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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