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| BC ASSESSMENT COMMITTEE MEETINGAugust 28th 4pm-5pm in Collins Conference Center***Agendas, Minutes and Meeting Materials on the Committee Website***<https://committees.kccd.edu/bc/committee/assessment> |
|  |  | Present: Bill Moseley, Liz Rozell, Di Hoffman, Erica Menchaca, Eleonora Hicks, Gayle Richardson, David Nevelle, Justin Flint, Faith Bradham, Nigie Shi, Ronnie Knabe, Brian Sivesind, Ximena Da Silva Tavares, Jana Richardson, Jose Cortez, Tim Capehart, Pam Rivers, Edie Nelson |  |  |
|  |  | **AGENDA ITEM** | **DISCUSSION/FOLLOW-UP/ACTION** |  |
| **Bakersfield College Mission**Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.**ASSESSMENT COMMITTEE****GOALS 17-18****Goal 1:** **Goal 2:** **Goal 3:**  | 1 | Call to Order & Welcome! (Bill & Di) |  | 5 min |
| 2 | Introductions (All)* Membership discussion
* Role of Committee Members
 | Everyone introduced themselves. Di is going to try to find faculty to fill vacancies.  | 20 min |
| 4 | Treats List (Di) | It has been decided not to have a sign-up list. If someone wants to share that would be great ☺ | 5 min |
| 6 | Review charge:* Do we need to make any changes to charge?
	+ If so, we need to prepare Academic Senate change form to reflect proposed changes
* GOALS for committee? (based on charge, standards and strategic plan)
 | We reviewed the charge and Di asks everyone to review the “What the job is” list (attached) and sign up for an activity and let her know which one. We also went over the Committee Charge and asked for any ideas, if not we will let it stand as is. | 20 min |
| 7 | Review Action Plan developed last year and discuss re-assignments* Hot Topics:
	+ eLumen
	+ Meaningful assessment and tools training
	+ Handbook - show
	+ Canvas course - show
 | Bill talked about eLumen and that we want curriculum correct, assessment data will be great, and it may be able to link with Canvas.Pam will be working on creating Di and Jennifer Johnson’s eLumen handbook.Di has started a handbook for the cycle of assessment. Closing the loop, best practices in departments and sharing information with everyone was also discussed. | 10 min |
| 9 | Action Items/Follow up for next meeting;*
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|  | Next Meeting: September 11th at 4pm in Collins Conference Center (mtgs 2nd and 4th Mondays of the month) |  |  |

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| **ACTIVITY** | **WHAT THE JOB IS** | **COMMITTEE MEMBERS NEEDED** |
| 1. Review all new SLO’s, PLO’s, AUO’s to ensure measurable, meet course description, meet program description
 | would need to be able to have 2-3 day turn around. Process is that Curriculum goes thru curriculum process once chair and dean have sent forward, we would need to look at SLO’s to ensure good. Need to turn around quickly and let faculty know whether changes needed so can continue through process\*\*Will be done in eLumen as soon as gets up and running\*\*\*\*Will be in cycles, busy in the fall, slower in the spring\*\*HOURS – approx. 0-2 hrs a week | **NEED 1-2**  |
| 1. Review to ensure all course SLO’s mapped to PLO’s, ILO’s
 | \*\*Will work with Edie, Di and Pam in eLumen to get this done and keep updated\*\*HOURS – approx. 5-10 hrs a week for a few weeks this fall, then maybe 1-2 hrs a week | **NEED 1-2**  |
| 1. Ensure all SLO’s are assessed on a continuous basis

Assessment plans completed | Work with Edie, Di to ensure all assessment plans in and that assessments are done and turned in, Edie does the bulk of this work and then would need to meet with her after deadlines to see where we are at and contact chairs until all is turned in ☺HOURS – average 2-3 hrs a week | **NEED 1-2 – probably someone who has been on this campus for a while and has developed relationships with other depts. ☺** |
| 1. Each department rep will review 1 SLO Assessment each month and follow-up with instructor to assist with ensuring continuous improvement
 |  | **\*\*LETS TALK ABOUT THIS ONE AT THE NEXT MEETING\*\*** |
| 1. 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 literacyWork on completing this and testing it out, matching it with our Assessment handbook (see below) | Helen Acosta has already done A LOT of work on this and would need **1 volunteer** to work with to assist, bounce ideas off of and present progress to assessment committee at meetings |
| 1. 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)
 | Develop training regarding assessment, assessment tools, and remediation. There are eLumen videos out there and tons of other resources for this. Also, we will work with IT to record these so that faculty can have access to them on their own time, also would like to have Flex time for these trainings\*\*THIS IS AN IMPORTANT ONE\*\*HOURS – when developing the training approx. 5 hrs a week? (best guess) | **NEED 4**  |
| 1. 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
 | Work with Pam, Di to develop, schedule, test out training for assessment modules of eLumenAdd eLumen instructions to Assessment handbookHOURS – this fall will be quite a bit, probably in month of October around 2-4 hrs a week. Pam will be developing the training and conducting it, would just need to give the faculty perspective ☺ | **NEED 1 (preferably NOT a really computer savvy person as this would be a good way to ensure training easy enough for most faculty ☺)** |
| 1. Post all SLO, AUO, PLO assessments on external website
 | Ensure all reports, plans, etc on our committee website | EDIE & DI |
| 1. Monthly highlight a best practice SLO assessment plan to all faculty
 | Need a few committee members to ensure this is happening and collect the data. Ask dept. to put assessment on agenda and send to us for documentation. Put together yearly summary of dept communication regarding assessmentHOURS – average 2-3 hrs a week | **NEED 1-2** **\*\*THIS IS AN IMPORTANT ONE\*\*** |
| 1. Dept reps will report to monthly department meetings best practice from above
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| 1. Assessment Handbook
 | Handbook rough draft developed, would need someone to review, fine-tune.Also present topics in handbook for committee (ex. What BC assessment cycle will be) | **NEED 1-2**  |
| 1. Once a year conduct intensive dialogue ~~with department~~ at college level regarding last year’s assessments and develop goals for next academic year in order to improve student learning
 | \*\*THIS WILL START AS A COMMITTEE PROJECT AND WE WILL HAVE ON AGENDA TO DISCUSS THOUGHTS, IDEAS ON HOW TO DO THIS AND MAKE IT AN ANNUAL EVENT\*\* | **All on COMMITTEE** |

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| NAME OF COMMITTEE | ***ASSESSMENT COMMITTEE*** |
| COMMITTEE CHARGE | The Assessment Committee is a standing governance committee that coordinates all processes related to the assessment of Institutional, Program, and Student Learning Outcomes.  The primary purpose of this committee is to help support student learning by ensuring that learning outcome assessment is consistent with the mission of the college, addresses the needs of students and the community, and meets the requirements of law and regulation.  As such, the Assessment Committee:* Identifies needs of faculty and staff regarding assessment processes and provides needed training.
* Communicates with all committees, organizations, or areas involved in assessment on campus (e.g. Curriculum Committee, Program Review Committee, Academic Senate, etc.).
* Evaluates proposals for new and/or revised Program Learning Outcomes and/or revised Student Learning Outcomes.
* Assists programs in disaggregation, and analysis of learning outcome achievement for subpopulations of students to identify gaps and implement assessment plans to mitigate those gaps.
* Helps to develop~~s~~ and implement procedures to assure effective means of outcome assessment appropriate to the learning needs of students in each program while adhering to the requirements of law and regulation.
* Ensures a faculty co-chair functions as a member of the Academic Senate Executive Board
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| SCOPE OF AUTHORITY | In order to maintain administrative oversight of the entire range of campus assessment activities, the Assessment Committee meets at least once per month (during the academic year) to set college-wide assessment goals, plan for the Community College Survey of Student Engagement and Noel-Levitz schedules, and assess needs of faculty and staff in regard to assessment training. |
| REPORTS TO | The Assessment Committee reports to the Executive Vice President of Instruction  |
| COMMUNICATES WITH | The Assessment Committee communicates regularly with faculty through Assessment Committee representatives, Academic Senate, College Council, and the Faculty Chairs and Deans Council. |
| MEMBERSHIP | The Assessment Committee will have one faculty co-chair and one administrative co-chair.* Two administrative representatives
* Articulation Officer
* [Academic Senate](https://committees.kccd.edu/committee/academic-senate) representatives (1 representative from each department and 3 members-at-large)
	+ Unrepresented department positions will fall to the department chair
* One Student Government Association Representative
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*PROPOSED 10-10-16 Approved by Academic Senate 11/9/2016*

 *Approved by College Council 11/18/2016*

**\*\*BELOW ARE THE TWO GOALS WE CAME UP WITH AS A COMMITTEE AFTER REVIEWING THE ACCJC STANDARDS AND BC STRATEGIC INITIATIVES**

**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.**

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.**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.**

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