WITC Assessment Team Retreat Minutes
June 13 & 14, 2012
WITC-Ashland Conference Center

Larry Gee, Steve Miller, Alex Birkholz, Andrea Schullo, Ted May, Barb Landstrom, Nancy Cerritos, Jodie Karr, Brian Jerry Mary Peters-recorder

Wednesday, June 13
10:00 Refreshments and Welcome – ICE BREAKER. Spent some time sharing some fun personal activities and also “Our best assessment activity”

Best assessment activities included:

Jodie discussed how the Science Team has been using Ed Asses—it has provided extremely valuable information, especially related to A&P course and has enabled some great discussions between the faculty members. How are the students doing? Comparing various instruction methods—Online vs face to face. Sharing best practices. Exciting and rewarding. Very valuable discussions. Pilot Advanced A&P and compare to fall results. Then will do a common assessment for Microbiology. Phenomenal sharing and growing of faculty!!

Brian indicated they had done a pilot in Mech Design (TSA)—assessment of program outcomes—invited Advisory Committee members in to give input. Will move to third year in the TSA process this next year.

Barb mentioned writing the Results Report for the Forum. It was enlightening to document all that has been done related to our CWO project.

Andrea mentioned personal assessment skills have come in handy—reviewing colleges and career paths with daughter for one thing....working with the Welding faculty has been a good experience—the 3 faculty have completely different styles, but now using same assessments across the college.

Steve mentioned he has been working with industry and tying into program outcomes assessments—he is working with North Shore Mining and going through assessment with their management.

10:30 Book Discussion pages 35-44

Several points were brought up from the reading including:

- The goal is to have meaningful discussions. Look at our diagram to see how this fits.

- The term, digestion vs analysis was problematic in the textbook. Most value is in seeing results.

- The reading also covered integrating Student Affairs into Assessment—it will be an eventual goal.

- Meeting with deans—one on one meetings. Now have good resources to add to our Web site.

- Need clarity—Acknowledge workload in relation to assessment and other obligations.

- Duplication of efforts in relation to program outcomes, course assessment, TSA etc. Streamline processes.

- It is important to do the report outs at the campuses—all staff need to know what is going on.

- Sustainability—keeping the Assessment Team going—Accountability.
What do we need to do to achieve sustainability? Working with deans and other groups to get everyone in the loop.

Rewards—identifying and showcasing best practices. We should let deans and faculty know what is going on. Program spotlights—personal interest type of report.—Academic Day would be a good place.

Tying assessment to budgeting. Administration does not always connect the dots between assessment activities and time and resources for this. Is there a way to download?—how can we help support faculty and allow the time to work on assessment? How can we make improvements in our programs?

Next reading—improving collaboration with student services

**11:00** Assessment of Student Learning, Review of Progress this year

1. Collegewide Academic Day at Spooner, August 2011—All faculty participated in the Critical Thinking sessions.
2. January—Academic Day—updates; list of questions—worked in program groups. Still need to work individually with programs. Improvements—Consider working via IP with unique programs as there are no counterparts—better use of time and resources Common programs had constructive time
   Prework preparation
   Web site—major improvements and changes—work in progress
   Aspen award—mostly looked at assessment information—lots of people were pulling and compiling information.
   Program Assessment—most programs have submitted their reports — but not all have a good understanding of how and what to report.
   Course Assessment—many groups have been working on review of their courses.

**11:30** Ed Assess (Jeanette Olsen joined us via telephone and a breeze session and gave an update on how the Nursing Faculty have been using Ed. Assess ). Thank you, Jeanette.

**12:00** Lunch

Discussion of Ed Assess and what it means to WITC—Common assessment at the end of the course. Lead instructor has the responsibility to make any changes to the course. Ted; different scenarios—some courses have only one instructor but other courses have multiple instructors. Access is different. Librarian—is able to pull the information and would be able to put the information into the Ed Assess. Ted will communicate with Wendy, Jeanette and Jim Dahlberg about what an Ed Assess Librarian would do regarding inserting course materials into and extracting results from the Ed Assess software.

HLC Annual Conference — Chicago March 30-April 2 — Steve, Larry, Alex, Barb attended the Assessment pre-conference. Other WITC participants—Bob Meyer, Board President, Ellen, Matt, Becka. Steve shared that there was a Saturday preconference on Assessment. We met with peer mentor, but didn’t receive very much input or feedback. We participated in a poster session and that had great attendance and many expressed interest in our project – we had a handout available, as well as the poster. Several attendees were interested in our rubrics. We also hosted a Round Table and talked about our CWO project and processes — was a good group in attendance despite our Sat. late afternoon time.

A couple of things we picked up at the conference: MN Tech College—instead of closing the loop, they say returning the loop. A tech college in Michigan brings their assessment information right into the student orientation.
They also have a common program assessment day at their school. Faculty newsletter highlighting Best Practices. Western Tech—their session was based on connecting core abilities to program outcomes.

A lot of emphasis at the annual conference was on the replacement for PEAK which will be Pathways; the other avenue for Accreditation is AQIP.

1:00 Report out on the June Results Academy – June 6-8, 2012 – Alex

Those present were all graduating from the Academy (after 4 years of participation). Many institutions are doing exactly the same thing that we are doing. Assessing college outcomes, many using embedded assignments, etc.

A couple of new pieces of information that we’ll further investigate are: Electronic reporting systems/Report templates. But we will also investigate use of WIDS to Web – work in small groups to do training on the conversion in the next year’s timeframe.

1:30 CWO Artifact Assessment results

- Communication—Barb
- Critical Thinking—Nancy
- Math –Ted

Barb indicated that the Communication and CT assessment days were held on May 31st. We had good faculty/dean groups for each of the assessments. The initial results of the communication and CT assessments were scored.

Nancy mentioned that we may want to move from the current 3 point rubric to a 4 point for Critical Thinking – will need to take a look at this in preparation for next spring. She mentioned that the assignment is a crucial piece to the demonstration of critical thinking. Still seems to be confusion between problem solving and critical thinking….will want to work with programs to help them have a better understanding before the next “go round”. The structured template was a good guide to use against the critical thinking rubric. She mentioned that sample papers would be very helpful for programs.

Artifact review is a great learning experience – is there some way that all faculty could work on these collaboratively at the Academic Day???? This would help all to understand the rubric and what types of assignments could be introduced in their class and submitted for next year. Exercise in Assessment. We will put this on the list of possible activities for the upcoming Academic Days

2:00 CWO discussion – update/changes?? (sustainability)

Ted indicated that he will be a part of Sustainability programming discussions with NorthWerd at NTC-Phillips this Friday. WTCS has made it known that they are taking the lead. Ted will report back to the Team and likely a subcommittee will be developed to more thoroughly review the information.

2:45 Select the next CWO to be assessed and determine subcommittee (review schedule)

Much discussion after the review of the outcomes. Should we assess Use science/technology or Interact Socially next? The team decided on Interact Socially. Possible subcommittee for Interact Socially: Aaron Staut, Andrea Schullo, Nancy Cerritos, Barb Landstrom. Ask Laura about the 809 faculty and also ask some students to participate.

3:00 Break
3:45  **Review of the Web site – proposed additions/changes**

The laptop hookup would not allow us to open documents on the site but we were able to look at the overall site somewhat. Barb and Larry mentioned that Academic Affairs would like to see more information available on the website (TSA, program review documents, etc.). Barb will work with them to determine what we want to add.

4:30  **Adjourn**

**Thursday, June 14**

8:00  **Refreshments to begin the day**

**Top Five chart - (from Sustainability planning at the Results Forum – ended up being the Top 6):**

1. Greater Dean Involvement
   - Point Person/Evaluation Addition
2. Assessment Mentors
3. Faculty Incentives (team members) time/space/$
4. Streamline w/Program Review
5. Communication—more consistent
6. Curriculum Dev Process (realigned to include Assessment Practices)

In addition, sustainability will also depend on: Budgetary Support, Administrative Support, and training relevant Parties.

Other thoughts related to sustainability of Assessment:

-2004 Job Description—Assessment needs to be included
  -checklist and calendar for faculty and deans
  -time download – look at faculty Load—opportunity to stay full-time with work load formula
-Cross media—e-mails, newsletters, face to face
-Assessment Mentors – don’t necessarily have to be team members
-Online training modules available in Assessment - Certification Course in Assessment
-Staff development (Inventory of training already taking place)
-Prof Development—bring in outside person—fresh perspective
-Review web site together to make improvements
-Meeting more often—how to accomplish this with instructor’s schedule
-Defined prework to accomplish more at actual meetings—Utilize Communicator right in your office
-January – calendar dates—change in the timing of the Academic Days? Collegewide Inservice days
-Term limits—set schedule
-Flowchart—Presentation to PC—here is where we started—this is what we did—this is what we want to do
-Real purpose of Teaching & Learning Days; program followup; need to be purposeful; Bb—model it after the training; everyone will participate in this.

It was also mentioned that there is a group getting together to develop a curriculum handbook—Susan Yohnk Lockwood, Nancy Cerritos, Andrea Schullo and Cindy King. We really should encourage it to become a curriculum and assessment handbook.
Revisiting the 2012-2014 Assessment of Student Learning Plan – IDEAS, Discussion noted during review:

**#1 C** need talking points and a person identified to meet this responsibility

4 times—Sept, Oct, Feb, April
ASH—Jodie & Ted
NR—Alex & Nancy
RL—Brian & Aaron
SUP—Steve & Diane

**#1 H** Generic statement re CWOs in the syllabi—space in the template for this

**#2**—Advisory Committees, include on agenda template—communication to campus contacts—Trixie, Ashley, Donna, Margie, Health—Mary & Tessica

CWO Program Review for programs of 30 or more credits

**#3**—Course level assessments—Data in Table form, can be changed to graph to note results—growth scale. Ted will have discussions with Laura on this and the final form to be submitted for placement on the Web site.

**To Do List and Timeline:**

4A. Review and clarify team purposes annually

1. Identifying all components with a timeline and flowchart
2. Develop a 3-5 year prioritized assessment plan with defined outcomes

4B. Solidify and formally document team members and team leader roles and responsibilities:

1. Include in this the composition of the team, rotating members, making sure we have key players across college divisions
2. Clarify team operational processes, (standard agenda item) including orientation of any new team members and hold exit interview for those leaving or rotating off to gather data on how to improve efficiency of team.

4C. Clarify how and where the Team fits in with Academic Affairs and also with Institutional Effectiveness (AQIP Project)

4D. Develop a process to measure the effectiveness of team meetings, activities and outcomes

**#5 discussed**—Professional Development plan when we reviewed the Top Five discussion

**#6**—PRISM software—Barb and Andrea look at Electronic resources--discuss and contact Colorado about this

**Assessment Expo?? – Increase Awareness**

**#7A**—work with HR discussing faculty responsibility in their position description—Larry will be in contact with HR on this.

Sharing of Best Practices at Academic Days
Plan for the Wednesday, August 15, 2012 Collegewide Academic Day—Assessment and Online Learning: 
The following are ideas for Academic Days:

-Time to develop assessments in own department:
  Program Assessment
  CWO
  Course

-Demonstrating Website
  ➢ Hands on activity—web hunt (treasure hunt) on the computer

  Sharing Best Practices
  Poster Sessions
  Actual Assessment of CWO

-Celebrate Success—(WITC) graduates from the Assessment Academy

-Reveal Professional Development Plan for Assessment

-Review the results of the survey that was done—no other survey at this time

Small group work:
Andrea and subgroup developed and typed up competencies in WIDS for a course on Assessment. The 2\textsuperscript{nd} subgroup started development of a flowchart. This will be input into Prezi for use at the Academic Day.

Team and Term limit discussion

<table>
<thead>
<tr>
<th>TEAM MEMBERS AND TERMS, ETC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
</tr>
<tr>
<td>Barb</td>
</tr>
<tr>
<td>Andrea</td>
</tr>
<tr>
<td>Larry</td>
</tr>
<tr>
<td>Rotating</td>
</tr>
<tr>
<td>Alex</td>
</tr>
<tr>
<td>Jodie</td>
</tr>
<tr>
<td>Brian</td>
</tr>
<tr>
<td>Nancy</td>
</tr>
<tr>
<td>Steve</td>
</tr>
<tr>
<td>Ted</td>
</tr>
<tr>
<td>Aaron</td>
</tr>
</tbody>
</table>

Would like to have more faculty involved (how many—8?)—each campus represented - 4 year commitment to the group. After 4 years, you could remain 1 year at a time.

Set an annual meeting schedule and set dates

-Face to Face—fall and spring – Barb will work with Mary to set dates - October –all day; then check for January time frame.

-Subcommittees: Math, CT, IS will want to meet early in fall.
-1 hr IP meetings during activity hour (not first and third Thursday) 2\textsuperscript{nd} and 4\textsuperscript{th} Thursdays work best

(Schedules: Tuesday best for Brian; Jodie - M&F; Steve—T, Th, Fri—easier for substitutes)

Evaluation was handed out and completed by participants, Adjourn at 3:30 p.m.