

ASSESSMENT COMMITTEE

CHARTER AND BYLAWS

PURPOSE

The Assessment Committee at Bates Technical College will work to improve student learning by creating effective tools for the assessment of student learning outcomes at the course, program and institution level and evaluating annual program assessments for completion.

FUNCTIONS

The Assessment Committee exists to:

- Carry out the BTC Institutional SLO Assessment Plan:
<https://docs.google.com/document/d/1mXOz5G7OxQbXho3i5J6LVrfoK8LcUaOFPQKm86l6Hkw/edit?usp=sharing>
- Coordinate with College administration in helping each program create/update Program-wide Student Learning Outcomes that are accurately mapped to college-wide learning outcomes.
- Form an ad hoc disappearing task force from within the Assessment Committee each July to review the Institutional Assessment Plan and provide feedback to the College Council.
- Create a repository of annual Assessment Plans and Assessment Results for each program.
- Provide faculty with tools for assessing course-level student learning outcomes.
- Design and deploy assessment instruments for recording data that will accurately map Bates' curriculum to course, program, and college wide learning outcomes.
- Maintain an Assessment Committee page on the Bates website to share assessment-related resources and document progress helping students achieve learning outcomes.

MEMBERSHIP

The Assessment Committee is faculty led and receives oversight and support from the Executive VP of Instruction/Chief Academic Officer (or designee). The committee consists of one faculty member representing each cluster/department to reflect the varied programs of study at Bates Technical College. Each member will attempt to provide a qualified replacement when a member cannot attend. In the case of a vote taking place during a member's absence, the replacement may vote with a written proxy from the absent member or with prior permission from the chair. The Assessment Committee Chairperson shall not represent his/her individual cluster in the work of the committee.

The committee will be supported by the chief officer of academic affairs or designee. Supporting teaching and learning will be represented by the chief officer for student affairs or designee. An executive assistant shall be assigned by the chief officer of academic affairs to record meeting notes and provide clerical support.

TERMS OF OFFICE

- The voting members of the committee will nominate and vote in a chair and chair-elect by simple majority. The term of office for the chair will be two years. When the current chair finishes serving the chair-elect will become the new chair and voting will take place to install a new chair-elect.
- An Assessment Committee member's term of office shall be two years (renewable). All regular terms of service will begin with the first committee meeting of a new academic year, in the fall quarter.

- If a committee member is unable to complete his/her term of office, the department involved will elect a replacement to complete the term. Temporary vacancies will be filled by election or appointment by the instructional dean as determined within each department.
- A department dean is not eligible for election to the curriculum committee.
- A parliamentarian from an outside source may be appointed by the chair or by request of the membership.
- The committee shall appoint at least one representative to the Curriculum Committee and the College Council; this may be one or more individuals throughout the course of the academic year based on availability and representation.

DUTIES OF THE CHAIRPERSON

- The chair will call the committee into session and provide an agenda. An executive assistant will record and publish minutes and maintain records of all matters considered and decided by the committee.
- The chair may invite members of the campus community, such as advisors, and deans to sit with the committee on an ad hoc basis. Any person or persons may request to be on the agenda for the purpose of addressing the committee on an issue.

MEETINGS

Regular Assessment Committee meetings will be held monthly unless cancelled by the chair and/or vote of the committee. Additional meetings or work sessions may be called by the chair.

Meetings are open, and visitors may have the opportunity to speak on any item on the agenda at the request of the meeting chair.

VOTING

- No meeting of the committee will be official if less than a simple majority of its voting members are present.
- All matters before the committee will be decided by a simple majority vote of the members present.
- Suspension of the committee rules will require a two-thirds majority of those members present.

PROCEDURES

- Roberts Rules of Order will be used in all meetings.
- Proposals and items for consideration must be submitted to the committee secretary ten calendar days in advance of the meeting. Proposals and items of consideration not meeting the deadline may be discussed, but no decision may be rendered; any exceptions to this rule must be approved by a two-thirds vote of the committee.
- Proposed agendas and necessary paperwork for each meeting will be circulated to the committee members at least five working days in advance of each meeting.
- A proposal will be placed on a meeting agenda only if it meets the following criteria;
 - The proper forms are completed accurately and fully.
 - The original should be sent to the committee chair as well as an email or hard copy for distribution purposes, ten calendar days prior to the next meeting.
- The departmental representative will present the nature and merit of his/her department's course or program proposal to the committee on the first reading.

- Non-approved proposals will be returned to the originator for resubmission.
- The committee will make all recommendations to the chief officer for academic affairs.

BY-LAWS

The Assessment Committee will draft its own by-laws covering day-to-day operation, schedules, and procedures. These by-laws will become the working document of the committee upon approval by two-thirds of the committee members present during a scheduled committee meeting.

Amendments to the by-laws may be proposed by any member of the committee. An amendment proposal must be submitted in writing to the committee ten working days prior to the meeting. Passage of the amendment will require the approval of two-thirds of the members when a quorum is present.

DEFINITIONS

Accreditation: The primary means by which colleges, universities and programs assure quality to students and the public. Accreditation provides access by the institution to federal funds, including federal financial aid funds; eases transfer of courses and programs among colleges and universities; and is used by employers when evaluating credentials of job applicants. Bates Technical College's accrediting agency, the Northwest Commission on Colleges and Universities, does a full scale review of each institution it accredits every ten years. Features of this evaluation include the self-study, a written summary of performance prepared by the institution; and a site visit performed by a visiting evaluation team of peer reviewers appointed by the Commission.

Assessment: An ongoing process of understanding and improving student learning. Assessment involves:

- Making expectations explicit and public
- Systematically gathering & interpreting evidence
- Measuring outcomes by expectation
- Using results to document, explain and improve performance (Thomas A. Angelo, *AAHE Bulletin*, November 1995, p.7).

Institutional Student Learning Outcomes (ISLO's): We are an institution of higher education. As such, we strive to *inspire, challenge, and educate* our students in the development of **human diversity, effective communication** and **critical thinking** skills. In alignment with the college strategic plan (2010-2014), the following college- wide learning outcomes reflect the guiding expectations by all programs at Bates Technical College. (Revised April 17, 2013)

Bates Technical College graduates should be able to demonstrate competence in:

- **Human diversity** includes the ability to recognize, interpret, and respond to the differences and commonalities among people in the workplace and the learning environment, thereby demonstrating **effective communication** skills.
- **Effective communication** includes the ability to identify relationships among ideas, point of view, and language choices by reading and writing **critically**.
- **Critical thinking** is defined as disciplined thinking that is clear, rational, open-minded, and informed by evidence. Coursework is designed to challenge a student's ability to problem solve and analyze given the demands of an ever-changing workplace within a **diverse** culture.

Course Objectives: What students should be able to know, do, or accomplish once they have completed a particular course. These may also be referred to as student learning objectives/outcomes or course expected outcomes. They are identified on Master Course Outlines and course proposal forms and are a required element of course syllabi.

Educational Outcomes: What program faculty intend for students to be able to think, know, do or accomplish. Student learning (course) objectives/outcomes, Program Learning Outcomes and College-Wide Student Learning Outcomes are types of educational outcomes.

Institutional Effectiveness: The process by which a college evaluates its overall effectiveness in light of its stated mission and goals. The goal of evaluating institutional effectiveness is continuous improvement. Instructional assessment is one component of institutional effectiveness.

Instructional Program: An Instructional Program is defined as a group of courses taken within a particular discipline or department culminating in a degree, certificate, or set of courses in a distribution area or support area.

Learning: Engaging in a task that builds capacity for the rest of life. (Ruth Stiehl with Les Lewchuk, *The Outcomes Primer: Reconstructing the Curriculum*, Corvallis: The Learning Organization 2000, p. 28.)

Master Course Outline (MCO): Among other things the MCO document lists, for every course taught at Bates, the course-level student learning outcomes that will be used by every instructor, every section, every quarter it is taught.

Program Student Learning Outcomes (PSLO): What students should be able to know, do, or accomplish once they have completed a particular series of courses, especially those within a distribution requirement, or a particular program of study. They describe what students should know or be able to do “out there”. These outcomes encompass the “big ideas” and skills that students will carry away as a result of their academic preparation in a specific program at Bates Technical College. Each program has approximately five Program Learning Outcomes which are assessed in a five year cycle.

Reliability: Reliability is a measure of consistency for an assessment instrument or process. A reliable assessment instrument should yield similar results over time with similar populations in similar circumstances.

Student Learning Outcomes: A description of what students should be able to know or do as a result of instruction. A learning outcome is a measurable statement of what a learner is expected to know, understand or be able to do as a result of a learning process; good learning outcomes focus on the application and integration of the knowledge and skills acquired in a course. They are student centered, specific and use active language (verbs) that make expectations clear. Bloom’s Taxonomy is very useful when writing learning outcomes. Student learning outcomes can be delineated at the lesson, course/class, program or college-wide level:

- Student learning outcomes=lesson or course level (also referred to as course objectives or course outcomes)
- Program learning outcomes= student learning outcomes at the Program level
- College-wide Learning Outcomes=student learning outcomes at the College-wide level

Validity: Validity refers to the extent to which an assessment instrument or process measures the desired performance and appropriate inferences can be drawn from the results.