



MINUTES

Assessment Committee Meeting 03/09/2016

Present:

Al Griswold
Dave Alldredge
Lynn Neal
Teresa Borchardt

Bill Swarens
Jon Bolas
Mike Clark
Kelsey Williams

Bryce Battisti
Katie Lorz
Mike Wood

1. Assignments

a. *Katie Lorz – Tacoma Community College (TCC) and greater assessment best practices*

Katie provided resources and links to the following on assessment best practices: A PDF roundtable discussion of assessment and retention best practices at <http://its.nmhu.edu/IntranetUploads/001165-RTGoodPracti-822200820936.pdf> and a group information share on <http://www.assessmentcommons.org/>. Anyone can add information to the assessment commons site which is continually updated. Katie suggested looking at this resource for assistance. The assessment commons suggests four areas of consideration for assessment learning: Initiatives that engage campus learning, structures and models, assessment instruments, and professional development special initiatives. The last area can be considered at a later time. Some other best practices included hiring a Dean of Research and Evaluation, brown bag lunches, Institutional portfolio approach, having paid assessment positions, and asking departments what they thought about the assessment.

TCC did a self-study and instated a policy of what their assessment committee is. Identifying accreditation requirements is important. More information on TCC Assessment Committee can be found here [TCC Learning Outcomes Assessment Memo](#) and [TCC Accreditation Self Study 2012](#)

b. *Dave Alldredge – Pierce College and Salt Lake Community College (SLCC)*

Pierce College does not have published information regarding their learning assessment. All that could be found was a recent self-study.

SLCC has a website at <http://www.slcc.edu/assessment/> for assessment of learning. The site includes a philosophy and overview, examples of excellence, and a documentation report that could be a helpful example for Bates.

c. *Mike Wood – Green River Community College*

Green River does a summer assessment for a week in June sponsored by the learning outcomes committee. Sixteen instructors applied (full-time and adjunct) and there is a stipend reward. The summer assessment has three elements: 1.) Review of outcomes assessment and campus wide outcomes 2.) Overall design 3.) Specific rubrics. Best practice and rubrics were a major focus. Campus wide learning was used to make a draft rubric and published as a 2014 report. Since it was based on feedback it ensured a campus wide learning outcome. This week long assessment is open to faculty from other colleges.

d. *Jon Bolas – Accreditation*

The Northwest Accreditation Commission is looking for student learning and continuous improvement. The three components include measuring outcomes, evaluating achievement using results. The planning process for every year should include the following:

- Define plans for programs and departments
- Align assessment goals with college goals
- Define desired outcomes for the year
- Define how to evaluate and incorporate into future plans

Jon provided a table of what the Northwest Accreditation looks for. This can help with organizing assessment plans. Jon can use this tool to work with programs across the college and develop an institution plan to improve the process. Indirect assessment can be added as well and the student learning outcome survey can be self-assessment. This plan could give the Bates Assessment Committee a place to start; the committee wants students to reflect on how well they meet Course Learning Objectives.

There were discussions around student learning surveys for self-assessment. This is different from student evaluations for instructors and courses. Dave Alldredge provided an example of his student self-assessments where he asks the students how well they can comply with GAAP, if they can describe the steps of the accounting cycle, on a scale of 1-5 how well do they know the steps of the Accounting cycle, etc. The self-assessment results show higher percentages of understanding than what is found on the final exam. The self-

assessment should be designed for each learning objective that is found in the course, and the questions should be specific to see what they know rather than telling them what they know.

There needs to be another instrument for learning assessment. Many schools begin by using surveys, and later on find other instruments to be more useful. Many faculty at Bates are already doing these practices, there just needs to be documentation. If the assessment committee has any more feedback or questions they can email Jon at jbolas@bates.ctc.edu

2. Al Griswold – The 4 R's

Al thanked the committee for helping the college in this leadership role. Bates will be embracing a culture of assessment. Researching across the country for best practices will be useful, and Al emphasized SLCC's example of developing a mission for each division's assessment. Professional development is also critical in this process.

The Northwest Accreditation's number one recommendation for Bates pertained to standard 2C. MCO is lacking in some areas, every course should have a syllabus, and each course should have a grading rubric. The grading rubric is an agreement with faculty, institutions, students, and is also in Bates' policy. Other recommendations included section C.3 policies and procedures and C.4 mission and graduation requirements including program of study guides.

The assessment committee should consider and define its four "R's"; what is the role of this group, the responsibility, the relationship across the college, and the rewards.

3. Other Items

Bryce will consolidate information and distribute for feedback in advance of the next meeting. The committee has a specific website on the Bates site where documentation can be posted.

4. Next Meeting

The next meeting will be Wednesday, April 20 from 11:15 – 12:15.