**Assessment Committee Meeting Agenda: Thursday, December 7, 2017**

1. Instructor Course Assessment Huddle: Friday, December 15, 9:00-11:00, BL 231—Donuts and coffee provided!
2. Assessment Committee Purpose—Review and include in binders.
   1. 2) Chaired by the assessment coordinator, a vice chair will be elected from the committee

Because of rolling department reviews, we will need to elect a vice chair

* 1. 5) Monitors development and revision of course outcomes for all courses

This committee doesn’t do the development or the revision, but it serves as the check and balance to make sure development, assessment, reporting, revision of course outcomes is happening regularly.

1. Rolling Department Visits: We need to do them
   1. Assessment Committee Description:
      1. 11) Provides oversight within departments of assessment practices
      2. 14) Reviews assessment data and collaborates with faculty and departments in making recommendations for improved practices
   2. Dr. Barbara J. Johnson, VP for Accreditation Relations, HLC: 2015-2016: 31.5% of institutions reviewed “Met with concerns” or did not meet component 4B of accreditation. Reasons cited:
      1. Lack of evidence / documentation of data utilization to improve student learning
      2. Lack of assessment of co-curricular activities
      3. Absence of comprehensive & systematic assessment of process
      4. Linkage of course objectives to program objectives or institution level assessment
      5. New assessment plan implemented and need time to evaluate full cycle
      6. Program goals were not clear or measurable
      7. Assessment of General Education is a concern (i.e., no student learning outcomes)
      8. Missing linkage of assessment to institutional planning, budgeting, funding priorities
      9. Faculty Related Concerns
      10. Reliance on survey data and course evaluation (grades) to document student learning
   3. Old minutes: evidence of departments sharing specific assessment initiatives / projects / goals with the assessment committee. “We are the humans responsible for Criterion 4.”

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| **Month** | **Department** |
| January | (no committee meeting) |
| February 1 |  |
| March 1 |  |
| April 5 |  |
| May 3 |  |
| September |  |
| October |  |
| November |  |
| December |  |

1. Assessment Awards: Department and Individual
   1. Plans and nomination forms attached (pages 3, 4, 5)
   2. Be thinking about individual faculty members and departments who should be awarded
   3. Will be recognized at the awards banquet in May—our decisions need to be made in April
2. Assessment feedback from Spring 2017 (See page 2, etc.)
   1. What do these responses tell us about where we need to go in the future?

**Individual Faculty Assessment Award Plan**

All instructors that have completed individual course assessment reports for the each semester taught in the previous calendar year are eligible to be nominated for the Individual Assessment Award. The calendar year would include spring, summer, fall and winter.

Instructors will be nominated by Deans or Department Chairs.

Nominations will be turned in to the Assessment Coordinator by Feb.1st.

The Assessment Coordinator will coordinate a selection committee consisting of the Vice President of Academic Affairs, Division Deans, the Assessment Coordinator, and 3 instructors not nominated.

The selection committee will review the following criteria:

* The instructor has turned in artifacts each semester as scheduled.
* The instructor has submitted course assessment data for each course taught within the calendar year.
* The instructor has completed and instructor assessment report for each semester taught within the calendar year.
* Comments included on the assessment reflect careful consideration of assessment data and the measurement of student learning.
* The instructor recommends specific changes and/or enhancements in pedagogy, advising, scheduling, and/or course content to be implemented in future semesters.
* The instructor reports changes undertaken in prior semesters and linked them to student learning in subsequent semesters.

The selection committee will select the winner of the individual assessment award by **April 15th.**

Selected faculty will receive a stipend and a certificate.

Written: August 2008 Revised: September 2008, June 2012, Jan 2017

**Individual Faculty Assessment Award—Nomination Form**

Please answer the following questions and **attach a copy of the instructor’s individual course assessment reports from the previous year.**

Instructor Nominated:

Year:

General Education Assessment:

The instructor has turned in general education artifacts each semester as scheduled.

Comments:

The instructor has completed instructor assessment reports for all semester taught in the previous year: spring, summer, fall and winter term.

What specific changes, recommendations, and/or enhancements in pedagogy, advising, scheduling, and/or course content undertaken in prior semesters was linked to student learning in subsequent semesters

Comments:

Comments included on the assessment reflect careful consideration of teaching practices and the measurement of student learning.

Comments:

What is specifically outstanding about this instructor’s use of assessment?

Developed 2/2017

**Department Assessment Award Plan**

All academic departments that complete the program review are eligible for recognition.

The Vice President for Academic Affairs and the Associate Vice President for Assessment and Planning will determine if departments have met the established criteria.

Recognition will be based on the following criteria using information composed for Section F of the Program Review:

All full-time instructors teaching for the department for the department have participated in the assessment as scheduled including artifact submission and faculty assessment reports.

80% of adjunct faculty teaching for the department have participated in the assessment as scheduled including artifact submission and faculty assessment reports.

The department wrote a summary of assessment activity within the department including training conducted, discussion held, and decisions made regarding assessment.

The department developed pivot tables of department assessment data.

The department identified trends in the average outcomes assessment scores.

The department reported changes made to instruction because of assessment data analysis.

The department reported the results of student learning in response to changes made in instruction.

Written 8/2008 revised 9/2008 revised 2/2017

From the Spring 2017 Instructor Assessment Reports

1. The college seems to very much value assessment and is diligent in the practices and procedures.
2. I believe we are improving in our Assessment process. Processes are being formulated. Better access to data is being implemented. Meetings are being held to inform / educate faculty on procedures to follow.
3. I feel we are working in the right direction on improving assessment at this time. WE have access to the past information. There is also a director to answer questions and give direction.
4. Instructors need easy access to the past assessment information. Not only to the last semester’s information, but to multiple semesters of past information.
5. I appreciate the efforts being made to improve the process and the accessibility of assessment data. I have no recommendations at this time.
6. Assessments are chasing numbers and will not get a student employed. As long as the assessor is creating the work and the assessment, there is little value in the numbers generated. A way show proof of the value of assessment: Most wind interviews do not include the student’s academic record. When looking across the class of students and asking which student would they hire, more times than not the highest test grade / assessment student is not the trait for which they are hiring. An employer is looking for the student with the desire to improve, good moral character, honesty and loyalty that will create less turnover and turmoil which will solidify the company, which makes it more productive and profitable.
7. The process is much improved this time around over last year. It might be that we are getting better at learning the assessment procedures and processes. The results are easy to study and easy to make observations and see trends. From these observations we can make recommendations and implement strategies that hopefully will result in improvement in our students’ education.
8. The process continues to be cumbersome and inconsistent in evaluating student performance. The only real proof of assessing a student’s success or failure within our technical program is if they are able to gain employment and were they successful in retaining that job and advance within the company’s framework.
9. We need more training on using Canvas analytic tools and course design. It is easy to say, “Go do it!”, but we need practical guidance, break-out sessions, and increased contact hours with experienced faculty. This way, we are able to learn and apply throughout the semester. I think we get bogged down mid-semester and feel like we just can’t add anything else to our plates. I think if we offered small rund-table discussions, more often, it would be a tremendous boost to our morale, and our teaching effectiveness. Jamie Durler is definitely on the right track offering some sessions this past month. We need more of those and on both campuses.
10. Could you please put the instruction about how to pull out assessment data from current year and previous year(s).
11. Faculty in my department understand and appreciate the benefits of course reflection. I say this because of conversations with each of them, in which some way they all express interest in doing what is best for our students. I think that as we continue to implement course assessment procedures, faculty members in all departments will embrace the product as another excellent tool in our quest to produce the best possible academic product!
12. The recommendations we are to list have only to do with what we related to last time the course was taught—I assess constantly in my class and make changes as needed. The assessment process needs to have options to accommodate this. Also, I am constantly reading or attending presentations about student learning and making changes when I learn of new methods.
13. This process seems to be much more straight-forward and the electronic version is now coming together much better than in the past. The only difficulty is remembering to get all the variations together when you are submitting your documentations.
14. It was mentioned yesterday during the General Education Committee Meeting at Heavy’s Barbeque that cheating was quite prevalent this semester. Needless to say it’s not possible to adequately assess course outcomes if the questions have been correctly answered by cheating. I do have a recommendation based on an observation that may help to keep students honest. The Student Success Center needs to revise their proctoring methods. Students take their test on one side of the room and the proctor sits on the opposite side of the room—how can a test possibly be proctored by this arrangement?
15. A sharing among instructors of best practices would be helpful. The new online student survey may assist with this, since it has the option of sharing best practices.
16. I would encourage all departments to put an example of several completed forms on their department course shell—so that people can have a model. It might work well for the assessment committee to identify a few examples for different disciplines and put them in the assessment shell, so that training “new” instructors is easy.

I would also recommend five minute moments in a few faculty meetings. Like a “5 minute” moment in September and February in which we remind people how to attach outcomes to assignments and remind them that they can be doing this now. This also helps new faculty or those who are confused to know that there are questions that they should be asking. There should also be a “5 minute” moment in the final faculty meeting of the year with a “5 minute moment” [about the Instructor Assessment Report] and what needs to be in it. Maybe this could happen in department or division meetings.

1. I would like the turnaround on the student assessments back a little sooner in order to properly plan and implement changes per productive student evaluations.
2. Is there a way we can see all of our courses together? There probably is. I just don’t know how.