



## Instructional Assessment Steering Committee

### Joint Meeting Agenda with Curriculum Committee/SLIC

January 25, 2016

2:30-4:00pm, Room 11 Senate Room

**Attendees:** Bruno Arzola-Padilla, Mark Brewer, Heather Gillanders, Corinne Jarvis, John Falskow, Ruth Lopes, James Mendoza, Deb Padden, Kim Rzeszewicz, Mecca Salahuddin, Min Kim (Co-Chair IASC), Matthew Mburu (Co-Chair IASC); Curriculum members- Tracy Brooks, Greg Ferencko, Darlene Rompogren, Sherry Cmiel, Char Gore, Jeff Calkins, Dave Howard, Mike Mixdorf

#### 1. Welcome and Introduction

- Barb began the meeting at 2:30pm and had everyone briefly introduce themselves on which committee they are in and their positions.

#### 2. What does each committee do? Purpose? Process?

- Barb introduced the Curriculum Committee, Matthew introduced IASC, and Heather introduced SLIC.
- Kim mentioned the objective of this meeting was to have all three committees understand what we do and how we can relate to each other.

#### 3. How is assessment driving Curriculum? How is curriculum driving Assessment?

How do we share assessment results? What is done with that information? How is it disseminated?

- EAP does share the project outcomes at the department meeting. Faculty share their ideas about what to change in their classes.
- Math and science departments share their assessment outcomes or updates at the division meeting during the fall professional development days.
- Library has retreated to discuss the results of the assessment work and changes to be implemented.  
Kim mentioned that if the project is not meaningful, then the results are also not meaningful. How can degree learning outcomes data be fed back to faculty to be used in making curriculum decisions
- Degree Learning Outcome (DLO) Task Force teams are created to assess each DLO.  
Upon completion of each DLO project, Core Leadership Teams are organized to follow up on specific recommendations. Two DLO Core Leadership Teams (COM and CRT) came together and worked on the Early English 101 recommendation. Assessment of the course learning outcomes are challenging sometimes because it is difficult to get the documentation of what has been assessed and what changes were made as a result of the assessment.

- Accreditation is another factor of this committee and all of us. Accreditors want to see the documentation on what we did and success of these outcomes. Tod mentioned that we have developed the outcomes by faculty over time and it is our option to modify.

#### 4. Associate of Arts & Sciences Graphic of Learning Outcomes

See attachments.

- Visual representation of different types of outcomes layout. This is an example of the outcomes a student needs to learn for a typical Associates in Arts & Sciences Option A degree.

#### 5. Draft of 'Curriculum/Instructional Assessment Activities'

- This year we are completing several cycles so this is a good time to examine how we are doing and what can we change before we begin our new cycles.
- Ruth in Nursing shared that the entire department is revising their curriculum completely. They developed their course learning outcomes. They choose the method for what to be assessed in each course. This can be done either in Canvas or standardized test. They will constantly collect the data and compare section to section or quarter to quarter. This is an example of how other programs/departments might want to approach assessment—by building it into the courses and sequencing of courses up front so it doesn't become such a burden later on.

#### 6. Mid-Cycle Accreditation Visit

- Our next accreditation visit will be in Spring 2017. It will focus heavily on achievement of outcomes, including student learning outcomes.
- Mecca doesn't have much info yet about what that visit will include. March 4<sup>th</sup> she will attend workshops to understand the accreditation requirements. Mecca will provide more updates on this workshops.
- Tod – we have an obligation to create the linkage of what we say we do and what we really do. As long as we have a plan, implement that plan, and close the loop showing how we use the data for improvement.

#### 7. How do you see the 3 committees working together? Where do we go from here?

- Barb – do we want to change the process if we do then how or what it should look like?
- We don't want to add any extra burden to what we already do.
- Kim – How can we archive the information? Jeff said how do we go back to validate our data. Documenting is another issue to consider.
- John – IASC seems to be redundant with SLIC and it seems like a 'think tank'.
- Canvas is a great resource for us to collect data of assessment.
- Matthew – not every instructors want to use Canvas because of its cost to students.

What do the three committees want to be involved in?

Is it beneficial to work together in the future?

- Char- too big of a group for a discussion and making a decision.
- Possibly meet once or twice a year together for discussion.

What would a revision look like? Who should be responsible for reviewing the learning outcomes (Curriculum Committee?) and who should be responsible to ask how course learning outcomes are assessed? How can we create a process that helps us to work together?

**Core Theme: Create Learning**

**TCC Mission:** TCC creates meaningful and relevant learning, inspires greater equity, and celebrates success in our lives and our communities.

**SLIC Mission Statement:** To improve teaching and learning at Tacoma Community College by providing leadership, mentorship, and education for the creation and implementation of meaningful and useful assessment strategies.

**IASC Mission Statement:** To act as an institutional advisory body, guiding the strategic direction of instructional assessment, promoting understanding of systemic assessment, setting priorities and directions of/for assessment projects, and creating a culture of evidence-based decision making.

**Curriculum Committee Mission Statement:** The Curriculum Committee guides the development and implementation of courses, programs, and degrees to create and sustain quality education to advance student learning and academic success.