

**WITC Assessment Team Meeting Minutes**  
**Friday, February 26<sup>th</sup> at Shell Lake, Board Room B**  
**9:00 a.m. – 3:00 p.m.**

**Ground Rules**

- Construct agenda collaboratively & post as appropriate.
- Designate a facilitator, recorder, and/or reporter as needed.

- Review & adhere to Learning College tenets.
- Be courteous, respectful, and open to diverse opinions.
- Focus on the issue at hand, not on individuals.
- Record & disseminate minutes to all impacted.

- Start and end on time. Be there. Be prepared.
- Evaluate meetings & use feedback to improve the effectiveness of future meetings.
- Let meeting be an enjoyable experience.

**Tenets**

- Quality & continuous improvement are expected in all aspects of the college.
- Leadership is based on talent & vision.

- Learning environments are created & nurtured to maximize personal success.
- All individuals are valued.
- Dialogue takes place in a safe, open, & empathetic environment.

- Decision-making is collaborative & research based.
- Students & staff are both teachers & learners.
- Risk taking is encouraged.
- Diversity is respected & embraced.

**Members:** Alex Birkholz—phone, Leslie Bleskachek, Nancy Cerritos, Wendy Dusek, **Larry Gee—Olympics**, Ellen Hauser, Mike Holtorf, **Jodie Karr-absent**, Barb Landstrom, Ted May, Andrea Schullo, **Dave Shipley**, **Diane Vertin**, Barb Williams—IP

**Recorder:** Mary Peters

Agenda Item	Discussion/Information	Actions/Outcomes
<b>Additional agenda items:</b> none		
<b>Dates to note:</b>	Monday, March 22 Webinar 9-noon April 20 <sup>th</sup> IP mtg 2:30-3:30 May 17 <sup>th</sup> Collegewide Assessment Day, Rice Lake May 20 <sup>th</sup> Artifact Day, Shell Lake June 14 & 15 Assessment Team Workshop	
1. Assessment Team membership and roles	Updates: Due to schedule conflicts Mike & Dave will go off the Assessment Team at the end of the school year. The Team needs replacement and additional faculty members on the team to achieve faculty-driven assessment.  Brian Jerry has indicated that he would like to participate on the team.  Ellen Hauser attended the meeting as a visitor.	Send out assessment team information and application for participation on the team to all faculty--Barb Landstrom
2. Discussion on Collegewide Outcome for Communication—embedded assessment	If the students are communicating effectively in their field—this is what we are looking for. The finesse--fine tuning of communication will come through the	

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	<p>programs, the communication classes will lay the beginning ground work.</p> <p>Discussion (Collaboration) needs to occur between the com instructors and the program instructors.</p> <p>Student finds Value if it relates to their area of interest, and their writing skills will increase when the writing tasks are within their field and important to them.</p>	
<p>3. Hand out Student Learning Outcome Plan and Report</p>	<p>Review and discussion of the plan and report.</p> <p>The deadline date for Gen Studies will be revised to June 25th.</p> <p>Follow up will occur from the assessments this spring.</p> <p>For credibility we want transparency in our process and findings. Make sure the results will be available to all. Celebrate the results. Cyclical.</p> <p><b>Clarification on the Report</b>—need to include definition of the assessment tool and the results to make the assessment valuable. Any other changes on the form?</p> <p><b>Question</b>—where will this information be found and kept? <b>Answer</b>—turn into Barb Landstrom/MPeters at Shell Lake.</p> <p>Question on Program Review/Assessment process. We are putting structure and timelines into the program review process and information. Assessment fits right into this.</p>	<p>Barb Landstrom will discuss the report, Program Outcome Assessment Summary Report with the deans on March 3.</p>

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	Consider turning in the report after the May 17 <sup>th</sup> Assessment Day.	
4. May 17 <sup>th</sup> Academic Day Plan	<p><u>Interactive Workshop discussion</u>—Wendy was working with the team from an onscreen draft to plan the day.</p> <p>This day is an Assessment <u>Team</u> effort.</p> <ol style="list-style-type: none"> <li>1. Introduction of entire team at beginning, then explain who is responsible for assessment, and ask all to stand as a part of that process.</li> <li>2. Then introduce people who will ‘pull it all together’ to share with public (compile and share data + analysis)</li> <li>3. Integrate overview of Student Learning Plan and how it relates to assessment etc....</li> <li>4. End of year assessment report.... General overview of what was done college wide <ul style="list-style-type: none"> <li>• Can report on data gathered last May</li> <li>• Update on progress with CWO assessment</li> </ul> </li> <li>5. Gather first thing in am, have( 2) - ½ day workshops offered <ul style="list-style-type: none"> <li>• 2 (2-hour long workshops ) <ul style="list-style-type: none"> <li>○ 8:30 coffee/refreshments</li> <li>○ 9-9:15 meet and greet large group</li> <li>○ 9:30 – 11:45 workshop (includes 15 minute wrap up and eval)</li> <li>○ 11:45 -12:30 lunch</li> <li>○ 12:30 – (2:45) - 3:00 workshop (includes 15 minute wrap up and eval)</li> </ul> </li> <li>• Develop an eval for each workshop</li> <li>• Repeat sessions</li> <li>• Recruit faculty to facilitate some of</li> </ul> </li> </ol>	<p><b>Diane will send e-mail to save the date after we develop framework for the day.</b></p> <p>Question about flex day attendance. Diane would have to answer the money issue.</p>

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	<p>these workshops</p> <ol style="list-style-type: none"> <li>6. Time after each session for sharing 'take aways' and best practices ideas generated?</li> <li>7. Possibility of stipend/incentive to do this? (for people out of flex days)</li> <li>8. Request prior registration for workshops</li> <li>9. (Check to see if Val could help us organize workshops etc.)</li> </ol> <p style="text-align: center;"><b><u>Workshops</u></b></p> <ol style="list-style-type: none"> <li>1) Demo of software for gathering and analysis of assessment data/Bb assessment options</li> <li>2) How to analyze assessment data to find 'gaps' in learning <ul style="list-style-type: none"> <li>• I have this data, now what?</li> </ul> </li> </ol> <p>3 &amp; 4) Assessment toolbox/roundtable for both General focus and Distance learning</p> <ul style="list-style-type: none"> <li>• Another idea for a workshop for those looking at different assessment ideas (option of 2 different workshops, one emphasizing F2F and the other distance delivery options)</li> </ul>	<p><u>Facilitators</u>-- Wendy; Barb W; Leslie; Nancy (will ask for willing volunteers)</p> <p><u>Facilitators</u>: Andrea; Jodie Karr; Ted</p> <p><u>Facilitators</u>: Alex and Mike H.; Barb L and Larry Gee</p>
<b>Menu of assessment options—for example</b>		
<b>“A”</b>	<b>“B”</b>	<b>“C”</b>
Assessment of program related Tech skills	Communication skills (oral and written)	Other cognitive skills (Critical Thinking)
<ul style="list-style-type: none"> <li>• Choices of tools</li> </ul>	<ul style="list-style-type: none"> <li>• More choices appropriate for this category</li> </ul>	<ul style="list-style-type: none"> <li>• Other tools available</li> </ul>
<ul style="list-style-type: none"> <li>• Online , IPV and FTF</li> </ul>	<ul style="list-style-type: none"> <li>• All delivery methods</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Blogs/wikis</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>

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	<ul style="list-style-type: none"> <li>Scenarios</li> </ul>		<ul style="list-style-type: none"> <li>Interviews etc</li> </ul>
	May 17 <sup>th</sup> Plan continued.	<ul style="list-style-type: none"> <li>“here is a course, or choose one of your own               <ul style="list-style-type: none"> <li>(pre-work would be to ask people to bring the COS of a course they teach)</li> <li>Bring assessment tool ideas</li> <li>Using the above menu or ideas you develop and share, build your assessment plan for your course using at least one option from each category at least once in the course</li> </ul> </li> </ul>	April 20 <sup>th</sup> meeting via IP from 2:30-3:30 at each location to finalize plans.
3	Work on a plan for Math and Communication Assessment Artifact Day	Prework— <ul style="list-style-type: none"> <li># of artifacts.</li> <li>Anchor paper from last year.</li> <li>Training for oral review</li> <li>Who should be invited that day (quantitative data)</li> </ul>	Choose “N”—Wendy and Leslie Determine Anchor papers—Andrea & Barb & Nancy Invite: Ted May will contact Math faculty and Barb Landstrom will talk with Laura Jasper about Communication faculty. <b>May 20th</b> is the artifact day at Shell Lake.
4	Two-day Assessment Team Workshop this summer	Analyze data—improvement plan.  Discuss pilot of 3 <sup>rd</sup> outcome and continuation of current process.  Which outcome to choose?  Determine subgroup.  Sue Stenerson may be available?	<b>June 14 and 15</b> were the dates chosen for the Assessment Team Workshop. Barb L will work with Mary on a location in Hayward or Superior.
5	Outline of ongoing CWO assessment plan	Wendy walked us through the Assessment of Student Learning PPT. Wendy, Barb L, Ellen & Diane met recently with Sue Stenerson— Outcome: Plan out to 2020 and develop ideas related	

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	to third year of outcome and which outcome to add.	
<p>6 Report out on the Collaboration Assessment Conference This discussion was part of the morning discussion.</p>	<p>Passed materials around. Resources are available from website (address)</p> <p>I-Clickers activities can be very useful for instructors in the classroom. At the in-service, the I-Clickers were showcased for all to see their use.</p> <p>WITC is checking with faculty to see if they would utilize clickers in their classroom.</p> <p>We are checking on becoming a member of the Collaboration.</p>	<p>Address for Collaboration materials: <a href="http://www.collab.org">www.collab.org</a></p>
<p>7 Assessment site updates/work to be done:</p>	<p>From the WITC Website, Academic page—click on Office of Academic Affairs or use this link: <a href="http://www.witc.edu/affairs/index.htm">http://www.witc.edu/affairs/index.htm</a></p> <p>From the Connection site, click on “Connect to”, AQIP Assessment Team to get to our location.</p>	<p>On the Connection, anyone that is listed should be able to place documents or put dates onto the calendar. A link to the minutes placed on the Connection will be sent to the team.</p>
<p>8 Ed Assess—role of the Assessment Team</p>	<p>Software Assessment Tool. EAC Outcomes (Ed Assess) Definition: Software assessment tool that integrates tightly with Bb to gather data from student assessments and surveys. Discussion of having quality training in advance of developing online assessments as part of Ed Assess— <b>Front End.</b></p> <p>Training Webinar= ½ day for deans and Assessment Team—</p> <p>Who wants to participate? Nancy, Andrea, Ted, Leslie, Wendy, Barb Landstrom</p>	<p><b>Webinar</b>--March 22 A meeting invitation was sent out. Still waiting on NR and SUP rooms. Thanks Wendy and Jim for getting this set up.</p>