REDWOODS COMMUNITY COLLEGE DISTRICT
Meeting of the
Assessment Committee

August 28, 2018
2:50-4:15, FM 110

AGENDA

1. Call to Order

Members present: Philip Mancus (remote), Paul Chown, Wendy Butler, Marla Gleave, Cheryl Norton, Michael Dennis, Erica Botkin, Rebecca Helms (remote), Erik Kramer, Kelly Carbone (remote), Dave Bazard

2. Introductions and Public Comment: None

3. Action Items

3.1. No Action Items

4. Discussion Items

4.1. New Member Welcome

Philip Mancus welcomed new members Kelly Carbone (DN), Rebecca Helms (Admin. Services), and Erik Kramer (MSBSS) to the committee.

4.2. Proposed Outcomes – Academic Support Center (Cathy Cox)

1) **Students will demonstrate knowledge and make appropriate use of services provided in the Academic Support Center: Testing Services [clarify language to make clear this doesn't include placement testing], Tutoring, EPIC (Embedded Peer Instructional Cohort).**

2) **As a result of participating in Academic Support Services, students will demonstrate knowledge of study skills learning strategies and/or collaborative learning.**

Suggested wording changes that came from discussion are reflected in the colored/struck out text above. Cathy Cox will confer with ASC staff and finalize language with Philip Mancus before new outcomes are uploaded into the system.

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The ASC regularly surveys students and expects to use survey questions to measure all or part of both outcomes. Outcome #2 may require additional strategies to measure all parts of it.

4.3. Issues with Completing the Reporting Template

There continues to be some confusion when using the reporting template about where closed loops "go" when they are entered.

Paul explained that there had been a request to show open loops (from past assessment reports) inside the current report template, to prevent people from needing to track down open loops, work with multiple windows open, etc. When a loop is closed in this way, the text provided to close the loop is saved to the report where the loop was originally opened. The disappearance of that text from the current report is throwing people off.

In light of the upcoming shift to eLumen for Assessment, it's not feasible to make programming changes at this time. In the interim, Paul will add some text to that page explaining how the loop process works.

4.4. Recommended Criteria for "Opening a Loop"
Philip Mancus shared the following criteria from a recent Assessment training for discussion:
- If > 50% of students "did not meet" the outcome
- If an entire unit, major project, or exam needs to be revised.
- If the outcome needs to be changed because it no longer measures the data you need/want in your area
- Students need facilities or equipment to meet the outcomes they don't satisfy

Are these criteria sufficient?
- 50% success rate seems low
- Opening a loop when seeking to make a resource request seems to violate the meaning of assessment. Many members understood the desire to use this function for documenting need when it comes to resource requests, but generally agree that this is not the designed purposed of the open/closed loop process.
- The committee recognizes there are no official criteria to allow for the flexibility needed for this process to serve different use

cases around campus, but reached consensus that this list should be revised and/expanded to provide more helpful guidelines.
- Philip Mancus will revise this list of criteria based on this discussion and bring them to a future meeting for further input.

4.5. 2018-19 Trainings: Closing the Loop, Mapping

More training specific to Student Services is needed; the culture of Assessment is less established there than in instructional areas.

4.6. eLumen and Assessment

Courtney Loder and Paul Chown updated the committee on the current status of eLumen implementation for Curriculum (expecting to open for campus use in January), and explained that the eLumen modules for Curriculum and Assessment are so interrelated that they only sold together.

The Offices of Instruction and Institutional Research are motivated to move our Assessment process into eLumen as soon as is feasible. Once Curriculum is up and running, focus can turn to assessment.

The idea of an eLumen subcommittee, task force, and/or pilot group surfaced as a way to keep faculty voices involved during implementation and ensure that we are providing an effective tool that meets this need. Courtney referenced the need to confer with the Curriculum Chair over the summer to make decisions about how to present certain items that are organized differently in the eLumen system, etc., and agreed that a small group of faculty could be very useful as a sounding board for process design decisions that come up during implementation and who could serve as power users/mentors to other faculty during the transition.

5. Reports
5.1. No reports

6. Announcements/Open Forum: None

7. Adjournment