**Assessment Committee – 11/7/14**

Present: Lilly Mayer, Matthew Altman, Yvonne Smith, Eden Francis, Jackie Flowers, Sue Goff, Sharon Parker, Dave Mount

1. Report out:

--**Stefan Baratto** , Assessment in Math Classes

For his sabbatical project, Stefan worked with IR to get 5 years of student data (2008-13) and downloaded it into Excel. After aggregating the personal student information was stripped out. He looked particularly at demographic data and was surprised by a number of findings:

--skipping a quarter in math does not bode well for the performance in the next math class.

--borderline students tend to do better in F2F classes.

--developmental reading was key to student success in math (not necessarily developmental math)

--faculty need ongoing training in spotting disabilities.

From these findings and more, Stefan is going to look at the advising for MTH 60 and will probably overhaul the content of MTH111.

--**“First Thursday” Program Review Allstars, Dec. 4, noon, CC127**. Suggestions for which programs to show?

Dawn Hendricks, ECE; Sharon, Business; Matt LaForce (Kate will ask)

2. (hum to the tune of, “I dream of jeanie with the light brown hair…”)

If you could have any institutional assessment tool, what would you want it to do?

Who are the other people we should ask?

Comments:

--the software must make the process easier.

--enter results by student and the outcomes—dumped in

--easy way to link examples/student artifacts

--tool intuitively and immediately satisfying

--robust and flexible

--easy access and ability to come up with own take-aways

--layered, simple and complex

--graphical ability that the user defines

--reaches out to faculty automatically

--data capture

--ask student services, campus services, and CTE how some they’d use the software

--able to mix and match modules, not be restricted by buying one huge package that promises to do it all

--look at hosted by us vs. hosted by them

--the tool should be more about learning than about reporting, should be about helping students learn, not about data entry

--faculty can enter the continuous improvement loop wherever they are

--what if there were resources for faculty within the system, like links to what a rubric is, etc.

--pop up to help you look at results (like a benevolent Hal)

--look at learning modules that have assessment tools embedded, like Kahn Academy

3. Possible plan:

--Assessment Steering Committee, subset of Assessment Committee (Dave, Eden, Sue, Kate, Elizabeth, and someone from CTE)? Approved

--Attached is proposed plan

4. Future:

**Next meeting**: Friday, Nov. 14, 9:30-11am., CC126

Proposed agenda:

1. start on Institutional Assessment Plan
2. develop Course Assessment Review chart
3. work on survey to all faculty about assessment software

Other pieces: develop tools like an assessment manual, course assessment review sheet, etc.

Committee site on portal

Good reading: [Learning outcomes assessment in community colleges](http://www.learningoutcomeassessment.org/documents/CommunityCollege.pdf)

(Sorry about last reading about how [LaGuardia Community College](http://www.learningoutcomeassessment.org/documents/LaGuardiaCC.pdf) wove assessment into the fabric of their institution.)

**CLC workshop coming up**: What’s in a course outline? Th, 11/20, 12-1, CC127, especially good for new DCs and new faculty

**Frequent flyer card**: the more meetings, the more punches…. (Ha!) If you bring someone else to a meeting, you get 3 punches.