

SENATE COMMITTEE ON ACADEMIC ASSESSMENT

PROCEDURE MANUAL

PURPOSE: The purpose of the Senate Committee on Academic Assessment is to oversee the assessment of student learning outcomes.

STANDING SUB-COMMITTEES: Three (3) sub-committees are on-going within the SCAA. They are:

Training Sub-Committee – provides training for the December and May assessment reading, and other tasks as defined in the procedures for the Training Sub-Committee.

Career, Technical and Workforce Education (CTWE) Sub-Committee– provides monitoring of the assessment cycle for the career and technical educational programs, and other tasks as defined in the procedures for the Career, Technical and Workforce Education Sub-Committee.

Assessment of General Education Goals Sub-Committee – provides monitoring of the assessment cycle for the general education goals. For the assessment readings, duties include contacting instructors to obtain artifacts, developing rubrics, and other tasks as defined in the procedures for the General Education Goals Sub-Committee.

OFFICERS AND TERMS OF OFFICE: There are two officer positions. Chair of the SCAA committee will be a 2nd year member of the committee. Vice-Chair will be a 1st year member of the committee and will then become Chair during the 2nd year term.

Each sub-committee will have a chair of the appropriate committee. The preference is that a 2nd year member will be chair of the sub-committee. If this is not possible, the Chair of SCAA will appoint a 1st year member as chair of the sub-committee.

The make-up of the sub-committees will be as follows:

Training Sub-Committee – 2 members. Second year member is chair or chair appointed by Chair of SCAA if no 2nd year member.

CTWE Sub-Committee – 2 members. Second year member is chair or chair appointed by Chair of SCAA if no 2nd year member.

Gen Ed Goals Sub-Committee – 2 members. Second year member is chair or chair appointed by Chair of SCAA if no 2nd year member.

Because the SCAA committee has 7 elected members, the only member not serving on a sub-committee is the Chair of SCAA. All other members will be appointed to a sub-committee by the Chair of SCAA with their preference in mind.

EX-OFFICIO MEMBERS: The following are ex-officio members of the SCAA committee:

Institutional Researcher

Vice-President of Instruction

Student Services Representative (appointed by Vice-President of Student Services)

Student (SGA appointed)

RESOURCE MEMBERS: Full-time/Associate faculty and staff interested and committed to assessment of student learning, as well as people with varied expertise in the focus of the current assessment cycle, will be added as needed to the SCAA committee. These members are unlimited in number and will serve for a limited time while their expertise is needed.

RECORDER: The recorder of record (note taker) will be a staff person assigned to the SCAA. Duties of the recorder include:

- 1) Attend SCAA meetings, record attendance and produce minutes of the meetings. The note taker will be responsible for corrections made to the minutes,
- 2) Make corrections and revisions to official SCAA documents, such as the Procedures Manual, as directed by the Chair or Vice-chair.
- 3) Prior to the May and December assessments, will schedule rooms to be used for the assessment
- 4) At the direction of the committee, will send request for readers, will supply the list of possible readers to the chair of the Training Sub-committee
- 5) Will send the agenda for the assessment day, which will be provided by the Training Sub-committee, to readers
- 6) Will assemble the assessment training packets at the direction of the Training Sub-committee
- 7) Will compile the results of the assessment day surveys

MEETING DATES: The SCAA committee will meet the 2nd Friday of each month for the months of September – May.

SENATE COMMITTEE ON ACADEMIC ASSESSMENT

DUTIES OF CHAIR AND VICE-CHAIR

Duties of SCAA Chair:

1. Preside over SCAA meetings.
2. Coordinate business of the SCAA and makes sub-committee appointments.
3. Coordinate the work of the SCAA and the SCAA sub-committees.
4. Conduct the business of the SCAA by scheduling meetings and preparing meeting agendas.
5. Attend meetings of the Senate Executive Committee and report on SCAA activities.
6. Attend meetings of the Faculty Senate and report on SCAA activities.
7. Administer the SCAA budget.
8. Ex-officio member and resource person for SCAA sub-committees.
9. Review procedures manual yearly in August. Initiate revisions as needed.
10. Appoint members to serve on SCAA sub-committees
11. Provide copy of procedures manual to new committee members

Duties of Vice-Chair

1. Assist the President in the conducting of the SCAA and SCAA business.
2. Act as Chair and presides over SCAA meetings in the temporary absence of the Chair.
3. Maintain and supervise the SCAA document archives.
4. Ex-officio member and resource person for SCAA sub-committees.

SENATE COMMITTEE ON ACADEMIC ASSESSMENT

PROCEDURES FOR TRAINING SUB-COMMITTEE

1. Purpose of the training sub-committee is to provide training for the assessment activities held in December and May.
2. The SCAA committee will determine what general education goals are being assessed and piloted in December and May.
3. The training sub-committee will begin meeting after the assessment goals have been determined, usually mid-semester. The training sub-committee will review the rubric established for that general education goal to determine if there are any questions about the subject material on the rubric (definitions, better explanations of subject matter, etc). If any questions arise, the Department Chairs of the goals being evaluated will be asked to provide further information.
4. The sub-committee will work with the trainer to select sample artifacts pertaining to the general education goal being assessed; these artifacts will be used as examples in the training packet. The artifacts will cover the various categories in the rubric (for example, poor, good, and excellent). The sub-committee will then mock score these artifacts using the rubric to determine if any questions arise that have not been answered.
5. The training sub-committee will produce a training packet that includes the rubric for scoring, an explanation sheet for the rubric (if needed), one or more examples of artifacts that have been scored and a clean artifact for readers to mock score. The packet will be sent to the recorder for duplication.
6. The training sub-committee, with the help of the Gen Ed Sub-committee, will determine the number of artifacts and the number of readers needed. This information will be supplied to the recorder along with an assessment day agenda to be sent out to the readers.
7. On the assessment day the training sub-committee will provide training to the readers. This training will include an explanation of the general education goal being assessed, an explanation of the rubric, and mock scoring.
8. Each reader will be provided a survey to complete regarding the effectiveness of the assessment process.
9. Surveys will be delivered to the recorder to be compiled.
10. Artifacts and scored sheets will be delivered to the Institutional Researcher

SENATE COMMITTEE ON ACADEMIC ASSESSMENT

PROCEDURES FOR CAREER, TECHNICAL & WORKFORCE EDUCATION AND DEVELOPMENTAL EDUCATION SUB-COMMITTEES

1. Check the list of CTWE degree and certificate programs and Developmental Education program to be sure all programs have a binder and the list of programs is up-to-date.
2. Review each program binder once per year with the Program Director. The Sub-Committee and Program Director should review goals, outcomes, rubric and the cycle sheet.
3. Twice per year (January and August) the CTWE and Dev Ed sub-committee will review the "Assessment Implementation Form" for those CTWE programs and the Dev Ed program reporting in December and June. Each program should have completed an "Assessment Implementation Form" and it should be included in its binder. The sub-committee will review the program list and check each binder for submission of the Assessment Form. The CTWE and Dev Ed sub-committee will contact the Program Director for any program not submitting the Assessment Form.

CTWE programs or the Dev Ed program which fail to submit the Assessment Form after being contacted by the CTWE and Dev Ed sub-committee will be forwarded to the SCAA committee.

4. The CTWE and Dev Ed sub-committee is responsible for checking the CTWE programs' and the Dev Ed department's Assessment Implementation Forms to determine if it meets the guidelines for the Assessment Form. (See Exhibit 1). The sub-committee will check each of the four areas (Goal Results, and Use of Results) for completion and relevance to the assessment of the program.

If the sub-committee has any questions regarding the Assessment Implementation Form, those questions should be directed to the SCAA committee.

SENATE COMMITTEE ON ACADEMIC ASSESSMENT

PROCEDURES FOR GENERAL EDUCATION GOALS SUB-COMMITTEE

Assessment:

1. The Gen Ed Goals sub-committee will obtain a matrix of classes that reflects the general education goals. The Instructional Secretary will have this matrix.
2. The sub-committee will check with the Dean of Transfer Education to determine if the matrix is up-to-date. The Dean of Transfer Education will update the matrix if needed.
3. Once the matrix is up-to-date, the Instructional Secretary will print out a list of all classes and instructors teaching those classes which meet the general education goals being assessed.
4. Before the end of the semester, the sub-committee will contact the Department Chairs and Instructors of all classes meeting the assessed general education goals to indicate that artifacts will need to be provided from their class(es) during the next semester. All classes include structured, open learning center, internet, distant learning, and any other form of delivery.
5. The sub-committee will bring the demographic sheet to the committee for review.
6. The sub-committee will provide instructors with demographic sheets which are to be completed by the students and attached to the collected artifacts. Each artifact will observe the following:
 - a. Artifacts and demographic sheets should not contain student names.
 - b. Artifacts should relate to the assessed goal.
 - c. Artifacts should not be graded or have any comments on them.
7. Instructors are to return the artifacts and demographic forms to the sub-committee before final exam week.
8. The sub-committee will take the artifacts and demographic forms to the Institutional Researcher. The Institutional Researcher will code the artifacts and demographic forms, remove the demographic form from the artifact, and return the coded artifacts to the sub-committee for the assessment reading.
9. The subcommittee is responsible for the following for the assessment reading:
 - a. Work with the Training Sub-committee to determine the number of artifacts and the number of readers needed
 - b. Obtain readers – direct the recorder to send request for readers
 - c. Reserve rooms – direct the recorder to reserve needed rooms
 - d. Order food
 - e. Pick up food and arrange for payment, if outside source is used

JOHN WOOD COMMUNITY COLLEGE SCAA REVIEW OF CTWE ASSESSMENT

Outcome 1: The CTE department will be able to correctly complete an Assessment Implementation Form

	1 - Poor	2- Acceptable	3- Excellent
Time of Filing	Report was received after the time stated on cycle sheet. SCAA member had to remind department to submit form.	Report was received on the last day specified on the cycle sheet.	Report was received at a date earlier than stated on the cycle sheet.
Column 1: Measurable Outcomes <ul style="list-style-type: none"> • Outcomes are written in form: The student will <action verb> <something>. • A rubric has been filed to show how outcome was measured. 	Column is blank or the outcomes are improperly written. No rubric has been filed.	Slight errors in wording of outcome such as multiple verbs.	No Problems are Found
Column 2: Assessment Activity <ul style="list-style-type: none"> • Mentions rubric or other criteria for success • Describes the activity/learning object to which rubric was applied • Describes the time frame for the collection of data 	Box is blank or mentions course grades or describes actions or events that occur after JWCC awards a degree or certificate	Addresses 2 of 3 characteristics	Addresses all 3 characteristics
Column 3: Results <ul style="list-style-type: none"> • Presents a summary of group performance by outcome and component. • Gives group average or • Number of acceptable completions or • Percents of acceptable completions 	Box is blank or mentions course grades or describes actions or events that occur after JWCC awards a degree or certificate	Gives summary by outcome only.	No problems are found.
Column 4: Use of Results <ul style="list-style-type: none"> • Evidence was presented showing that assessment results were used for improving instruction. 	Blank or vague	Provides department's intentions to improve curriculum or pedagogy or the mechanism of assessment.	Provides department's actual changes to curriculum or pedagogy or the mechanism of assessment to improve instruction.

Five Year Program Review