be kept in this institution – NEASC will need to know but will not see the results. They are interested in the “sample”, “model”.*

*An IRB is not necessary and we are not using personal information. It was suggested to look in “Safe Assign” but it would be unethical to look in someone’s assignment pool. The only mildly negative comment was that the faculty would forget to send the samples. Stefanie will remind them. Annette suggested starting the FAQs online. Ann’s glossary that she has been working on for assessment will be online similar to the way adjuncts have a FAQs page online.*

*Assessment FAQS*

*Populate how?*

*How does assessment affect me?*

*Is this an assessment of my teaching?*

*What’s the purpose?*

*(Teach Excellence – Faculty member’s concern – assure students assessment is not used against them – Stefanie & Claudette will discuss later.)*

4.2 Review of assessment glossary

*Ann’s very comprehensive glossary was discussed. Is it clear? Paraphrase? Are we limited to Bloom’s Taxonomy? Rita passed out a handout “M & Ms” – another way of looking at dimensions of learning. Stefanie suggested the committee creates a general definition for dimensions of learning and refer to the most popular. It might be beneficial to use a reference list to the faculty can go deeper.*

*The committee liked the draft. Ann can back backtrack for references including websites. It might be worthwhile to paraphrase but give source.*

*The committee discussed what may be missing from the glossary. The committee felt that the mission needed work – decided by Board of Trustees. Assessment Cycle needs to be added to Page 1. On Page 2 “Outcomes Assessment” – “Is not” – Is this appropriate or should it be “What it’s not”. Stefanie will pull off for FAQs.*

*Stefanie & Annette will share resources and references to complete paraphrase collaboration. “Closing the Loop” might need to be pared down. Stefanie thought that it would be good to Barbara Walvoord’s book for the library. What NEASC wants to know is whether or not you are learning from the results? Don’t get bogged down with methodology – be systematic and have a goal that we do something with. Information regarding the YCCC assessment committee is found in the by-laws. A Table of Contents would be good.*

*The committee discussed dissemination of the glossary information:*

*Stefanie – email, print, online, mailboxes*

*Claudette – Offer a couple of sessions to go over the glossary*

*Joy will put on portal. It can be put on the faculty portal. Some committee members though it would be good to have the chairs push it forward. The chair reminded the committee that there needs to be a creation of meaning for the glossary to have an impact and as to whether it should be from their chairs or in their mailboxes from the committee. Stefanie advocated the “scatter shot” method – hit them with the information everywhere.*

*Jesse, Annette, and Stefanie will work on paraphrasing and send to Annette.*

4.3 Review of the ILO rubric on Quantitative Competence

*Question were raised about where ILOs were addressed in syllabi and if there was a focus on one ILO? There used to a focus on one each year but it was a failure and was met with resistance. There are ways to address ILOs in the classroom. The culture here has been “Keep your hands off my class.” There is a more authentic way to make faculty to see it as valuable. Maybe when the committee has the communication project done and shares it, word of mouth will promote ILOs and the committee’s work.*

*Stefanie recently went to a NEean conference and attended a workshop on quantitative reasoning assessment/rubric:*

1. *Any opportunity for QR to be demonstrated in capstone course sample can be used. Eliminate those where it is not present. Ex- poetry.*
2. *This is a two-step process. 1 – Discover where QR is central. 2- Find where is is peripheral.*
3. *Create a rubric to measure for each in #2.*

*Using this method, it was discovered that the large majority were psy/soc but it was happening across the curriculum and “It was really bad.”*

*Stefanie will make copies of the QR rubrics.*

*Questions ensued about NEASC and again the committee was reminded that NEASC wants to be sure the college is making progress. There is a chapter for each of the 11 standards. The committee will have their findings, etc saved on the portal.*

*Sam reported that some faculty feel that not all ILOs apply to them. However, ILOs are embedded in the PLOS. Rita suggested asking departments to identify ILOs pertinent to them and questioned the college’s ability to tell instructors to teach to the ILOs. The committee cannot force them but can ask “Tell us how they apply?” The power to suggest lies in asking frequently, compelling them to move toward them. It is part of their contract to conform. There was concern for the oversight of instructors in this area.*

*Sam agreed that the results of rubrics weigh more than just giving a focus ILO. Claudette agreed that evidence based is the way to go. Stefanie that the way to get people excited about ILOs and to get them to think about assessment is to “do assessment”.*

5. Old Business

6. Announcements

7. Adjournment

*The meeting was adjourned by appropriate motions and approved by all.*