



## Instructional Assessment Committee Minutes – February 9, 2017

Attending: Brad Benjamin, Merry Bond, Brendan Glaser, Wendy Hall, Armando Herbelin, Amber Lemiere, Holly McShane, Lucas Myers, Stefanie Neill, Julie Smith (recorder)

### Agenda Items:

- Winter Assessment Days (Mar. 29 and 30) / Instructional Planning & Prep Day (Mar. 31)
  - **Mar. 29 and 30**, 9 a.m.-4 p.m. w/working lunch:  
Assessment, Accreditation and Academic Master Plan
  - **Mar. 31**: Faculty Appreciation Breakfast, faculty prep day

### Possible activities:

- Transfer spreadsheet (where do our classes actually transfer)
- Best practices sharing/ c&p swap to share ideas and language
- Academic masterplan/guided pathways conversation and/or show what other Washington CC's are doing
- Discussion about how to collect better end of experience artifacts for the summer assessment institute and get all faculty to submit to the institute
- Student intake/enrolment process discussion
- Discussion about pathways advising, when advisees should be handed off to faculty advisors and if we should have team advising
- Discussion about persistence and retention – possible pathways discussion
- Discussion about faculty asking the “harder” questions with regard to assessment in their program/discipline and also at the degree level. Also, next steps in assessment and closing the loop with the c&p review

### Discussion items:

- Talk to Mary Leach re: Cafeteria Module and how we move away from that
- Student involvement in Assessment Days
- Assemble an Achieving the Dream type of panel

### Rubric for Standards 3.B, 4.A and 4.B

	Initial	Emerging	Developed	Highly Developed
Core Theme planning guides selection of programs and services	Minimal evidence that plans inform selection	Evidence that planning intermittently informs some selection	Evidence that planning guides program and service selection	Evidence of ongoing systematic use of planning in selection of programs and services
Core Theme planning is informed by data collection and analysis	Minimal evidence that CT planning is informed by data collection and analysis	Evidence that planning is intermittently informed by data	Evidence that planning is informed by data	Evidence of ongoing and systematic use of data in planning
Institution engages in ongoing collection and analysis of assessment data	Minimal evidence of assessment data collection and analysis	Intermittent collection of evidence and some analysis	Regular collection of assessment data and regular analysis	Regular collection and analysis of assessment data and evidence of data-informed improvement
Institution engages in evaluation of programs and services	Minimal evidence	Evidence of intermittent evaluation of programs and services	Evidence that programs are periodically evaluated	Evidence of ongoing and systematic program evaluation
Institution documents student learning in courses, programs and degrees	Minimal evidence	Evidence of intermittent documentation of student learning in courses, programs and degrees	Evidence that student learning in courses, programs and degrees is documented periodically	Evidence of ongoing and systematic documentation of student learning in courses, programs and degrees
Faculty are responsible for evaluating Student Learning Outcomes	Minimal evidence	Some evidence that some programs rely on faculty	Evidence that faculty are responsible in most programs	Evidence that faculty are responsible in all programs
Institution regularly reviews assessment plan and process	Minimal evidence	Some evidence of intermittent review	Evidence of regular review	Evidence of ongoing and systematic review
Results of Core Theme assessments are used for improvement	Minimal evidence	Evidence of intermittent use	Evidence of regular use	Evidence of ongoing and systematic use
Results of Core Theme assessments are made available to constituencies	Minimal evidence	Evidence of intermittent availability	Evidence of regular availability	Evidence of ongoing and systematic availability
Results of student learning outcomes are used to inform academic planning	Minimal evidence	Evidence of intermittent use of student learning outcomes assessment for academic planning	Evidence that the majority of programs use student learning outcomes assessment for academic planning	Evidence that the majority of programs engage in ongoing and systematic use of student learning outcomes assessment for planning
Results of student learning outcomes are made available to constituencies	Minimal evidence	Evidence of intermittent availability	Evidence of regular availability	Evidence of ongoing an systematic availability

*DRAFT – Workshop Review Copy – February 2016*