Assessment Committee

Final Report 2015-16

Members: Teresa Howell, (Chair), Brandis Senecal Dylan Angus, Joseph Jensen, Laura Pike, Teresa Stauffer, Cathy Fulkerson and Matt Nichols. Nick Hartle was a member during Fall 2015, and Frank Amankonah is a member as of Spring 2016.

Attendance:
1st meeting: Members present: Teresa Howell, Dylan Angus, Cathy Fulkerson, Linda Uhlenkott, Laura Pike, Joe Jensen, Teresa Stauffer, and Brandis Senecal

Members absent: Nick Hartle, Matt Nichols (at conference)

2nd meeting: Members Present: Brandis Sececal, Dylan Angus, Joeseph Jensen, Matthew Nichols, Laura Pike, Frank Amankonah and Teresa Howell

Members absent: Teresa Stauffer (teaching) and Cathy Fulkerson

 In the academic year 2014-15, the focus of the Assessment Committee was to ensure all iterations of a course share common outcomes, with individual instructor free to add additional outcomes.

 This year, the committee focused on ways to inform faculty of what the Assessment Committee looks for when it reviews course assessments. These things are:

1. That the objectives on the syllabus are on the course assessment. (Ideally, the faculty member would cut and paste the objective directly from the syllabus.)

2. That benchmarks for success are established, and that data is given about the percent of students who achieved the objective.

3. That an action plan is given for each objective.

To that end, Laura Pike developed a short video, which she will distribute to the faculty via email, and also will post on the Assessment Committee webpage.

Members who were not teaching also met with Miles Jackson of the NWCCU team for the Mid-Cycle Self-Evaluation. Since the last accreditation visit, our institution currently has common course outcomes in place for every course taught at GBC. These assessments will become part of the groundwork for assessment at the program and at the institution level.

 The committee also reviewed the course assessments. The spreadsheet is attached.

 Next year, the committee plans to continue working to ensure that all faculty members know how to complete assessment forms correctly. We will tackle the problem of how to get feedback to the individual instructors. We will also determine a procedure for dealing with “outlier” courses, such as contract courses for which no syllabus is required.