



2017-2020 Instructional Assessment Plan

Instructional Assessment Committee members

- Dr. Velda Arnaud, Business Administration Faculty and Department Chair
- Dr. Linc Debunce, Social Science Faculty
- Jacelyn Keys, BMCC Hermiston Center Director
- Bruce Kauss, e-Learning Coordinator
- Carl Melle, Dean of Career-Technical and Community Education
- Philip Schmitz, Sciences Faculty and Department Chair
- Preston Winn, Agriculture Faculty and Department Chair

Committee Timeframe

Convened in April 2017 to review and accept the charge from Dr. Mary Jeanne Kuhar, Vice President of Instruction. Met six times throughout the Spring 2017 term to develop the Instructional Assessment Plan.

Operating Standards and Goals

1. All courses will have 3-7 outcomes based on best practices and training.
2. 100% of all course outcomes will be updated by December 2018.
3. All full and part-time faculty will have access to training and shared resources for assessment.
4. The process is continuous and all academic departments will provide an annual report based on qualitative information and quantitative data due in May.
5. Each academic department will have at least one assessment project per term to improve student learning.

Overview

Assessment is a constant cycle intended to improve student learning based on qualitative information and quantitative data. Reliable data is required to determine if assessment is fulfilling BMCC's Core Theme of 'Encourage and Supports a Culture of Learning' and the assessment process directly connects with BMCC's Strategic Plan Goal #8: Deliberate Continuous Improvement Based on Evidence at BMCC. The Goal #8 Objective, 'Support activities that increase awareness and use data for decision making and continuous improvement' has a direct correlation to measuring assessment; and, aligns with the following:

Intended Outcomes

1. Academic and nonacademic program review process occurring regularly with implementation of improvements as a result of assessment.
2. College-wide awareness and active involvement in using assessment methods to achieve intended outcomes as well as improve programs, systems, and learning.

The respective Indicators include:

Target #3: Quarterly and annual strategic plan reports indicating progression of intended outcomes presented to Cabinet by Goal Leads for review and constructive improvement.

Target #4: 100% of all credit classes have measureable learning outcomes established by the assigned faculty by 2020.

The Measurement Tool includes:

#3 Program and course outcomes assessment reports.

Developing an Instructional Assessment Plan that includes tools and processes for programs and disciplines to engage in ongoing assessment of student learning at course, program or degree level.

The following plan is dynamic, insofar as the deliverables and activities will undoubtedly change as the process is refined and resources are adopted.

Phase 1: Build a Sustainable Infrastructure and Process for Assessment

Phase 1 began in the Spring 2017 term in response to the charge from Dr. Mary Jeanne Kuhar, Vice President of Instruction. This phase will conclude at the end of the Fall 2017 term, in December 2017.

Phase 1 will redefine the infrastructure needed to support a sustainable assessment process. Because BMCC has undergone significant leadership changes with the Vice President of Instruction and other positions, assessment and the respective standards have not been consistent. Each administration has changed the process and standards for assessment to varying degrees.

Primary Resources

Stiehl, R., Sours, L. (2017). *The Outcome Primer: Envisioning Learning Outcomes*. Corvallis, OR: The Learning Organization.

Stiehl, R., Null, L. (2017). *The Assessment Primer: Assessing and Tracking Evidence of Learning Outcomes*. Corvallis, OR: The Learning Organization.

NOTE: There are more deliverables and activities in Phase 1 because of progress delays on the Academic Master Plan and Accreditation over the past few years.

Phase 1 Deliverables & Activities

1. Create a glossary to have common definitions and terminology, including core competencies, indicators, and institutional standards.
2. Create a visual representation of the assessment process.
3. Establish common data points for course/core competency outcomes and set benchmarks.
4. Identify resources needed to redefine and align all course outcomes and provide these to faculty and staff.
5. Create an online repository and internal communication channel for faculty and staff. The repository will provide access to shared resources and materials for assessment.
6. Identify a rubric to write course outcomes based on best practices.
7. Create an instructional video on using assessment in the Learning Management System (Canvas).
8. Publish resources and progress report to the Office of Instruction website.
9. Provide at least two (2) workshops for faculty, with a focus on assessment at the course level.
10. Provide a Pre-Service workshop for faculty, with a focus on assessment at the course level.
11. Participate in regional conferences and training sessions
12. Develop a full scope of work to revamp course outcomes and course syllabi (i.e., account for all courses with old IPSI syllabi and revised course outcomes.)

Phase 2: Mapping and Analyzing Assessment

Phase 2 will begin in January 2018 and conclude in May 2019.

Phase 2 will build on the foundation created in Phase 1 by mapping course outcomes to program outcomes (primarily for CTE programs) and institutional core competencies. Phase 2 will also include assessment analysis, a purposeful and consistent design to improve course content and learning activities.

Primary Resources

- Stiehl, R., Telban, K. (2017). *The Mapping Primer: Mapping the Way to Learning Outcomes*. Corvallis, OR: The Learning Organization.
- Stiehl, R., Decker M. (2017). *The Content Primer: Aligning Essential Content with Learning Outcomes*. Corvallis, OR: The Learning Organization.

Phase 2 Deliverables & Activities

1. Revisit previous mapping documentation and create visual maps illustrating the alignment of course outcomes with core competencies for programs or degrees.
2. Continue redeveloping course outcomes – achieve revisions of at least 50% of all BMCC courses by May 2018.
3. Publish visual maps to program websites and work with Success Coaches and advisors to re-examine advising plans for students.
4. Host *Faculty Lunch and Learn* training sessions focused on improving data analysis and operationalizing course/program evaluation. This will be the final step in closing the loop.
5. Identify requirements for a system or tool to display data/achievement for core competencies, preferably a tool that will integrate with the LMS and possibly the new AIS, and explore options, and set benchmarks.

Phase 3: Continuous Improvement

Phase 3 will begin in June 2019 and conclude in June 2020.

Phase 3 will define how the College will support on-going evaluation of the assessment process. It also focuses on envisioning the flow of learning evidence, information system integration, and alignment with accreditation – primarily the 7-Year accreditation cycle.

Primary Resources

- Prickel, D., Stiehl, R. (2017). *The Guiding Primer: Guiding Toward Learning Outcomes*. Corvallis, OR: The Learning Organization.
- Telban, K., Stiehl, R., (2017). *The Sustainability Primer: Sustaining Learning Outcomes and Assessment*. Corvallis, OR: The Learning Organization.

Phase 3 Deliverables & Activities

1. Develop data dashboards for the core competencies and programs to measure performance (annual, bi-annual, and in cycle with revisions to the BMCC Strategic Plan and/or Academic Master Plan.)
2. Provide training to new faculty in Summer 2019, all faculty for Pre-Service in Fall 2019, and share literature reviews and adopted practices from Phase 1 & 2.
3. Integrate assessment in the LMS with reporting systems for core competencies.
4. Conclude updating all course outcomes/syllabi.
5. Plan for integrating assessment into the new AIS*.

*The replacement system for RougeNet is to be determined. The ability to include assessment into the system is dependent on the capabilities of the system selected.

Recommendations for Faculty Professional Development Opportunities in Summer and Fall 2017

- July 12, 2017: Assessment Workshop #1
 August 17, 2017: Assessment Workshop #2
 Sept. 5 and 6, 2017: Pre-Service Assessment Workshops with Kathy Telban
 October 27, 2017: Oregon Assessment Institute (9-4 p.m. at Lane C.C.)

Accomplishments

Summer 2017	Action Items	Completion
Phase 1	5.) Create an online repository and internal communication channel for faculty and staff. The repository will provide access to shared resources and materials for assessment.	July 2017. Completed and active in Canvas.
Phase 1	6.) Identify a rubric to write course outcomes based on best practices.	July 2017. Rubric from Kathy Telban, will introduce to faculty on Sept. 5/6.
Phase 1	8.) Publish resources and progress report to the Office of Instruction website.	July 2017. Published at www.bluecc.edu/instruction
Phase 1	9.) Provide at least two (2) workshops for faculty, with a focus on assessment at the course level.	August 2017. Completed on July 12 and August 17
Fall 2017		
Winter 2017		