**BERKELEY CITY COLLEGE**

**Assessment Committee**

**Meeting Minutes**

**May 5, 2020 12:30 -1:30 pm**

**Present:** Nancy Cayton, Leonard Chung, Pieter de Haan, Kuni Hay, Charlotte Lee, Adán Olmedo, Phoumy Sayavong, Dmitriy Zhiv

**Absent:** Fabian Banga, Joshua Boatright, Jennie Braman, Iva Ikeda, Fatima Shah

Meeting took place via Zoom. Meeting ID: 629 464 983

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| **AGENDA ITEM** | **SUMMARY OF DISCUSSION** | **FOLLOW UP ACTION** |
| I. Call to Order and Agenda Review | 12:33 p.m. |  |
| II. Minutes from 4/7/20 | Approved |  |
| III. Accreditation and Assessment | K. Hay discussed the status of BCC’s accreditation report (ISER). The goal is to have a draft completed before the end of the of the spring semester to share with the campus community. Work on evidence will continue over the summer.  Data shows that 82% of course SLO assessments are not complete yet, despite being half way through our 3-year cycle. We need the information from the assessments to meet various college goals, inform our campus work, contribute to the data used for PLO assessments, and improve teaching and learning. If we continue at this rate, our accreditation is at risk because our rating could be lowered to “show cause,” which is the lowest rating. We are already on probation due to the district | K. Hay will provide a summary of all recommendations from the IPC to improve the low rate of assessment.  N. Cayton will send M. Clarke-Miller’s training materials on available Canvas tools to complete assessment as part of grading. Another training from M. Clarke-Miller may be warranted.  The committee is reminded of a previous suggestion to create a training video for how to enter assessment information into Curricunet. This may help get more assessment information entered. |
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| *III. Accreditation and Assessment continued* | financial issues.  K. Hay has informed the IPC of the low assessment completion rate and plans to discuss the problem at the next academic senate meeting. We need their assistance to improve the rate. One of the recommendations from IPC is that departments will not receive funding if they are not completing their assessments. The liaisons and committee should work with departments to strategize how to fit in all necessary assessments by the end of this cycle. If 100% can’t be completed, they should focus on high impact courses.  Although we are anxious to get as many assessments completed as possible right away, we must ensure that assessments are going through a meaningful process. All courses on department schedules for assessment should be assessed.  C. Lee noted that throughout the ISER, the college needs to show that not only are assessments completed but that we have a culture of continuous improvement and use of assessment data to inform college decision making. Committee members were asked to review the draft document and provide feedback about the content as well as help figure out how to address the serious issue of lack of assessment information. Also, assessment information should be publicly available. | Liaisons recommend that information about assessment expectations go into faculty assignment letters, including such information as the current completion rate, a list of assessments due for their discipline during that semester or some other means to draw people’s attention to this issue.  Committee members are asked to review the drft ISER and provide feedback (see email from C. Lee and K. Hay) |
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| *III. Accreditation and Assessment continued* | K. Hay recommends that the committee work with P. Sayavong to create a survey to determine what the barriers are to completing assessments. (see item V below regarding the survey) |  |
| IV. Get Data into Curricunet for Fall 2018-Fall 2019 | P. de Haan emphasized the need for completed assessments to be entered into Curricunet for any courses that was scheduled to be assessed from Fall 2018 to present. Assessments can’t be counted as complete if they are not entered into Curricunet. | Liaisons will work with faculty in their areas to ensure completed assessments are entered. |
| V. Survey to Determine Barrier to Course Assessment Completion | There was support from those present to do the survey. A. Olmedo noted that it will raise people’s awareness of assessment at BCC as a side benefit to collecting the information.  Committee suggestions for possible barriers to list on the survey: too busy, don’t know what assessment is, don’t know how to enter the information for completed assessments, don’t understand the importance of assessments or the consequence if they are not completed, want to be paid for this “extra” work, waiting for someone else to set up or prepare the assessment, easy to ignore assessment (no negative consequences when assessments aren’t completed), don’t know when to assess, don’t know how to assess.  A. Olmedo suggested a survey question that asks if those who don’t do assessment should continue to be given a teaching load. | P. Sayavong will take ideas generated during the meeting and create a survey.  Liaisons will remind faculty in their area to complete the survey. |
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| *V. Survey to Determine Barrier to Course Assessment Completion continued* | Ideas for encouraging assessment completion:  There must be negative consequences for not completing |  |
| VI. Participatory Governance Self-Evaluation Survey | Link: <https://bcc.az1.qualtrics.com/jfe/form/SV_083XiXG3V7phuL3> | All committee members should complete the survey. If they are members of other participatory governance committees, they should complete the survey for each committee they belong to. |
| VII. Other/Announcements | None |  |
| IX. Adjourn | 1:27 pm |  |