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| **The Bakersfield College Assessment Committee will:**  **GOAL 1:**  **a: Ensure clear, thorough, measurable and level-appropriate SLO’s, PLO’s, AUO’s are developed, mapped and assessed on a regular basis.**  **b: Assist in utilization of results of assessments for continuous improvement in student learning.**  **c: Provide faculty with tools needed to achieve competency in student learning assessment process.** | | |
| **ACTIVITY** | **Action/Decision/How** | **Persons Responsible** |
| * Review all new SLO’s, PLO’s, AUO’s to ensure measurable, meet course description, meet program description | AUO’s🡪 fall retreat day  Assign people🡪 teams  Curriculum process🡪 follow Curric and Program Review (teams to read and give feedback) | At this point Di is doing all. |
| * Review to ensure all course SLO’s mapped to PLO’s, ILO’s | Ask Craig Hayward about Data needed  Departments have primary responsibility, similar to Program Review.  Send curriculum docs to Assessment FIRST. |  |
| * Ensure all SLO’s are assessed on a continuous basis   + Assessment plans completed |  |  |
| * Each department rep will review 1 SLO Assessment each month and follow-up with instructor to assist with ensuring continuous improvement |  |  |
| * Develop SLO Assessment training course 101   + Educate faculty on developing SMART SLO’s   + Educate faculty on conducting meaningful assessment   + Educate faculty on utilization of results for continuous improvement   + Educate faculty on documentation to show continuous improvement (see below) | Build Canvas shell  Create modules  Basic assessment literacy  Develop over summer  Fall small cohort—maybe members of committee, then 1 department, then FCDC, then staff development  Greg Cluff suggests go to departments  Kate will check on possibility of summer stipend  Mentioned changing first bullet to read “Introduction to faculty….” | Helen Acosta  John Hart  John Kelleher |
| * Conduct workshops for faculty to include:   + Deeper dive into meaningful assessment   + Remediation tools for assisting students in achieving SLO’s   + Documenting individual achievement of SLO’s (see below) |  |  |
| * Conduct eLumen training with ALL faculty and on an ongoing basis with new faculty   Faculty will be able to:   * + assess course SLO’s by each student   + develop meaningful assessment tools and rubrics   + document an SLO assessment plan |  |  |
| * Develop Assessment Handbook * Develop eLumen training guide | Rough draft to completed Summer 2017 | Di |
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| **The Bakersfield College Assessment Committee will:**  **GOAL #2: Broadly communicate the results of all assessment and evaluation activities for shared understanding and for sustained, substantive, and collegial dialogue about our strengths and weaknesses, setting appropriate priorities, student outcomes, and continuous improvement of student learning and achievement.** | | |
| **ACTIVITY** | **Persons**  **Responsible** | **Action/Decision/Future Discussion** |
| * Post all SLO, AUO, PLO assessments on external website | Kate  Edie | Pulls AUOs from Program Reviews |
| * Monthly highlight a best practice SLO assessment plan to all faculty | Pam suggested someone from the dept. looking at LSO before submitting. Ask for time on agenda. |  |
| * Dept reps will report to monthly department meetings best practice from above | Ask dept. to put assessment on agenda. Send to us for documentation. |  |
| * Once a year conduct intensive dialogue with department regarding last year’s assessments and develop goals for next academic year in order to improve student learning | Agenda |  |
|  | This has to be department and representative driven. |  |
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**GOAL #1:**

Standards:

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

II.A.11.The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Strategic Initiatives:

1.8 Assess SLO’s, PLO’s, AUO’s and ILO’s

1.8 Map SLO’s, PLO’s, AUO’s and ILO’s

Other - Develop and Implement an Assessment Coaching Pilot

Other - Develop a Handbook describing the duties of committee members as well as additional assessment information.

Charge:

1. Identifies needs of faculty and staff regarding assessment processes and provides needed training.
2. ~~Independently~~ evaluates proposals for new and/or revised Program Learning Outcomes and/or revised Student Learning Outcomes.
3. Helps to develops and implement procedures to assure an effective means of outcome assessment appropriate to the learning needs of students in each program while adhering to the requirements of law and regulation.

**GOAL #2:**

Standards:

I.B.1.The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement

I.B.8.The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities

Charge:

1. Communicates with all committees, organizations, or areas involved in assessment on campus (e.g. Curriculum Committee, Program Review Committee, Academic Senate, etc.).