

Assessment Committee Minutes

February 19, 2014

BSC JSC Conference Room 115

12:00 pm– 1:00 pm

February 20, 2014

BSC JSC Conference Room 115

2:00 pm – 3:00 pm

Present: Drake Carter, Ryan Caya, Liz Braunagel, Kim Gutierrez, Amy Juhala, Annette Martel, Kitty Netzer, Lee Friesz, Scott Helphrey, Stacie Iken, Josh Kern, Tanya Moses, Nita Wirtz

Absent: Holly Burch, Bruce Emmil, Amy Helgeson, Tony Musumba, , Trudy Riehl, Sean Thorenson

Review Institutional Learning Outcomes

Draft in development phase handed out. Josh Kern shared what was reviewed during the small meeting. The process was looking at language and goals – remapping and to match them.

Josh said this was simple – as actual outcomes aligned with Gen Ed and ELO's.

ACT blend with LEAP – for all students across the board

ILO's can extend beyond Academic affairs

Stacie indicated some of the next steps are to articulate rationale for moving in this direction & sharing the information with groups across campus.

Establish dissemination of ILO's across campus

What is the most logical way for sharing information to others throughout BSC? How Quickly does the information need to be relayed?

General consensus is to share these new directions rather quickly across campus.

Ideas of where to share info:

- Department meetings (monthly)

- Department Chair meetings (weekly)

- During Faculty Week prior to fall semester – bringing in a professional to go through the process; what the next step is; why we are doing this; what the data will be used for; "the top 5" data usages; etc.

- Faculty wants to see where the data is being used

Sequence of specific ILO's will be developed so assessment of each ILO occurs on a rotating basis. There are currently eleven of them so it's anticipated that every 2-3 years would be the full cycle.

Josh Kern gave updates and data on the GERTA II to the 02/19 Assessment meeting

Amy Juhala provided updates and data on GERTA II to the 2/20 Assessment meeting

Update AQIP project

Scott needs a small faculty team to use the Learning Outcome Mgmt system in developing threads among course, program and institutional level learning outcomes for the 'pilot' project for AQIP. Ideally, creating a tool to pull information and data for each faculty to review last four years of data.

Nita Wirtz, Josh Kern, Kyren Miller have so far volunteered for this project.

LOM – Learning Outcome Manager is the tool that will be used to create a map across objectives.

Working with E-companion shell

Using objectives to tie with assignments and grades along with rubrics

Pilot will be evaluated to determine if this process can work for everyone

Still trying to work out comprehensive exams and the outcomes/objectives

HLC (High Learning Commission) is asking for shorter projects. Scott's project is intended to be an AQIP project and may lead to another step taken on campus after the project is completed.

AQIP Team Development

Drake stated that teams for the AQIP projects in the past were put together by teams who were directly affected and or interested in the project. Drake recommends recruiting for this specific AQIP project as the expectations are known and the leader may know who they want on the team and who would be good. Suggested team of 5-7 individuals consisting of faculty who are implementing the new process, members who have expertise or strong interest in assessment practices and an additional 1-2 members who may serve as more of a guide or mentor throughout the process.

Minutes: tm

INSTITUTIONAL ESSENTIAL LEARNING OUTCOMES

(Draft in development phase)

Bismarck State College is dedicated to providing innovative educational programs that develop individual abilities, strengthen human relationships, enhance community life, and heighten global consciousness. Institutional Essential Learning Outcomes at Bismarck State College promote the development of an informed and educated person who recognizes and respects the diversity of communities; understands the value of active, critical thinking; and is competent and proficient at fundamental skills which encourage a positive attitude toward lifelong learning and equip students to participate in a complex, interdependent world.

AWARENESS

Students demonstrate the ability to successfully function in a diverse society which requires knowledge and awareness of self and others.

- ♥ Intercultural Knowledge and Competence: examine our capacity to identify our own cultural patterns and compare and contrast those with others
- ♥ Civic Engagement: demonstrate knowledge, skills, values, and motivation to make a difference in our own lives and the civic life of our communities

COMMUNICATION

Students demonstrate the ability to communicate in a manner that is essential in interpersonal relationships, working environments, and civic duties.

- ♥ Written Communication: develop and express ideas in writing using a variety of genres, styles, and technologies
- ♥ Oral Communication: deliver information designed to increase knowledge, to foster understanding, or to promote change in the listener
- ♥ Information Literacy: identify when a need for information exists and then locate, evaluate, and effectively and responsibly use and share that information
- ♥ Teamwork: contribute to team tasks and discussions and interact effectively

THOUGHT

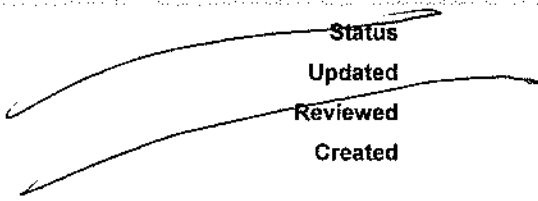
Students demonstrate the ability to think, reason, and learn in a manner that is imaginative, methodic, and can serve as the cornerstone of learning success for a student.

- ♥ Ethical Reasoning: recognize, describe, and/or analyze positions on ethical issues in a variety of contexts
- ♥ Problem Solving: design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal
- ♥ Inquiry and Analysis: examine issues through the collection and analysis of evidence that results in informed conclusions and break complex topics into parts to gain a better understanding
- ♥ Critical Thinking: comprehensively explore issues and ideas before accepting or formulating an opinion or conclusion
- ♥ Integrative Learning: transfer skills from learning experiences to complex situations

Draft

Project Details

Title
Category
Timeline
Planned Project Kickoff



Actual Completion

Last Modified

1:

Describe this Action Project's goal in 100 words or fewer:

A:

Building on BSC's institutional initiatives, the tasks of this project are to connect newly created Institutional Learner Outcomes with program level outcomes, course objectives and the best manner in which to assess student success. Initial work occurring within the scope of this project includes programs that require validation of student success through external accrediting agencies. The long term goal is to use this approach for all BSC programs.

2:

Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:

A:

The BSC Strategic Plan provides specific structure addressing student-learning assessment. Through a consistent approach we seek to establish a common practice toward systematic measurement, assessment, documentation, and communication of student-learning outcomes. As BSC further develops institutional capacity to use data guided decision processes, it has become evident that we need to construct a common method that students, faculty, staff and administrators use to assess learning outcomes.

3:

List the organizational areas -- institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:

A:

Stakeholders for this project are students, faculty and administrators. Student achievement will be enhanced by clearly defining the correlation of student responsibilities to outcomes. Faculty will have the opportunity to further understand relationships between assessment and student success. Administrators

will have evidence of student knowledge, skills and abilities representative of a BSC graduate through the demonstrated alignment that exists among all levels of outcomes and overall student achievement.

4:

Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:

A:

Currently there is little indication that ID & the ADDIE process are used in the development of BSC programs. One assumption is that due to the lack of ILOs and program-level outcomes, there is no direction from which to develop course-level objectives, ID & the ADDIE process are central to ensuring courses and objectives are developed in a manner that is aligned to program and institutional level outcomes.

5:

Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):

A:

This project will begin during the Spring 2014 semester and continue through the 2015 academic year.

6:

Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:

A:

LOM?

7:

Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

A:

LOM?