2025 Accreditation Advisory Committee

Agenda: July 22, 2020
4:00-5:00 by Distance

Join Zoom meeting or call 1-669-900-6833, and enter Meeting ID 861 193 159

1. Welcome and how are you doing?

2. Notes from June 10 meeting (attached)

3. Update from the Strategic Planning Tri-Chairs and discussion (20 minutes)

4. Equity Focus in Student Learning Assessment - Terry Kelly and Carrie King (15 minutes)
   a. A New Decade for Assessment: Embedding Equity into Assessment Praxis (January 2020) (attached)
   b. Synopsis of the report by Terry Kelly (attached)

5. Heading into the academic year - Susan Kalina (5 minutes)
   a. College Convocations
   b. Assessment Seminar/Accreditation Party - September 18, 2020 (Save the date went out before faculty went off contract)
   c. Engagement around Core Competency #4 - Personal, Professional, and Community Responsibility

6. Status Updates
   a. Core Competency Working Group
   b. Student Achievement Metrics Working Group
   c. “Mission Fulfillment/Mission Effectiveness” Conversation
      i. What does mission fulfillment look like?
      ii. Brainstorming a Mission Effectiveness public facing page
      iii. Must connect to Year-Seven Evaluation of Institutional Effectiveness
   d. AY20 Mission Fulfillment Fellows (Jennie Brock, Rachel Graham)
   e. AY21 Mission Fulfillment Fellows (Carrie King, Terry Kelly)
   f. AY20-21 Retention, Persistence, and Student Success Academy (Claudia Lampman)

7. Next Meeting:
   a. Next Accreditation Advisory Committee meeting Wednesday, August 12, 2020, 4:00-5:00

8. Informational:
   a. NWCCU Standards, NWCCU Eligibility Requirements, and NWCCU Policies
   b. NWCCU Accreditation Handbook
### Accreditation Advisory Committee Membership

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### Scheduled Meeting Dates Academic Year 2020 – Second and Fourth Wednesdays

Working group members are invited to join Accreditation Advisory Committee meetings as they are available.

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2025 Accreditation Advisory Committee

Notes: June 10, 2020
4:00-5:00 by Distance

Join Zoom meeting or call 1-669-900-6833, and enter Meeting ID 861 193 159

1. Welcome and how are you doing?

2. Notes from May 13 meeting (attached)

3. Status Updates
   a. Core Competency Working Group

   The Core Competencies have been approved by Faculty Senate, USUAA student government, and Staff Council. The next step will be presenting them to the Chancellor’s Cabinet for final approval.

   The Summer Core Competency Working Group reviewed the charge, used the NWCCU institutional effectiveness and student learning rubrics to evaluate UAA’s current status, and discussed how we define student success in terms of the Core Competencies. Dan Kline presented on the General Education assessment process as a foundation for how the Core Competencies will be interwoven throughout student learning at UAA, in the classroom and beyond.

   The AY21 Core Competency focus for institution-wide integration within student learning will be Personal, Professional and Community Responsibility. This recommendation is based on the poll at the May 2020 Assessment Retreat and confirmation with this advisory committee regarding the fit with current events (i.e., COVID-19, Black Lives Matter, alternate education delivery modalities). Rubrics will be defined by the end of the summer, so opportunities for engagement in developing intentional assignments can begin at the start of the fall semester.

   b. Student Achievement Metrics Working Group

   The working group has been discussing that it isn’t sufficient to disaggregate the data at the institutional level only. We need to know what makes a difference such as high impact practices (i.e., undergraduate research, internships). An attribute code in Banner could be used for tracking.

   c. Communications Working Group

   Rather than a standing working group, Kristin will meet with members of each group to obtain a better understanding of their focus and communication needs. This will inform the creation of a communication plan.

   d. OAA
      i. Institutional Effectiveness NWCCU Rubric (Attached)

      The committee reviewed the rubric and the overall picture of institutional effectiveness including where resources are prioritized to support closing the loop on improving student learning.

      ii. 2017 Institutional Assessment Plan (Attached)

      UAA will need to finalize an “institutional assessment plan” for the mid-cycle report in AY21.
e.  **AY20 Mission Fulfillment Fellows (Jennie Brock, Rachel Graham)**

An update was provided on the modifications in the methodology for the UAA alumni employer feedback data collection (currently using interviews). The final report will be done this summer. Employers are providing feedback on the new Core Competencies as part of this project. Several community campuses have been represented in the employer feedback.

f.  **AY21 Mission Fulfillment Fellows (Carrie King, Terry Kelly)**

The fellowship officially started this week with a presentation on the history of assessment in the U.S., how it has evolved to its current focus and threats to assessment. The final project for the fellows will likely be centered on the UAA Core Competency development and implementation process.

g.  **AY20-21 Retention, Persistence, and Student Success Academy (Claudia Lampman)**

The course matching survey is working well, with a faculty-created and -driven process. First year advisors met with Math and Quantitative Studies faculty to discuss applying survey responses. Team members met with Mac Powell (NWCCU) last week.

h.  **Alignment with Strategic Planning**

This continues as an agenda placeholder. We remain open to learning about their process and how the two efforts align and are mutually complementary.

4. **Next Meeting:**
   a. Next Accreditation Advisory Committee meeting Wednesday, June 22, 2020, 4:00-5:00

5. **Informational:**
   a. [NWCCU Standards and Eligibility Requirements](#) and [NWCCU Policies](#)
   b. NWCCU Meeting on Institutional Effectiveness

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Equity-Minded Assessment

What is Equitable Assessment? Key Takeaways

Biases and structural power asymmetries can distort assessment of student learning and achievement in design, collection, interpretation, and feedback loops. Such biases/structures can distort assessment of student learning and student achievement in a way that insulates and/or promotes existing social injustice. Solutions include:

1. check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege;
2. use multiple sources of evidence appropriate for the students being assessed and assessment effort;
3. include student perspectives and take action based on perspectives;
4. increase transparency in assessment results and actions;
5. ensure collected data can be meaningfully disaggregated and interrogated; and make evidence-based changes that address issues of equity that are context-specific. (NILOA 13)

Some Key Models of Equity Assessment in the Literature

1. Culturally Responsive Assessment
   
   1. Be mindful of the student population(s) being served and involve students in the process of assessing learning;
   2. Use appropriate student-focused and cultural language in learning outcomes statements to ensure students understand what is expected of them;
   3. Develop and/or use assessment tools and multiple sources of evidence that are culturally responsive to current students; and
   4. Intentional improvement of student learning through disaggregated data-driven change that examines structures, demonstrations of learning, and supports which may privilege some students’ learning while marginalizing others. (7)

2. Socially Just Assessment

   1. Refocuses CRA with critical edge against the personal and structural biases that affect assessment.
   2. “learning and assessment operate under dynamics of power and oppression... it is not an “apolitical act.” (7)
   3. Need to understand how power affects the student college experience to meaningfully assess student learning.
   4. Include students—students are often mere objects in assessment.
5. Include representative students—student included are usually the high achievers and often represent more privileged social positions.

6. Think critically about the types of comparisons between student groups. The outcomes for upper class white male students are often unproblematically made the norm for student learning and achievement.

3. **Critical Assessment**

1. *Disregarding the objectivity myth and accepting that assessment is inherently subjective and guided by the biases and experiences of those conducting assessment;*
2. *Varying the types of evidence used to assess learning outcomes to not privilege specific ways of knowing or preferred ways to demonstrate knowledge;*
3. *Including the voices of students, especially those who belong to minoritized populations or those whose voices can often be left unheard, throughout the assessment process; and*
4. *Using assessment to advance the pursuit of equity across previously identified institutional parameters that demonstrate disparate outcomes across student populations. (9)*

**Bringing It All Together: Equity-Minded Assessment**

1. *Meaningful Student Involvement*—begin with development of learning outcomes. If those outcomes are biased, assessment will likely be biased as well.
   - Transparency—students should know what is being assessed; how it is being assessed; how well they achieved learning objectives; how those results will change educational design and practice.

2. *Data Disaggregation, Exploration and Action*
   - is student performance due to learning or the social capital to master the “hidden curriculum” of navigating assessment assignments.
   - Look out for “false equity gaps” that reflect broader influence of power asymmetries more than student learning. Find out from students the “why” of equity gaps.
   - Be careful that data does not become “weaponized”
   - Don't jump to disregard small data sets or small data classes

3. *Context Specific Approaches and Responses*

   Whatever the case, assessment efforts must be mindful of inequities which matter in a specific context and assessment professionals need to sensitively navigate institutional initiative space, working to make the case and connect the dots between equity and assessment for faculty, staff, and administrators (Jankowski & Slotnick, 2015).

4. *Embedded in all things assessment*
1. check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege;
2. use multiple sources of evidence appropriate for the students being assessed and assessment effort;
3. include student perspectives and take action based on perspectives;
4. increase transparency in assessment results and actions;
5. ensure collected data can be meaningfully disaggregated and interrogated; and
6. make evidence-based changes that address issues of equity that are context-specific. (13)

**Barriers to Equity-Minded Assessment**

- Bias or fear of “Being an Oppressor”
- Initiative Fatigue
- Compliance Culture
- How to Involve Students?

**Possible Approaches**

Equity Professional Development
- for everyone, and NOT JUST THE WILLING