

**Assessment Committee**

**Thursday: September 25, 2014**

**12:30 – 2:00 in the Clocktower**

**Members Present: Absent: Recorder:**

**Stefanie Forster Rita Perron Joy Locher**

**Samuel Kelley Charlie Galemmo**

**Annette Tanguay Vacant:**

**Claudette Dupee Faculty (2 out of 4)**

**Student (non-voting)**

**AGENDA**

1. Call to Order with quorum present

2. Approval of agenda

*Claudette made a motion to approve and Sam seconded the motion – passed.*

3. Approval of May 2014 minutes

*Claudette made a motion to approve and Annette seconded the motion. The minutes were approved with the typo of “likee” changed to “liked”.*

4. New Business

4.1 Election of Chair for AY 14/15

*Claudette made a motion that Stefanie continues as chairperson, seconded by Sam, discussion, and passed. Other discussion included Stefanie emailing Deidre Thompson (Student Senate) and Corinne Kowpak (PTK) regarding the open seat for a student on the committee. Stefanie will contact Rita to confirm her membership. Jesse Miller would like to become a member filling a vacant slot for faculty.*

4.2 Brainstorm goals and objectives for AY 14/15

*Stefanie explained the NEASC interim report. There is a focus on assessment and accountability. NEASC wants to see that YCCC has a developing plan. What is presently not being done is implementing a comprehensive approach to student learning, etc. although there are small pockets of assessment happening. Stefanie wrote a “plan to plan” into the report including the work on rubrics. Stefanie reminded the committee that assessment is faculty driven. She also shared with the committee that their job is not to assess or evaluate an instructor’s teaching but rather to assess student learning. Claudette feels that solid data is necessary. Annette asked if the committee had a sense of how faculty feels about assessment. Sam commented that he believed the faculty vacancies were due to the belief that nothing was happening. There was further discussion about the misunderstandings of what the committee is doing as well as qualitative and quantitative assessment. The cycle of assessment was discussed – what has been learned, where do they need to learn more, and changing/revising teaching. Claudette asked if there was a total faculty buy in and Stefanie answered that there was not. Annette asked if there was any department buy in and Stefanie thought there was a small amount. Stefanie spoke to assessment across the college - classroom learning which her position assesses, PLOs that faculty and AA assess, and ILOs which is not assessment committee’s responsibility. The committee’s work is across all departments/all programs – resistance will be encountered if the committee tells rather than involving people. Jesse then asked if assessment is occurring across the board and the answer was “no.” He explained that the Learning Center is developing rubrics to assess prompts (assignments). However, the LC cannot assess teaching according to Stefanie. The question was raised: “How does a prompt get evaluated?” Sam suggested that it may happen as instructors change the teaching as a result of student course evaluations. Jesse was concerned about oversight and the huge disparity between instructors’ content/assignments; however, having the LC measure prompt quality is a union issue. Stefanie discussed the role that professional development day has in aiding instructors in assessing themselves. Assessment Committee can, however, look at the quality of work and how much a student learns. There was discussion that the acceptable approach is developing rubrics using norming and assessing across departments/sections. Artifacts can be collected across the curriculum but not by department. Instructors may find that using the committee’s rubrics serves as a tool for self-assessment as to whether they have taught what they expect the student to know.*

*Discussion included plans to work on a communication project. The committee determined in the past that it has full authority in assessing student learning and approving PLOs and ILOs. In regards to Course Objectives, department chairs develop and Curriculum Committee approves. The communication rubric was developed for everyone’s use not just Academic Affairs and was endorsed by College Council. There is a disparity of what’s being taught and the rigors of assignments. The committee needs to simultaneously have a goal to inform and educate the whole college of the role of the assessment committee and assessment. Stefanie will send “How to Build a Culture of Assessment” – AAUP. “Closing the loop” in assessment speaks to the issue of making sure the assessment cycle is completed.*

*Stefanie believes that it is stated in the catalog that we can collect essays from students. Jesse suggested using specific students who would provide an essay at the beginning and the end of a semester so that the committee could assess learning. Stefanie explained why this might not be a valid approach. The comment was made that often department chairs do less in the area of assessment – they do periodic class observation.*

*The committee discussed the importance of assessing the results of assessment – Did it improve overall performance? The committee would like to have instructors meet to learn how to use the rubric.*

*The 3 goals for AY 14-15:*

1. *Work on an assessment project.*
2. *Educate community about assessment.*
3. *Develop a quantitative rubric.*

4.3 Review PLO requests from AY 13/14 and establish deadlines

*All Digital Media programs and Medical Assisting. HIM may not be remaining – Stefanie will check.*

*Deadline – January Meeting.*

4.4 Plans for creating the ILO rubric on Quantitative Competence

*The committee agreed to table this to work on the communication project. There was discussion as to how quantitative competence related to all. Sam boiled it down to “problem solving – usually numbers are involved.”*

5. Old Business

5.1 Review of Communication Rubric and discussion on next steps

*The committee discussed confirmation of things already discussed – campus wide use, not to assess an instructor. It is tied to ILO #7. Sam will take back what he has learned to Faculty Senate.*

*Joy will put the communication rubric on the website. Stefanie will send an email to faculty/adjuncts and attach the rubric to the email. Stefanie will send draft to members.*

6. Announcements

7. Adjournment

*Sam made a motion to adjourn, seconded by Claudette and passed.*