

ASSESSMENT COMMITTEE

Solano Community College

Minutes – Wednesday September 14, 2016

2:30-4:00pm, Room 902

In Attendance: Amy Obegi, Peter Cammish, Rebecca Estes, LaNae Jaimez, Cynthia Jourgensen, Maureen Powers, Randy Robertson, Michael Wyly

- I. Approval of Agenda (1st Michael, 2nd Randy, approved unanimously)
- II. Approval of Minutes from 8/31/16 (1st Randy, 2nd Michael, approved unanimously)
- III. Public Comment – Michael Wyly advised the committee about WASC assessment trainings he learned about at IEPI. He thought Superintendent-President Celia Esposito-Noy would be amenable to sending a team and suggested the Assessment Coordinator contact her to discuss the possibility of sending a team. A. Obegi agreed to contact Celia.

LaNae Jaimez stated she would be doing two adjunct faculty trainings on quality SLO assessments next week for her dean (as he is charged with oversight of the adjunct support center). She asked if we would like to open it up to all faculty. The committee agreed and A. Obegi said she would send out an email to all faculty. She also asked if we wanted to have a flex training on assessment on Oct. 11th. The committee agreed this would be beneficial.

- IV. Action Items:
 - a. Approval of 2016-2017 Assessment Committee Goals. Michael Wyly made a motion to approve the 2016-2017 Assessment Committee goals with the addition of goals #12 Assessment Training for Committee Members, and #13 Creation of an assessment calendar for 2016-2017. The motion was seconded by LaNae Jaimez and approved unanimously.

In the discussion, there was a conversation about common assessments and rubrics. Committee members agreed that we would need to provide guidance on common assessments in the forthcoming assessment handbook, and that it may be best to require common rubrics for courses with multiple sections, rather than requiring common assessments. It was mentioned that it would be important to make such rubrics easily accessible for those teaching the course.

V. Discussion/Information Items:

1. *Membership Updates*- We are still waiting to hear who has been selected as the Coordinator for Counseling. Two adjunct faculty stepped forward willing to serve on the Assessment Committee: Rebecca Estes from Foreign Languages, and Maureen Powers from Child Development and Family Studies. Rebecca will serve as the voting adjunct faculty Assessment Committee member, and Maureen Powers will move to the Academic Program Review Committee to serve as the representative of Social and Behavioral Sciences (pending vote)
2. *Brief Training on Current Assessment Database*. Peter Cammish walked us through the SLO database and how to input information. T. Pearson mentioned the necessity of having good examples of what quality assessments look like. There were differences of opinion among committee members of what constitutes quality assessment.

The committee also discussed success criteria and how it isn't likely understood by all faculty. Many assume they have to individualize for their classes and don't know where to look for a "uniform" criteria established by the department. The committee thought it would be a beneficial to disseminate the success criteria reported in the database so faculty can discuss and update as necessary.

The committee discussed how the current database doesn't have a box to report on previous planned actions; there is no place to "close the loop." A. Obegi suggested on CurriCUNET when a faculty reports their SLOs, the first box asks them if they have assessed this course before. If "yes" another box comes up to ask for the results of their previous planned actions.

To achieve 100% compliance this year, the committee agreed it will be important for coordinators to meet with discipline faculty to review what is in the database for completeness.

The committee discussed how the database could only be viewed from campus and the necessity for adjunct faculty on the committee to have access. It was suggested a VPN could be helpful. P. Cammish asked A. Obegi to send a list of all the assessment committee members so he can give them access to the database from a district computer on campus.

It was also suggested we work on getting SLOs and their assessments up-to-date in the multiple places in which they are stored.

3. Planning for new CurriCUNET Assessment Module – Brainstorm – Tabled for next meeting as we ran out of time.

Motion to adjourn by R. Robertson, 2nd by T. Pearson (4:32pm)

4. Meeting dates this semester:

September 28, 2016

October 12, 2016

October 26, 2016

November 9, 2016

November 30, 2016

Action Item (approved unanimously)

Academic Senate & Subcommittee Committee Goals for Academic Year 2016-2017

Committee Name: Assessment Committee

Committee Roles and Responsibilities:

Provide feedback on Academic Program Reviews, make policy recommendations on the Academic Program Review processes, provide training and support to faculty, deans, and the administrators undergoing the program review process, and shepherd Academic Program Reviews through the various stages of feedback until they reach publication

ACCJC Standard(s) Addressed:

X Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

___ Standard II: Student Learning Programs and Support Services

___ Standard III: Resources (Human, Physical, Technology, Financial)

___ Standard IV: Leadership and Governance

Committee Members: Amy Obegi (Faculty Coordinator), Michael Wyly (Liberal Arts), Randy Robertson (Math/Science), Terri Pearson (Health Sciences), LaNae Jaimez (Social & Behavioral Sciences), Jeffrey Young (Counseling), Cynthia Jourgensen (Applied Technology and Business), Rebecca Estes (adjunct) Ex Officio: Vice President of Academic Affairs (or designee), Academic Program Review Coordinator or designee, Curriculum Committee Chair or designee. This semester Amy Obegi is representing program review and Randy Robertson is representing curriculum

Identify the initiatives/goals this committee will undertake.

Committee chairs are responsible for completing reports after dialog with committee members. Assessment of committee progress is integral to SCC's continuous improvement process.

	Initiative / Goal	Description for this Initiative / Goal
1	Design interface for CurriCUNET assessment module	Collaborate with the CurriCUNET designers, the Assessment Committee and the Office of Institutional Research and Planning (ITR&P) to create the interface
2	Train faculty on how to use CurriCUNET assessment module	Attend school meetings, disseminate literature, and create a flex workshop to train faculty on how to use the new module
3	Import assessments from current database to CurriCUNET	Work with school coordinators, ITR&P, and faculty to get all data into the new module
4	Work toward 100% compliance on SLO and PLO assessment	Disseminate deadlines, work with coordinator and set up meetings (see goal 5)
5	Schedule joint meetings with coordinators, disciplines and deans to review SLO assessments, PLOs and how they link with ILOs and GELOs	Develop a checklist for all coordinators to use in the meetings. Schedule meetings, collect data, and make timelines for assessment completion.
6	Create an assessment handbook	Based on literature already established by Solano, guidelines from state academic senate, ACCJC, and other experts on assessments, write a handbook that formalizes the assessment process at Solano College. This handbook would be created by the Assessment Coordinator, Committee, and would be vetted at Academic Senate, Shared Governance, and the Board.
7	Conduct more trainings on quality assessments	Create literature and trainings to give further guidance on what how to conduct quality assessments
8	Consider changes to the course and program approval process so that SLOs and PLOs are reviewed by the assessment committee	Work with the curriculum committee and CurriCUNET to add approval boxes so that when new or modified SLOs or PLOs go through curriculum committee, a sign-off is required by department faculty and the Assessment Committee
9	Review GELO assessments and make action plans for needed changes, and create a formal process for GELO assessment	Review the GELO assessments from Spring 2016 and create action plans for deficits noted. Create rubrics and a formal process for assessing GELOs.
10	Develop a campus policy/protocol for common assessments and rubrics	Establish a protocol for common assessments and publish it in the assessment handbook
11	Work with accreditation team to comply with all assessment related directives and to supply any needed data for self-study report	Meet with accreditation chairs to determine how the assessment committee can support accreditation self-study team. When deficits are noted, work with the coordinators and committee to find solutions.
12	Assessment Training for Committee Members	Find appropriate training opportunities and funding for committee members to increase assessment knowledge
13	Creation of an Assessment Calendar for 2016-2017	Create an assessment calendar that can potentially be used as a model for years to come

