

Members present: Bonnie Suderman (Administrative Co-Chair), John Carpenter (Faculty Co-Chair), David Koeth, Pam Davis, David Neville, Maria Ramirez, Susan McQuerry, Bryan Hirayama, Denise Mitchell, Bernadette Towns, and Dawn Dobie.

1. John Carpenter reflected on what the previous day's campus-wide data conference, Point of Origin: Data Informed Student Success had revealed about the importance of assessment. Various committee members also shared their views on the most important insights taken from the conference.
2. Bonnie Suderman reported on the findings of the Accreditation Visiting Committee, who had met with campus members the previous Tuesday. The committee cleared all 8 recommendations that had been originally made regarding BC's accreditation, which was a very positive outcome. Bonnie thanked Bernadette Towns for all the work that she had put into the area of Assessment during her term as Assessment Co-Chair. During the spring and summer of 2013, Bernadette worked with colleagues throughout the campus, helping everyone to complete their course and program assessments and move all of that information into Curricunet. A total of 147 programs, including certificates, were handled. Bernadette thanked the assessment committee for working on changing campus attitudes towards assessment. She pointed out that Bonnie's leadership has been instrumental in the gains we have made in assessment.
3. Committee members moved to a computer lab to learn about the Assessment module within Curricunet. Bonnie provided handouts with steps to take in Curricunet to complete either a course or a program assessment.
  - a. John recommended that departments work on aligning their Program Level Outcomes (PLOs) with various Student Learning Outcomes (SLOs) in the courses involved within the program. This alignment helps to make assessment at both levels more meaningful and easier.
  - b. John led committee members through looking at Program assessments in their various areas. He gave these guidelines:
    - i. Assessment plan: where to describe the method of assessment.
    - ii. Basic information: where to explain how assessment has prompted action within a program.
    - iii. Assessment results: description of overall results
    - iv. Attach files: required documentation of assessment results
    - v. Assessment term: when the assessment took place. (Right now once a user chooses a term, it becomes permanent and unchangeable. John said he would contact Matt Jones to see if a fix could be made.)
  - c. John and Bonnie emphasized that Program assessments should be the basis of changes requested in funding, equipment, positions hired, etc. in the Annual Update.
  - d. Bonnie pointed out that areas like English for Multilingual Speakers, Academic Development, Library, and Counseling do not currently have Assessment modules in Curricunet because they are not officially Programs (which lead to degrees). This omission has occurred because of the different structures at BC, CC, and PC. These important areas of instruction at BC need some other category within the Assessment module. Bonnie offered to contact Janet Fulks to see about adding a new category for these areas, perhaps calling it "Integrated Programs."

Submitted by Dawn Dobie