

Task Force for Statewide Assessment: Refocusing for the Future

October 8, 2019

Background

At the March 1, 2019 Task Force meeting, there was an active discussion that we needed to refocus the Task Force back to its original charge:

To provide advice and counsel to the Commissioner for Higher Education on statewide assessment policy and practices.

This was suggested because the group believed:

- a) it was becoming too oriented towards professional development
- b) it could meet less frequently, perhaps twice a year as a whole group, and then have sub-committees that met more frequently to generate policy recommendations for consideration to the whole group. Approved ideas would then be presented to the Commissioner.
- c) the name of the group be changed to the Assessment Advisory Council.

Based on an extensive list of challenges faced by campuses, the Task Force participants winnowed down the list to three areas of focus:

- a) Equity & Assessment
- b) Faculty & Assessment
- c) K to 12 & Early College

For each of these categories, the Task Force participants developed goals to guide the work of each sub-committee. The following are the proposed goals for each sub-committee:

Equity & Assessment

- Ensure alignment between the Task Force and the statewide Equity Advisory Board in terms of:
 - Define what is student learning; student completion?
 - Define what it is for each set of stakeholders
 - Who are the participants in the Equity Advisory Board?
 - Ensure that student learning outcomes are part of the audit process
- Develop and deliver equity workshops that impact classroom practices
- Ensure that equitable funding for this work is equitably provided
- Data analysis and outcomes assessment
 - Help institutions think about how they collect data to assess this work
 - Disaggregate learning outcomes for transfer students from institution-based students
 - Assess common learning results for foundational courses across segments

Faculty & Assessment

- Assessment must be linked to teaching and learning
- Assessment must be supported with teaching and learning professional development
- Need to convene faculty by discipline to discuss ways and means to approach assessment
- Need to build assessment into the collective bargaining agreements for all segments

K to 12 & Early College

- Need to establish protocols for data to be used for assessment
- Need to develop an inventory of institutional assessment structures across the system
- Consider and review what other regional accreditors are doing regarding assessment best practices
- Create a forum for K to 16 educators to talk/share/learn from each other