



# MINUTES

## Assessment Committee Meeting

Room M218

04/20/2016

**I. Present:**

Al Griswold, Dave Alldredge, Bryce Battisti, Jon Bolas, Josh Baker, Katie Lorz, Lynn Neal, Mike Wood, Teresa Borchardt, Kelsey Williams

**II. Call to Order**

The meeting was called to order at 11:20 by Bryce Battisti.

**III. Revised Assessment Committee Charter & Bylaws for a Vote**

Bryce Battisti received feedback on the charter and bylaws from the committee and has incorporated all edits except for those received today. Dave Alldredge suggested being more clear in the assessment committee purpose of working to make improvements to student succession, achievement and employment. The assessment committee carries out tasks like collecting data, establishing outcomes, and reporting. Josh Baker explained the purpose should be tailored towards supporting the mission statement. Vice President Al Griswold recommended changing the language to, "The assessment committee will work to improve student learning which will support student succession." Some college assessment committees have the purpose and function to help with assessment and reporting and evaluation of assessment plans. This committee will create a body of knowledge amongst faculty and develop a cadre of additional faculty to be leaders of assessment and evaluating semantics. There were discussions regarding if the committee is responsible when a program fails to meet the assessment tools and reporting mechanisms, and who will look at the faculty's report and evaluate if the assessment format and outcomes are acceptable. Al Griswold provided it is not the Assessment Committee's responsibility to look at percentages, but should think about

how to create a rubric that faculty can use to improve assessment. Lynn Neal mentioned the committee used to evaluate the assessment plan for completion. These plans were sent back to faculty for revision with a mentor to assist with the process, however many chose not to do the revisions. Al Griswold explained as we move towards more programs being nationally accredited, there are going to be more standards. We are trying to improve student learning. Al Griswold will handle the situations where instructors do not want to do assessment. Dave Alldredge moved to make an amendment to incorporate evaluating the process, including the term student learning, and changing the sentence structure of the charter and by-laws purpose. The motion was approved unanimously.

#### **IV. How to Get Credit for Committee Meeting Attendance on PDPs**

A faculty activity form must be filled out if instructors want to get credit for committee work towards PDPs. The updated form is available on the website on the forms page.

#### **V. Defining Roles of Committee Members**

The Assessment Committee has a committee chair and committee members. Bryce Battisti asked the group if there were any other suggestions for other committee roles. Dave Alldredge provided there may be a need for a sub-committee later on for specific tasks. Katie Lorz mentioned there could be roles to create forms or templates to fulfill assessment; that person's role could have an official name for accountability purposes.

#### **VI. Draft Graphic of the Assessment Process Flowchart**

Based on experiences from the Curriculum Committee, Bryce Battisti explained the Assessment Committee could have an image on the website that shows the process of assessment. A graphic flow chart at the front could be helpful. Dave Alldredge suggested

having a resource person for every department/division included on the website. Also, we should be using ideas on this topic from other colleges. Lake Washington technical college has an image that shows what criteria's are used and how a student would be assessed. Katie Lorz stated the National Institute of Learning and Outcomes Assessment has a newsletter and examples from other colleges. There are frameworks already set up if this committee wanted to replicate another process.

#### **VII. Ways to make Instructional Documents More Useful for Assessment: CLOs, MCOs, Syllabi**

Bryce Battisti worked on the syllabus template and requested electronic feedback. Course description and objectives need to be included along with Title IX and nondiscrimination. Al stated the core curriculum is critical because it supports teaching and learning. It demonstrates instructors want students to be successful. Theresa Borchardt uses this syllabi template for her program, but includes a core student handbook for the entire duration of the program rather than repeating information on multiple syllabi. Bryce Battisti will send the syllabi form to Aimee Sidhu for Curriculum Committee review. The Master Course Outline (MCO) template still needs more input.

#### **VIII. Book Club**

Katie Lorz attended the diversity institute and heard a group talking about a faculty book club related to professional development. They met quarterly and felt it was really a way to build community within the faculty. Katie Lorz suggested the idea for the Bates Assessment Committee and has a book on assessment in mind; it could be just within the committee or it could go college wide. Four committee members have the book Josh ordered and other suggestion for Assessment books were discussed. The club is a voluntary commitment.

**IX. Metrics**

Jon Bolas has updated the Bates Website on metrics. If the committee wants to tie improvements to metrics, he could add those as well. Bryce Battisti asked how the metrics could be used for assessment. Jon Bolas provided that if there are college-ready math or English courses, the committee can see by program if there are target areas to improve. There are many data sets through SBCTC. Mike Wood asked if it is possible to see if IBEST is helping students with movement through their programs.

**X. Summer Institute**

Al Griswold is going to support and align resources to get work done for the Assessment Committee. As a college, we are behind schedule due to many changes in administration. The college received nine recommendations during fall 2013 and is scheduled for a mid-cycle review October 16, 2016, which is entirely around assessment. Josh Baker and Al Griswold will meet to develop a rubric for program level. Every department is required to do a program review. Al Griswold will assist in making time for faculty to focus on assessment. As long as Bates is progressing with assessment, we should be fine. The committee can start with having faculty fill out the rubric. Lynn Neal inquired about the National Summer Institute on Learning Communities and the Teaching and Learning National Institute in July. Al was given short notice and had to quickly select a few staff to be able to attend.

**XI. Approve minutes**

The committee is required to approve meeting minutes before posting to the website.

Lynn Neal moved to approve the minutes from the last three meetings. The motion was seconded and all were in favor.

## **XII. Google Form**

The committee discussed clarifications regarding the google form assessment tool; whether it is meant to capture a larger, broader assessments or assessments for individual lessons. There are course, program, and institutional assessments and faculty need to be able to report on various levels. Bryce Battisti explained the only way instructors can report on assessment is if they are reporting on something they have taught. Al Griswold provided at the course level there are major learning level outcomes, and instructors should assess critical courses. Afterwards, they can relate it to the overall program level outcomes. Josh Baker specified if instructors are trying to assess a program level outcome, there needs to be assignments that demonstrate along the way. This form will be continuously improved but needs to start somewhere. Bryce Battisti suggested going around to four programs that are prepared to do assessment and have them fill out the form. If the intention is to roll this out in the fall, all downtown programs should fill out the form three times per year for a learning outcome of their choice. The committee further discussed how to assess at the course level. Jon clarified that not every learning outcome is going to tie into one of the college-wide outcomes. Bryce Battisti inquired if there are any competencies for Bates that describe how to know if a student has met effective communication. Lynn commented there needs to be a rubric training and Josh Baker provided that it would be a great outcome from the Assessment Committee.

**XIII. Other Items**

Dave Alldredge suggested having more people on the committee to get more done over the summer in time for fall quarter. Bryce Battisti will look into what other departments can be represented in the assessment committee.

**XIV. Next Meeting**

The next meeting will be on May 11, 2016 from 11:15 to 12:15pm.

**XV. Adjournment**

The meeting adjourned at 12:21.