

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), Cynthia Jourgensen (Applied Technology and Business), Rebecca Estes (adjunct), Fredinanda Florence (Program Review)

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 during the fall, and Ferdinanda Florence in the spring. 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

Mid-Year Committee Evaluation Report for Academic Year __Dec. 2016__

Accomplished and In Progress Initiatives: Identify the initiatives this Committee has accomplished and whether the initiative has been completed (C) or is in progress (IP) in the status column. Identify additional initiatives if applicable.

	Initiative Undertaken, Achieved or In Progress	Status C or IP	Accomplishments/challenges for this initiative
1	Design interface for CurriCUNET assessment module	IP	Late fall semester a “sandbox” on CurriCUNET Meta was established so the assessment committee could give feedback on the design of the Assessment Module.

			Committee members provided feedback and A. Obegi followed up in a meeting with VPAA Guleff. We will continue to work to create an interface that meets the college's assessment needs.
2	Train faculty on how to use CurriCUNET assessment module	IP	This has not yet happened, and cannot until the Assessment Module is ready. We hope to train in early 2017.
3	Import assessments from current database to CurriCUNET	IP	This has not yet happened, and cannot until the Assessment Module is ready. We hope to import in early 2017.
4	Work toward 100% compliance on SLO and PLO assessment	IP	School coordinators scheduled meetings with discipline faculty to review SLO assessments for currency and to facilitate the deletion of courses that haven't been taught/assessed in recent years. A. Obegi will run a report on SLO completion at the end of Fall semester and on February 1 st . PLO assessment will be a focus spring 2017.
5	Schedule joint meetings with coordinators, disciplines and deans to review SLO assessments, PLOs and how they link with ILOs and GELOs	IP	Meetings were scheduled during fall to talk about SLO assessments. The committee decided to focus on SLOs in the fall and look at PLOs, ILOs, and GELOs in the spring when the new assessment module in CurriCUNET is live. The goal will be to sit with faculty then, and start with a clean databased.
6	Create an assessment handbook	IP	The committee has begun to make decisions about SLO practices that will be part of the handbook. For example the quality rubric and the individual course assessment form were revised. We documented that success criteria need to be the same in classes with multiple sections and a rubric needs to be established for these. We also created a form for adjunct SLO pay. The handbook will be a priority spring semester. At present, we are waiting for the assessment module to be complete so we can include instructions for use in the handbook. The Assessment Committee, in partnership with the AS and Administration will need to come to consensus about how our college wants to measure GELOs and ILOs (if we want to make changes from our past practice) so that process can be reflected clearly in the handbook.
7	Conduct more trainings on quality assessments	IP	In Fall 2016 a PLO training was held as well as several SLO trainings. Open "office hours" to support faculty with assessments took place on the Oct. 11 th optional flex day. The Solano College Assessment Newsletter was created to disseminate assessment related information and education to all faculty. Four volumes of the newsletter were emailed Fall semester 2016, and they were posted online. Coordinators are meeting with faculty in their

			disciplines to also provide trainings. More trainings will be provided spring semester.
8	Consider changes to the course and program approval process so that SLOs and PLOs are reviewed by the assessment committee	IP	We are working on this as part of the Assessment Module in CurriCUNET Meta.
9	Review GELO assessments and make action plans for needed changes, and create a formal process for GELO assessment	IP	Goal for Spring 2017.
10	Develop a campus policy/protocol for common assessments and rubrics	C	A protocol was established for common success criteria and rubrics which was shared in the Vol. 2 Newsletter. When the assessment handbook is created, the protocol will be included.
11	Work with accreditation team to comply with all assessment related directives and to supply any needed data for self-study report	IP	The Assessment Coordinator met with accreditation leads to share information about the assessment process. The coordinator and committee will continue to work with the accreditation team to support evidence collection, report writing, and any other needs the accreditation team has.
12	Assessment Training for Committee Members	IP	Peter Cammish trained faculty on use of the current database. Sample quality assessments and rubrics were shared with committee members to discuss expectations. A. Obegi will attend an ACCJC assessment workshop on December 5 th in Burlingame. We will continue to notify committee members of available trainings.
13	Creation of an Assessment Calendar for 2016-2017	IP	An assessment calendar was created and published in Volume 3 of the newsletter. Training plans have yet to be calendared.

Year End Committee Evaluation Report for Academic Year _2016-2017_

Part 1 Accomplished and In Progress Initiatives: Update the initiatives this Committee has accomplished in the corresponding academic year. For Status, please indicate **C** (completed) or **IP** (in progress). Make recommendations for the upcoming academic year where appropriate, or referrals to other committees, as applicable.

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 Undertaken, Achieved or In Progress	Status C or IP	Accomplishments/challenges/recommendations for this initiative
1	Design interface for CurriCUNET assessment module	IP	This goal is nearly complete. We designed the interface for SLO assessments and made some adjustments to the SLO input in the course module. We have requested changes to the Program Learning Outcome module/mapping as well. Our new GELOs and ILOs were also added. We are still working on the program learning outcome assessment page and learning about additional functionality in terms of ILO, GELO assessments and aggregates.
2	Train faculty on how to use CurriCUNET assessment module	IP	The Go Live date is proposed for May 15 th . Creation of the assessment module took longer than anticipated, both from Governet's side in making the changes we proposed, and from our side. When it was decided to revise the GELOs and ILOs, our committee wanted to make sure the module reflected those changes. Creating policy on how PLOs and other assessments are conducted with this new tool takes time and planning. The goal is to train faculty beginning fall flex 2017. META training will be the major focus of fall flex.
3	Import assessments from current database to CurriCUNET	No longer goal	The SLO assessments in META are much more nuanced than our previous pen and paper versions. Importing old assessments would be labor intensive and they would not match up cleanly. The committee decided all assessments through the 2016-107 academic year will go into the "old" SLO database. We will close this out, and beginning Fall 2017 all new assessments will go into META.
4	Work toward 100% compliance on SLO and PLO assessment	IP	Coordinators shared this goal with faculty, and it was encouraged through Assessment newsletters. In the accreditation report we have identified a host of reasons our numbers are not as high as we would like. It is our hope that the switch to META will remedy some of these problems and it will be easier to track compliance. The assessment coordinator(s) will continue to work to identify areas of need and support faculty.
5	Schedule joint meetings with coordinators,	C/IP	Meetings were scheduled and conducted, but the primary goal was SLO assessments. PLO, ILO, and GELO assessments have been moved to future years. Committee

	disciplines and deans to review SLO assessments, PLOs and how they link with ILOs and GELOs		established a new goal of this year of revising the GELOs and ILOs. They will go to the governing board for approval on May 19 th . After approval more information will be disseminated including how to map.
6	Create an assessment handbook	IP	A rough draft of the handbook was written Spring 2017 and the assessment committee has spent multiple meetings reviewing it. The document was shared with Academic Senate for feedback. The Assessment Committee is still deciding on procedures for PLO assessments and GELO/ILO assessments beyond SLO mapping. The committee wants to make sure administration and faculty have time to give feedback.
7	Conduct more trainings on quality assessments	C	While training will be ongoing every year, this year SLO and PLO trainings were provided, as were trainings on developing success criteria. The Solano College Assessment News was also distributed this year for the first time which provided training information on outcomes assessment.
8	Consider changes to the course and program approval process so that SLOs and PLOs are reviewed by the assessment committee	C	These changes were written into the Curriculum Handbook, so that when changes are made in CurricUNET to outcomes or when new courses are added, the assessment coordinator will provide approval.
9	Review GELO assessments and make action plans for needed changes, and create a formal process for GELO assessment	C	Based on GELO assessments conducted in 2015-2016, and new accreditation standards, the committee decided to revise the GELOs to more closely align with the general education pattern. A formal process of GELO assessments has been written into the Assessment handbook.
10	Develop a campus policy/protocol for common assessments and rubrics	C	A protocol was established for common success criteria and rubrics which was shared in the Vol. 2 Newsletter. When the assessment handbook is created, the protocol will be included.
11	Work with accreditation team to comply with all assessment related directives and to supply any needed data for self-study report	C	The Assessment coordinator worked with Shirley Lewis to draft the Quality Focus Essay, and with Melissa Reeve to provide Assessment information and feedback. Peter Cammish provided data for the assessment reports.
12	Assessment Training for Committee Members	C	This will be an ongoing effort, but some trainings were completed this Academic Year. The Assessment Coordinator attended two trainings: The ASCCC 4 th Annual SLO symposium, and an ACCJC sponsored event on making

			outcomes useful and used. META training was provided to the Assessment Committee on May 10 th , 2017. The trainings were very helpful in formulating ideas for the Assessment process and handbook at Solano College.
13	Creation of an Assessment Calendar for 2016-2017	C	A revised six year assessment cycle was approved by Academic Senate this year. The Assessment handbook provides tools by which faculty to calendar their specific assessments.
14	Disseminate assessment information to faculty	C	<i>New Goal:</i> This academic year the Solano College Assessment News was created and 9 issues were emailed to faculty. The newsletter is used to share information and to train faculty on assessment procedures.
15	Create an adjunct pay form	C	<i>New Goal:</i> To raise awareness about adjunct pay for SLOs and to better track payments, a writeable pdf was created for adjunct pay
16	Revise GELOs and ILOs	C	<i>New Goal:</i> Based on information gleaned from past assessments and new accreditation standards, the GELOs and ILOs were revised. They received Academic Senate and Shared Governance approval and go to the board on May 19 th .

Part 2 Unaccomplished Initiatives: Identify the initiatives this Committee has undertaken in the Fall 2016 semester that were not accomplished, please state why, what the barrier(s) were along with any recommendations to overcome the barriers.

See details in the chart above

	Unaccomplished Initiative /Goal	Why/what were the barriers?	Recommendations
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Part 3: Complete the self-assessment narrative:

Self-Assessment

- To what degree has the committee met its roles and responsibilities?

While the college and committee still have significant work to meet our assessment goals, the Assessment Committee has labored hard to clarify and standardize the college’s assessment processes, and to ready new tools to overcome some of the college’s past road blocks. This year the committee has:

- 1) Increased meetings from once two twice a month
- 2) Created a newsletter to keep the campus better informed
- 3) Wrote an assessment handbook
- 4) Created an interface for assessments on a new CurricUNET META assessment module
- 5) Revised the SLO Quality Rubric

- 6) Revised the College's GELOs and ILOs
- 7) Created an adjunct pay form for SLO work
- 8) Provided faculty trainings
- 9) Supported Accreditation work

The Assessment Committee word judiciously and has a lot to be proud of.

- How can the committee improve its effectiveness in meeting these roles and responsibilities?

One of our obstacles has been getting faculty assessments into the database (not enough coordinator time/pay to accomplish). The hope is that over the summer we will get more administrative support. Next year will this problem will be remedied when faculty input their own. Yet, the transition to META will be a challenge. We will time and support to make this transition smooth. The Assessment coordinator is proposing some pay for faculty to work over the summer to make a smoother transition.

- How effective was the committee in completing its initiatives?

We completed most of our initiatives or they are in process. While it was a goal to complete the handbook by the end of this term, and have CurricUNET META go live sooner, the new Assessment coordinator needed training to ascertain what should go into the handbook – i.e. what are considered current best practices. To get META live, decisions about how to best record assessments had to be made. The committee didn't want to rush so fast that systems didn't work and had to quickly be changed again. We are hoping that working judiciously will mean less problems down the road.

- How might the committee improve its effectiveness in regard to completing initiatives?

Committee members may need more training on quality assessments, including samples to give to faculty. These will need to be created.

- How effective was the committee in impacting student success?

The hope is that moving toward a culture of inquiry for assessment will get faculty thinking meaningfully about classroom practices that promote success. The new assessment module will have planned actions that identify what can be done to improve classroom practices AND what can be done at the department and college level. This will help link assessments to the integrated planning process to hopefully meaningfully impact student success.

- How might the committee improve its effectiveness in regard to impacting student success?

We need to provide more trainings and samples to faculty to help them consider what can be done to positively impact student learning.

- What resources are needed to assist the committee in meeting its initiatives?

META and META training will help faculty. Also continued 40% release for the faculty coordinator and some paid time this summer would be beneficial. Not all the pieces of PLO assessments are in place and we could use support reading META for faculty in the fall.

Recommendations

- Provide recommendations for changing the description or composition of the committee to achieve its initiatives addressed for next year.

None

- What topics should be addressed by the committee next year?

Training and support materials for CurricUNET META

Completion of the Assessment Handbook

Support for faculty to map SLOs to PLOs, GELOs, and ILOs

Support for faculty to update SLOs and Success Criteria in META

Ensuring all courses have SLOs in META, and meeting one on one with faculty if they do not.

Update the assessment website

Ensure SLO reports are generated and distributed to support compliance and the integrated planning process

- Are there additional roles or responsibilities this committee should be addressing?

We have a lot on our plate already ;-)

- What issues, initiatives, or work has the committee identified that other committees, service areas, and/or disciplines or Schools should address next year?

Next year we will be able to generate reports that shows how faculty believe the college can support student success on outcomes. This information will provide a lot of data and collaborations between committee, service areas etc. In the meantime, we do know that faculty have a lot on their plates and workload is an issue. We would like to see the faculty union negotiate a 2nd required flex day every semester that is intended JUST for assessment work. This time would go a long way to facilitate increased collaboration among discipline faculty and increased outputs.