

ASSESSMENT COMMITTEE

MEETING ON DECEMBER 16, 2024, AT 10:30 A.M., DON FISHBOWL

AGENDA

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

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

Priorities for AY2425

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

1. Prep for ID Days workshop
 - a. Do we need to update credential outcomes before we do mapping?
 - i. Should be worded as what students take away, not what faculty will do?
 - b. What about updating institutional learning outcomes?
 - i. Volunteers for ad hoc committee to work on this?
 - c. Definitions for sure
 - d. Outline of program credential assessment plan to date
 - e. No mapping activity yet? Make it “homework”?
 - f. Working on process for course learning outcomes that is not every outcome every semester.
 - g. Anyone doing assessment in Canvas? How is it going?
2. Plan out other priorities
 - a. Manageable course outcome assessment process
 - b. Institutional outcomes – which comes first?
 - i. Assessment
 - ii. Update them – instructional or institution-wide (instructional and co-curricular)
 - c. Fixing issues in the database
3. Spring semester meetings
 - a. **Second and fourth Thursdays at 1:00 PM Mountain**

- b. **Committee meets Jan 8 at 8:30**
- c. **Workshop Jan 8th 10-12**

Spring ID Days

One hour presenting

1. Introduce assessment committee and purpose/task/charge
2. Overview of learning outcomes assessment – why we do it, expected outcomes
3. Definitions – focus on the terms we want everyone to be on the same page about to start this process
 - a. Program vs. credential
 - b. Conversation about level of mastery (introduced, reinforced, mastered)
 - c. Measurement of the assessment – below, meets, exceeds mastery (or met/not met)
 - d. Instead of discussion – do an activity where people contribute to a word cloud with their phones, live polling type thing (Padlet)
4. Proposed process/timeline for implementation of new assessment process
 - a. We don't know what platform we will use going forward
 - b. Continue in our assessment database for now
 - c. Would like to be able to use Canvas, but not sure it's the best option on its own (labor intensive at startup and in scoring)
 - d. Program assessment tool under RFP from OCHE, selection and contract expected soon, unsure if HC will be able to afford it
5. Mapping course to program (certificate or degree) outcomes
 - a. Update institutional competencies and then map them

One hour discussion/workshopping

1. General discussion about assessment status (30 minutes)
 - a. Course Assessment in Canvas
 - i. Who's doing it? What are you doing? How's it going?
 - b. Do you currently use learning outcomes assessment data in our database as part of your own evaluation process to improve teaching and learning?
 - i. What prevents you from doing so?
2. Kick off curriculum mapping
 - a. Expectations of the task – get it started, but don't expect mapping and timeline for assessment to be done until end of the semester
 - b. Get into groups of divisions/programs/area
 - c. Align courses with program outcomes
 - i. Each group gets a sheet for every credential with program outcomes and courses
 - d. By the end of the semester:
 - i. Map course outcomes to program outcomes
 - ii. Identify 3-year cycle for assessing program outcomes

- *Handout with definitions*