



#### IV. Ongoing Business

Equity and Assessment Discussion: The future of higher education, excerpt from the book *The Great Upheaval: Higher Education's Past, Present, and Uncertain Future* (Levine & Van Pelt, 2021).

The article argues that the higher education industry is similar to newspaper, movies, and music in that the delivery or use of the products from these industries have been replaced by new technology. People can download a tutorial or watch a video on a specific subject.

If education goes the way of newspapers, music and movies, what will the future of teaching going to look like? What will assessment look like?

Scott McLeod In CIS and IT we have seen the value of a certification vs the value of a degree compete for quite some time. Some of our programs are tied to certificates because ~~certificates are much more legitimately recognized by~~ employers.

Wendy McEwen

going to be a need for going to college and building those skills, but for adult learners who are in the workforce already and come back, they just want to get what they need. Maybe there will be 2 different experiences for college students -18-22-year-old, and 23 and up with a very different life skills, different learning approaches.

Wendy McEwen in chat badging in for profit colleges has been in effect for a long time.

Denise Kruiuzenga-Muro read + regarding badging, and commented that this gives you a digital transcript that follows your lifelong learning. What does that mean for teaching and for assessment?

In the book [Academia Next](#) it mentions a room full of students working on math assignments, with 2 adjunct faculty in the room but mostly students are working with AI tutors. Every time they raise their hand for help from a human.

Rochelle Smith In Cosmetology lots of students are using YouTube university, so assessment becomes a challenge for faculty when students think they know more than the faculty teaching the fundamentals. These micro courses are helpful for their careers and the curriculum.

Denise Kruiuzenga-Muro the Khan Academy does videos on basic grammar and math

education certain groups will be served by on demand education - they will get what they need at a reduced cost. But there are certain fields that require a specific course of study to qualify including internships and residencies at times.

Disproportionality in terms of wealth may limit your options, some have the financial means to take the traditional path, and others will reduce costs by learning «<sup>a</sup> Ÿ<sub>j</sub> ©š<sup>a</sup> Ÿ.

As a group, we have talked about competency-based assessment. Switching that mindset of a more direct assessment to connecting with a particular student and giving them that feedback. “ ±°³ j š®<sup>a</sup> °š°³ šµ- š> j °« Ÿ« °±Ÿ Ÿ Bio 1 classes for example, with over 100 students, you oš<sup>a</sup> °reach every student.

Media, technology, communication all collectively impact society, the book is ŸµŸ £°±š° ±Ÿ±j ®j Ÿ'±°±š° °oš±£±°±±+ ±j<sup>a</sup> °±j Pendulum swings, it has to come back. If you think about learning > j ®® °±j 'sage of the stage '©«Ÿj .. it was collective story telling model, and we are returning to that by incorporating more methods of teaching.

Denise Kruiuzenga-Muro - In talking about equity and accessibility, during the pandemic how many students came to campus to use the wifi in the parking lot, how many Ÿ«<sup>a</sup> °±š²j 'o®© ±±°j ® + j °š³ '±«³ °°±Ÿj<sup>a</sup> °°³ j ® affected - do they have technology to complete these micro courses, or badges?

Rochelle Smith does a daily assessment, and has students handwrite their assessments. They can write it out, take a picture and upload it to canvas. She feels like it is more equitable because at home they may not have technology. She has them download an adobe app that lets them scan directly to canvas.

Jude Whitton- asked how STEM faculty see this impacting their fields?

Katie Johnson Ÿ«j<sup>a</sup> °°j j ' «<sup>a</sup> Ÿj ©š<sup>a</sup> Ÿ °j š® Ÿ £'working in bio sciences specifically, everyone thinks they are an expert by googling a subject or watching youtube videos. There is no oversight to the production of this kind of material, those who are creating the content may not be experts. She spent 8 years in school to qualify for her job. When standing in front of her students, explaining the concept, she can see on their faces where they are and how they get it.

Rana Tayyar Biology is evolving every day, we still have a lot to learn. There is a lot of hands on experience in our classes and labs that µ«± oš<sup>a</sup> °°j š® ®®© watching a video. Students learn from each other. She did a group quiz last

week in her lab class. (Katie Johnson) if we have on demand lessons or interaction between faculty and students, or between students themselves.

Rochelle Smith- includes videos in the class that she has researched and thinks are comparable to what she is teaching and puts them into canvas.

Rana Tayyar looking at the faces of the students, helps you to see how and what they are absorbing, you can go back to help them understand. Interacting with them, and getting them to interact with you or others in the class makes them work a little harder.

#### V. New Business

SLO Scheduling Report review and demo (see [Nuventive Guide](#) p. 18-21)

Wendy shared report, it was sent out last week. Need to have the SLOs scheduled for accreditation cycle that begins in fall.

SLO cycle is 5 years 2020-2025.

Denise and Jude will share the report with Senate, EPOC Wendy would like them all to be scheduled by the end of May.

Jude shared the step by step Nuventive guide, please share it with your departments so they can learn the process and help themselves.

May is Assessment Month! Here is what we are going to do.

A Poster Session sharing the work the committee does was created for Fall Flex was moved online. Denise and Jude are going to rework the posters into email flyers and send out 1 each week of May to the Riv-All distribution list.

#### VI. Old Business

Trainings - Denise and Jude are working with various department and disciplines to create content specifically for them. They developed content for counseling to help work on their assessments. They plan to work with Nursing this month to teach them how to use Nuventive and enter assessments. If your department could benefit from hands on training contact Denise or Jude.

April 15 deadline to enter fall data if you request department specific training, your deadline will be extended.

PLO Assessment Reminders and updated schedule

2021-2022

ADT: Biology, Business Administration, Communication Studies, Economics, English (continuing), kinesiology, math, nutrition & dietetics, philosophy, political science, studio arts, Administration of Justice (earlier than scheduled)

