



## Outcomes Assessment Work Group

# AGENDA

**Friday, December 9, 2016**

**1:00pm – 2:00 pm**

**Founders Hall 111**

**View the agenda and attachments at:**

<http://outcomesassessment.sites.mjc.edu/index.php>

### **Things to do before the semester closes and through January:**

1. We need to *attend* to those who are assessing this semester by reminding them of two things: (a) *Our target date for fall information is Jan 31* (b) They're welcome to *ask the support of OAW in terms of assisting them in entering information in eLumen.*

**Note:** It's extremely important to make our **target date of Jan 31, 2017** as there are a number of other things to do in spring—such as mapping and assessing spring classes. The more we delay entering information, less chances are there of the information making it into eLumen. Example: Fall 2015 & spring 2016 information is at 57%. It's very difficult for faculty to look back a semester or two and enter past information. The fresher the information in our minds, the easier will assessment be.

2. Spring 2017: As we close the fall semester, we also need to think of and guide those who'll assess in the spring. Now, you won't see those courses yet in eLumen, but I intend to get the distributions done by the end of the first week of spring. Meanwhile, if, as coordinators, you could look at a department's schedule and contact those instructors who'll be assessing in the spring, that can give everyone (mainly the instructors of to-be-assessed courses) a strong start. It'll give them time to prepare the test they would like to use.

### **Things to do on an ongoing basis:**

3. Easy & Meaningful Assessments: Our colleagues have always requested two things of assessments: "Make it easy." "Make it meaningful." The eLumen folk and the "Data Stewards" are doing our best to make assessments easy, but helping others realize the meaning of it is anything but easy; at the same time, it's important to inspire faculty with regard to how "useful" assessments can be.



## Outcomes Assessment Work Group

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*Friday, December 8, 2015*

*1:00pm – 2:00 pm*

*Library Basement, Room 55*

*View the agenda and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

Example:<https://www.teachingchannel.org/videos/data-carousels-improve-instruction>

The challenge is to use **short windows of time for discussions on data**. The discussions could be analysis of data and perhaps the rise of innovative ideas to cover the gaps in student learning. If coordinators could use about fifteen minutes of a department meeting, we could make strides in this regard.

4. Request: Would it be possible for coordinators to give a short informal report (at the end of a semester) on the triumphs and failures of assessments? This can be a few lines in an email or a paragraph within a document—whatever time permits without making it a stressful thing to do. This will help the SLO coordinator in two ways: A. He/she can get a better understanding of the issues our colleagues are facing within a department. B. He/she could use the report to update the Academic Senate.
  
5. Outcomes-Assessment Literacy: In general, there appears to be three categories of assessment knowledge:
  - a. A good understanding of what assessment is
  - b. A misunderstanding of what assessment is
  - c. No understanding of what assessment is

The most difficult conversations are the ones where the hurdles of misunderstandings stand tall. For example, though assessments are tests, and, though, as teachers we test our students all the time, many still visualize assessments as a labor-intensive task that stands outside of the curriculum. If there's an opportunity to have a discussion, then it's important to make an effort to clear such misunderstandings.



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Along with clearing misunderstandings, we need to show good examples of tests that have been created to measure the SLOs—in other words the possibilities of backwards design.

Let's look forward to a new year where assessments are easy and meaningful.

