

**ASSESSMENT COMMITTEE**  
MEETING ON OCTOBER 24, 2024, AT 2:00 P.M., DON FISHBOWL  
**MINUTES**

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**Helena College Mission:** Helena College Supports our diverse community by providing the paths and tools necessary to assist learners in achieving their educational and career goals.

**Assessment Committee Mission:**

### Attendees

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| <input checked="" type="checkbox"/> <b>Jessie Pate (Chair)</b> , Director of Institutional Research & Effectiveness | <input checked="" type="checkbox"/> <b>Deb Rapaport</b> , Director of Nursing                |
| <input checked="" type="checkbox"/> <b>Amy Kong</b> , Director of eLearning & Faculty Development                   | <input checked="" type="checkbox"/> <b>Sophia Romanic</b> , eLearning Specialist & Developer |
| <input checked="" type="checkbox"/> <b>John McLaughlin</b> , Machining Instructor                                   | <input checked="" type="checkbox"/> <b>Laura Senn</b> , Nursing Instructor                   |
|                                                                                                                     | <input checked="" type="checkbox"/> <b>Joyce Walborn</b> , Mathematics Instructor            |

### Priorities for AY2425

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1. Establish a shared understanding of the purpose of learning outcomes assessment
2. Identify the most appropriate location for all learning outcomes to be published
3. Develop a sustainable and comprehensive process for assessing student learning at the program and institutional level. Ideally, this will include a plan for reviewing the learning outcomes at all levels on a regular schedule.

### Agenda

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1. Approve minutes
  - a. **Pre-read:** Assessment Committee MINUTES 20241010
2. Watermark demo –Amy, Laura, and Joyce all volunteered
3. Share-out & discussions continued
  - a. Faculty/administrator/staff perceptions of their role/responsibilities for assessment
    - i. Trades faculty
      1. Just too much – just checking boxes to say we did it – choosing not to document changes so that it's less work
      2. Should be concentrating on one class, not all of them – trades programs have a lot of outcomes in each class, upwards of 5 classes in a semester – some program outcomes are regulated by other agencies (similar to nursing)
      3. Most are focused on course outcomes as opposed to credential/program
      4. Instructors curious how many faculty are doing it campus-wide
      5. Can we connect outcome assessment to Canvas gradebook? Yes –time-intensive to set up but easier after that – guys would be willing to do that
    - ii. Science – their job is to make sure students are learning what's intended in their courses – *not program level*

- iii. Division Directors and Dean
    - 1. Division directors wanted more specifics on the question
    - 2. Course outcomes definitely faculty responsibility
    - 3. Deb – because she is in charge of the program, ultimately responsible as program director
    - 4. Stephanie – Not very clear about role currently, regular checkins with faculty – faculty responsibility to carry out assessment of student learning outcomes – her responsibility to support efforts with periodic checkin and review
    - 5. Robyn – learning outcome assessment is faculty responsibility – course and credential – she provides support role
    - 6. CAO involved in establishing program outcomes for new programs – supporting division directors when assistance needed with changes, staying informed of advisory boards
  - iv. Overall –
    - 1. lots of assessment fatigue from doing it all for every course every semester with little benefit/payoff.
    - 2. Faculty do this on a regular basis and documenting it all is a pain.
    - 3. May need to ask for less course outcome assessment in exchange for credential level assessment. Focusing on a few at a time will yield better results than trying to do bare minimum for everything
    - 4. And what about the adjuncts?!
    - 5. Expectation was set very high in 2021 and we have learned that it's not a feasible expectation
    - 6. Credential learning outcomes assessment requires more of a leader - someone with understanding of program as a whole – but are the division directors too high level for that? Do we need a middle person to serve this role?
      - a. Department chairs recently implemented – gen ed has one, nursing has one – trades does not have one at this point
      - b. In the absence of department chair – division director?
  - b. Examples of assessment practices at HC & other schools
    - i. **Pre-reads (if time)**: Files in Program Assessment Examples folder
    - ii. **Pre-read**: SPE Systematic plan for eval 2020-2023
      - 1. Nursing adds grades from externally provided assessments into the LMS
      - 2. Document created from template from accreditors
      - 3. Nursing assesses all credential learning outcomes (5) every semester/year – provides 3-year summary for accreditation
  - c. Review past assessment practices at HC
    - i. **Pre-read**: Spring 2020 Ad Hoc Report SLO Assessment
4. Sample assessment cycle
- a. **Pre-read**: Sample Assessment Cycle
  - b. Faculty will likely only be needed once or twice in four-year cycle
  - c. Give a choice of which courses/outcomes are assessed for the credential outcome

5. Other discussion
  - a. Establish definitions and share these with faculty/directors when we put things out for feedback
  - b. Create proposal and then share with faculty/directors
  - c. How to involve adjuncts? Will this vary by program (eg – clinical directors paid by hour)?
  - d. All credential learning outcomes will be entered into database, will need to decide calculation method (can be changed later)
6. Next meeting: 11/14/2024 at 2:00 PM in DON 202
  - a. Definitions
  - b. Responsibility Matrix
  - c. Sample forms and report to aggregate it