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| BC ASSESSMENT COMMITTEE MEETING  February 10, 2017 1045-1215 in Collins Conf Center  ***Agendas, Minutes and Meeting Materials on the Committee Website***  <https://committees.kccd.edu/bc/committee/assessment> | | | |
|  |  | Present: Di Hoffman, Faith Bradham, Mindy Wilmot, Helen Acosta, Gayle Richardson, Michelle Hart, John Kelleher, Zannie Dallara, Darrin Ekern, Eleonora Hicks, Pam Davis, Nigie Shi, Ronnie Knabe, Justin Flint, Edie Nelson. |  |
| **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 2016-2017**  **Goal 1:** Ensure that learning outcome assessment is consistent with the mission of the college  *BC Strategic directions: 1,2*  **Goal 2:** Address the needs of students and the community  *BC Strategic directions: 1,2,5*  **Goal 3:** Meet the requirement of law and regulation  *BC Strategic directions: 4,5* | 1 | Call to Order & Welcome! (Kate & Di)  (Pass around Snack List)  Discuss meeting time, membership-*Di is going to send a survey monkey out tomorrow to determine if there is a better time and day for the committee to meet.* | 5 min  10 min |
| 3 | Review and approval of 1/27/17 minutes (posted) - *Di is going to send out an email to approve the last meetings minutes.* | 5 min |
| 4 | Old Business/Workshop:   * eLumen update-*Di mentioned that our facility really need to learn how to use/enter information. She will also have another training session in March. She also would like to have training be part of Flex week and would like many of the committee to be familiar with it to help others. She is sure eLumen will let you know what SLO’s still need assessment. Mentioned that Canvas and eLumen are working together. eLumen has additional package called ePortfolio where students can view all SLO’s they have attained.* * Update on 6 yr SLO assessment plans-*Edie mentioned that there were a few turned in and uploaded. Still many missing.* * *Is money going to be the key to success? Staff is going to need some type of drop-in support.* * *Helen Acosta shared a Draft of a PLO Narrative for Spring.* | 5 min  5 min |
| 6 | New Item   * Report on SLO Symposium-*Attached are the notes from Di including Ronnie, Faith and Mindy’s.* | 20 min |
| 7 | Brainstorming-*Included with the agenda were several Accreditation Standards. Di asked us to mark what items we felt were the responsibility of the committee. She is putting together a list of what we discussed.*  Assessment Committee Learning Outcome(s) (SEE ATTACHED)  Activities to get there: SMART  S- Specific  M – Measurable  A – Achievable/Attainable  R – Relevant  T – Time-limited | 40 min |
|  | Next Meeting: February 24th, 2017 from 1045-1215 in Collins |  |

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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.). * Independently 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 ~~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. * Ensures a faculty co-chair functions as a member of the Academic Senate Executive Board |
| 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 Academic Affairs and Student Services. |
| 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-chaired 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 |

**Standard I: Mission, Academic Quality and Institutional Effectiveness,**

**and Integrity**

**B. Assuring Academic Quality and Institutional Effectiveness**

***Academic Quality***

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.

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

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

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.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

**C. Institutional Integrity**

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

**Standard II: Student Learning Programs and Support Services**

**A. Instructional Programs**

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.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

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.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

**Standard III: Resources**

**A. Human Resources**

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

**Standard IV: Leadership and Governance**

**A. Decision-Making Roles and Processes**

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

**B. Chief Executive Officer**

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: ensuring that the allocation of resources supports and improves learning and achievement

**C. Governing Board**

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

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| **Direction #1 Student Learning** | | | | | | |
| *A commitment to provide a holistic education that develops curiosity inquiry, and empowered learners.* | | | | | | |
| **#** | **Initiative** | **How will you evaluate and document the initiative’s success?** | **What committee or position would be responsible? (The person closing the loop and reporting out)** | **Scoring** | **Action Plan** | **Evidence** |
| **Academic Evaluation** | | | | | | |
| 1.8 | **Assess** and map SLOs, PLOs, AUOs and ILOs. | Monitor Annual Assessment Report and Program Reviews. See Scorecard Data Strands. | Assessment Committee | perpetually in progress | Collected through Program Review process; analyze results; contact programs without assessments; complete all documentation for ACCJC report due in March 2017. |  |
| 1.8 | Assess and **map** SLOs, PLOs, AUOs and ILOs. | Monitor Annual Assessment Report and Program Reviews. See Scorecard Data Strands. | Assessment Committee | perpetually in progress | Collected through Program Review process; analyze results; contact programs without assessments; complete all documentation for ACCJC report due in March 2017. |  |
| 1.9 | Disaggregate and analyze learning outcomes and achievement for subpopulations of students to identify performance gaps and implement strategies to mitigate those gaps. | Analyze disaggregated data as it relates to learning outcomes to determine effect on gaps.See Scorecard Data Strands. | Assessment CommitteeEqual Opportunity & Diversity Advisory Council (EODAC) | in progress | We have been disaggregating achievement data for years and will continue with this process. District purchased eLumen software in order to facilitate disaggregation of learning outcomes. Elumen modules include assessment, curriculum, program review, and strategic planning. Implementation during 2016-17. The college needs to hire a researcher to gather data and provide analysis expertise. Recommended to have eLumen assessment training during Spring 2017 Professional development week |  |

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| **Direction #4 Oversight & Accountability** | | | | | | |
| *A commitment to improve oversight, accountability, sustainability, and transparency in all college processes.* | | | | | | |
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| **Student Learning & Achievement** | | | | | | |
| 4.1 | Monitor **student learning** and student achievement. | Positive impact of SLOs/PLOs/ILOs on student learning; Renegade Scorecard shows progress; annual ACCJC report is relatively easy to fill out. | Assessment Committee,  Institutional Research | perpetually in progress | We pulled the Assessment Questions from both the Annual Update and the Comprehensive Program Review forms and put them on a separate form similar to the Professional Development, ISIT/Technology, and Facilities forms so that we have earlier access to analyze them. |  |
| 4.1 | Monitor student learning and **student achievement**. | Positive impact of SLOs/PLOs/ILOs on student learning; Renegade Scorecard shows progress; annual ACCJC report is relatively easy to fill out. | Assessment Committee,Institutional Research | perpetually in progress | We pulled the Assessment Questions from both the Annual Update and the Comprehensive Program Review forms and put them on a separate form similar to the Professional Development, ISIT/Technology, and Facilities forms so that we have earlier access to analyze them. |  |
| **Accountability** | | | | | | |
| 4.13 | Ensure internal deadlines are met. Examples include Program and Curricular Reviews. | Internal deadlines are clearly publicized and met. Committees and other entities need procedures to deal with late work and report that deadlines have been met. | AIQ All Committees | in progress | We merged annual outcomes assessment documentation with program review due in the fall. We need to examine what was turned in, identify gaps, and work with departments. |  |
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| **Additional Initiatives the Committee is Working On** | | | | | | |
|  | **Initiative** | **Applies to which Strategic Direction(s)?** | **How will you evaluate and document the initiative’s success?** | **Scoring** | **Action Plan** | **Evidence** |
|  | Develop and Implement an Assessment Coaching Pilot. | 1.8 and 4.1 | This will be completed when members are officially assigned departments for which they are responsible. Training will also be provided to the members. | completed | Revised charge, includes membership from each department 2015-2016 |  |
|  | Develop a Handbook describing the duties of committee members as well as additional assessment information. |  | This will be completed when the official handbook is completed this winter break. | not yet begun | To be reevaluated Spring 2017 and with eLumen implementation |  |