****REDWOODS COMMUNITY COLLEGE DISTRICT

Meeting of the

Assessment Committee

Tuesday March 28, 2017

2:50-4:15, FM 110

# AGENDA

1. **Call to Order**

Members Present: Erica Botkin, Michael Dennis, Wendy Butler, Paul Chown, Roberta Farrar, Shannon Sullivan.

1. **Introductions and Public Comment:** Members of the audience are invited to make comments regarding any subject appropriate to the Assessment Committee.
2. **Action Items**

**3.1 SLO Review- Student Equity, Renee Saucedo**

1. Through cultural awareness events, and other activities which focus on diverse experiences of students and community members, students will demonstrate an understanding of the multiple backgrounds and experiences represented in U.S. society and how to apply it in their education and in their lives.
2. As a result of monthly, professional development trainings or sessions for faculty and staff, faculty and staff will develop techniques on how to better work with underrepresented students.

3)   By evaluating success of Student Equity Indicators, the College will update the Student Equity Plan to address disparate impacts among student communities in the areas of Access, Course Completion, Basic Skills Completion, Persistence, Graduation, and Transfer.

For Outcome #1, students who participate in cultural awareness events are surveyed about their experience, and there are district-wide campus climate surveys that can provide data relevant to this outcome.

For Outcome #2, we regularly survey faculty and staff, but may consider surveying students about their classroom experience related to this outcome as well.

For Outcome #3, Dave Bazard commented that this describes the process we already follow for the student equity plan. Language was adjusted to shift the focus to evaluating the quality/efficacy of the indicators we use.

Recommendation: Pilot these outcomes for 1-2 semesters, and then re-evaluate.

**3.2 SLO Review TRIO, Brady Reed**

1. As a result of participating in TRIO workshops (in-person or online), students will demonstrate orally or in writing an increased knowledge of financial literacy, study skills, and career planning concepts.

Brady Reed wants to avoid a survey, since students get so many. This outcome is structured to allow for data collection at workshops, with quick pre- and post-quizzes of 3-5 questions.

Recommendation: Pilot this outcome for 1-2 semesters, and then re-evaluate.

1. **Discussion Items**

**4.1 Assessment Handbook Revision**

Plan: have two committee members work on updating each section. There are a few sections that seem okay, but there are others that really haven’t aged well and need updating.

**4.1.a Introduction letter, Keith Snow-Flamer**

Keith has sent a draft introduction letter; after review the committee accepted it for inclusion with no suggestions for edits.

**4.1.b Formalizing PLO instructions**

Shannon Sullivan is working with Deans and Administration to develop the instructions for this process.

Mike Dennis asked (via email before the meeting) how far back on course level assessments should we look for program level assessment? Shannon suggested only one report back, since both are now on a four year cycle.

Dave Bazard recommended putting some thought into defining the audience for a handbook like this—most faculty don’t want to go through 100 pages to figure out how to do something. Courtney Loder mentioned the structure of the Program and Course Approval Handbook (PCAH), which has 100+ pages of detailed content, with appendices that provide a “quick guide” of how to actually submit. Perhaps we could include something similar with directions for how to complete assessments in the assessment tool.

 **4.1.c Canvas Instructions-Reno Giovanetti**

Reno has sent a draft of language about using Canvas for Assessment. There isn’t much concrete detail in it, because nobody is using Canvas for assessment yet.

Reno shared that Canvas is currently working directly with CCC to make outcomes management better in Canvas for the community college system. The timeline is still murky for final rollout, but there are a lot of existing components that can be useful for assessment now.

Reno will be presenting our Canvas Assessment methods at an online education conference over the summer.

4.2 Assessment Handbook review-plan for submitting feedback.

Revising the handbook is important for our October accreditation site visit—the goal is to have this finished by then.

The committee will review a preliminary draft of the updated handbook at the next meeting. Each section will be edited by the following:

**Overview and Philosophy**: Shannon Sullivan

**Mission & Scope**: Shannon Sullivan

**Assessment Information**: Wendy Butler & Paul Chown

**Academic Assessment**: Mike Dennis & Erica Botkin

**Student Services**: Dave Bazard & Roberta Farrar

1. **Reports**

-No Reports

1. **Announcements/Open Forum**
2. **Adjournment**