



# **Barstow Community College**

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## **Assessment Plan**

**Fall 2011**

# Barstow Community College

## Assessment Plan

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## I. Barstow Community College

### a. Mission Statement

Barstow Community College is an open-access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs, and support services.

#### **Barstow Community College is committed to:**

- Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.
- Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.
- Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities.
- Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential.
- Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.
- Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.
- Using institutional research to further develop courses, programs, and services.
- Increasing access to all students by continuing to promote and develop our extensive distance education program.

**b. Philosophy**

Barstow Community College is dedicated to providing programs and services to all members of the community who can benefit from them. Accordingly, the College is committed to:

1. *Recognizing the dignity and worth of the individual;*
2. *Providing an educational environment that promotes and facilitates life-long learning;*
3. *Maintaining an awareness of global issues and circumstances that influence the educational content and practices of its curriculum;*
4. *Guaranteeing the free and open exchange of ideas;*
5. *Providing equal opportunity for all citizens for post-secondary education;*
6. *Helping students and staff to achieve to the maximum of their potential;*
7. *Striving for quality and setting standards for accountability of the development and operation of programs;*
8. *Maintaining flexibility in establishing the priorities of the institution so that the college remains prepared to meet present and future challenges;*
9. *Assisting students to assume responsibility for their own education; and*
10. *Contributing to the economic and cultural growth and development of the community college service area.*

**c. Strategic Priorities**

BCC has established the following strategic priorities within the context of resources available:

- 1. Foster an innovative learning environment that respects diversity.**
  - a. Offer programs and services for emerging student populations that are appropriate to and in support of individual student needs.*
  - b. Advance a culture of inclusion that respects and appreciates the human condition.*
- 2. Provide students a successful college learning experience.**
  - a. Plan and implement instructional programs based upon student learning needs and career paths.*
  - b. Augment current and emerging technologies to foster student learning in on-campus and alternative learning modalities.*
- 3. Promote and support student engagement.**
  - a. Facilitate student growth and development by assisting students to set, monitor, and evaluate educational goals.*
  - b. Expand and sustain an efficient, attractive, and welcoming campus environment that supports teaching and learning.*
- 4. Cultivate and enhance local partnerships.**
  - a. Market and enhance the college image in the high desert region and on the World Wide Web.*
  - b. Promote positive community and economic growth through greater outreach to local schools, business and industry, governments, service organizations, and the military.*
- 5. Attract, retain, and develop excellent employees.**
  - a. Implement practices to attract a diverse pool of highly qualified applicants for employment opportunities.*
  - b. Provide employees with a wide range of training and development opportunities to foster their professional growth.*
- 6. Strengthen college planning and informed decision making.**
  - a. Maximize fiscal, physical, human and technological resources using program review and outcomes assessment results.*
  - b. Expand interactions and collaborations among faculty and staff using data and evidence.*

## II. Student Learning Outcomes Assessment Committee (SLOAC)

### a. Philosophy

The goal of Outcomes Assessment at Barstow Community College is to assist in improving student learning and campus effectiveness. Outcomes Assessment is designed to compel the college to think deeply about the qualities students should gain during their college experience. The assessment cycle should lead to improvements in courses, departments, programs, and the institution.

### b. Goals

Barstow Community College believes the primary purpose of outcomes assessment to be the improvement of teaching and learning and of the environment in which they occur. The following goals are primarily in support of the overall outcomes assessment process:

1. Improve the effectiveness of the instruction offered by the college.
2. Provide comprehensive programs of high quality.
3. Ensure student satisfaction and retention.
4. Measure and record how the college benefits the students.
5. Promote post-education satisfaction and success.
6. Ensure sound, effective resource management.
7. Enhance economic development and community involvement.
8. Ensure that the mission of the college is being fulfilled.

### c. Guidelines

1. Assessment should be tied to the nature and the scope of our students' educational experience.
2. Assessment of outcomes should in no way be linked to evaluation of faculty and staff.
3. Assessment must be a broad multi-method, multi-faceted activity. Testing should encompass one component of an overall assessment program.
4. Assessment should not be tied to one particular instrument, technique, or method but to the mission of the institution.
5. Standardized measures should not supersede professional educator's informed judgment.
6. The goals of assessment must be balanced against the other goals of the college, such as access and equity.

### III. Assessment Plan

#### a. Student Assessment as Defined by ACCJC.

According to the ACCJC, assessment of student learning is defined as the knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences.

A program to assess student learning should:

1. Be structured, systematic, and ongoing, not episodic;
2. Be related to other institutional strategies and long-range plans and to planning and budgeting processes;
3. Emerge from and be sustained by a faculty administrative commitment to excellent teaching and effective learning;
4. Provide explicit and public statements regarding faculty expectations for student learning;
5. Collect, examine, and interpret the results of assessment to determine the degree to which the fit between faculty expectations for student learning are met by the competencies, knowledge, skills, and values that students can be demonstrated to have acquired with the level of learning achieved.;
6. Use of the information obtained from assessment to document present student learning and suggest areas where instruction is resulting in optimal learning and/or where improvement is needed; and
7. Provide encouragement and means to test changes that could improve learning when it is indicated.

According to the American Association of Higher Education Bulletin (November 1995), assessment is an ongoing process aimed at understanding and improving student learning. Further, it involves:

1. Making our expectations explicit and public;
2. Setting appropriate criteria and high standards for learning quality;
3. Systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and
4. Using the resulting information to document, explain and improve student performance.

Assessment helps us create a shared academic culture dedicated to assuring and improving the quality of higher education.

**b. Principles of Student Assessment as described by the ACCJC.**

The development of Student Learning Outcomes is one of the key themes in the Standards.

1. The theme has to do with the institution consciously and robustly demonstrating the effectiveness of its efforts to produce and support student learning by developing student learning outcomes at the course, program, and degree level.
2. This demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made.
3. It requires that faculty engage in discussions of ways to deliver instruction to maximize student learning.
4. It requires that those providing student support services develop student learning outcomes and evaluate the quality of their policies, processes, and procedures for providing students access and movement through the institution.
5. It requires that student learning outcomes be at the center of the institution's key processes and allocation of resources.
6. Ultimately, this theme requires that an institution engage in self-analysis leading to improvement of all that it does regarding learning and teaching.

**c. The Foundation and Process of Assessment at Barstow Community College**

**1. Core Competencies**

The Barstow Community College Student Outcomes Assessment Plan has identified four core competencies that serve as the foundation for a general education at Barstow Community College. As such, core competencies serve as a foundation for college and discipline curriculum, and are fostered through the course curriculum. Students who earned a degree or certificate and BCC can be expected to possess proficiency in the following areas upon completion of their program of study. The core competencies include:

1. Communication
2. Critical Thinking and Questioning
3. Global Awareness
4. Personal and Professional Development

## 2. Outcomes Mission Areas

While the core competencies serve as the bedrock of the BCC general education curriculum and are fostered through the general education requirements and institution-wide course and program level outcomes, assessment of student outcomes occurs within multiple mission areas.

1. Academic Affairs
2. Student Services
3. Administrative Services

## 3. Levels of Assessment

While the core competencies and mission area outcomes are defined by the institution as a whole, the course and program outcomes are fostered in the classroom (sections) and courses at the program level by faculty who comprise the program. The other mission area outcomes are conducted by staff that comprises the area. The assessment of student outcomes, therefore, occurs at the following levels:

### **a. Classroom (Course section)**

Classroom assessment (the pivotal point of the assessment process) occurs via exercises or activities selected or designed by the individual instructor to measure what students are learning. The instructor evaluates the results to decide if changes are needed.

### **b. Degree, Certificate, and Pathways**

DCP assessment will be conducted by the faculty of the respective degree, certificate, or pathway to determine the level of achievement of the program level outcomes. The faculty evaluate the results to decide if changes are needed.

### **c. Core Competencies**

One core competency will be assessed annually, completing the full cycle every four years. Data will be gathered in fall, and analyzed in spring of each year. The Assessment will gather data from various courses at this time based on a portfolio type assessment across disciplines. After data is gathered, a committee based on the assessment instructors and other key personnel will discuss the findings, analyze, and make suggestions for change to improve the core competencies.

#### 4. Measures of Assessment

Multiple means of assessment as conducted at all levels must be from both qualitative and quantitative measures in order to insure the validity of observations about outcomes. The following is a partial list of possible qualitative and quantitative measures that may be used in the assessment process of student outcomes:

##### *a. Qualitative Measures*

- i. Course Portfolios
- ii. Written assignments (minute papers, essays, etc.)
- iii. Summaries of readings
- iv. Course projects
- v. Oral discourse/exam
- vi. Interviews
- vii. Lab demonstrations and/or experiments
- viii. Live performance
- ix. Surveys
- x. Individual/group discussion
- xi. Presentations, group or individual

##### *b. Quantitative Measures*

- i. Instructor tests (locally developed tests)
- ii. Standardized tests (nationally normed tests)
- iii. Entrance/Exit exams (pre/post tests)
- iv. Licensure tests (certification)
- v. Surveys
  1. Student opinion survey
  2. Employee survey
  3. Instructor initiated survey
- vi. Transfer tracking data (program specific graduate follow-up)
- vii. Observational (knowledge based performance)
  1. Standardized inspection forms
  2. Publishing

## 5. The Role of the Degree, Certificate, and Pathway (DCP) Coordinator

The fundamental assessment unit within the college is the academic degree, certificate or pathway. The DCP coordinator will facilitate with faculty to create and identify the specific standards or criteria for assessment based on the DCP mission statement, identify the means of assessment, and assess student outcomes based on state program level outcomes.

As such, the process of assessment begins and ends with faculty. Each program needs to develop a plan that:

- a. Determines the course(s) in which assessment will occur;
- b. Designs measurement strategies;
- c. Assesses the students;
- d. Reviews, analyzes, and evaluates the assessment data;
- e. Designs a strategy for course modifications and;
- f. Prepares for a comprehensive annual summary report and action plan to the SLOAC for review and recommendations.

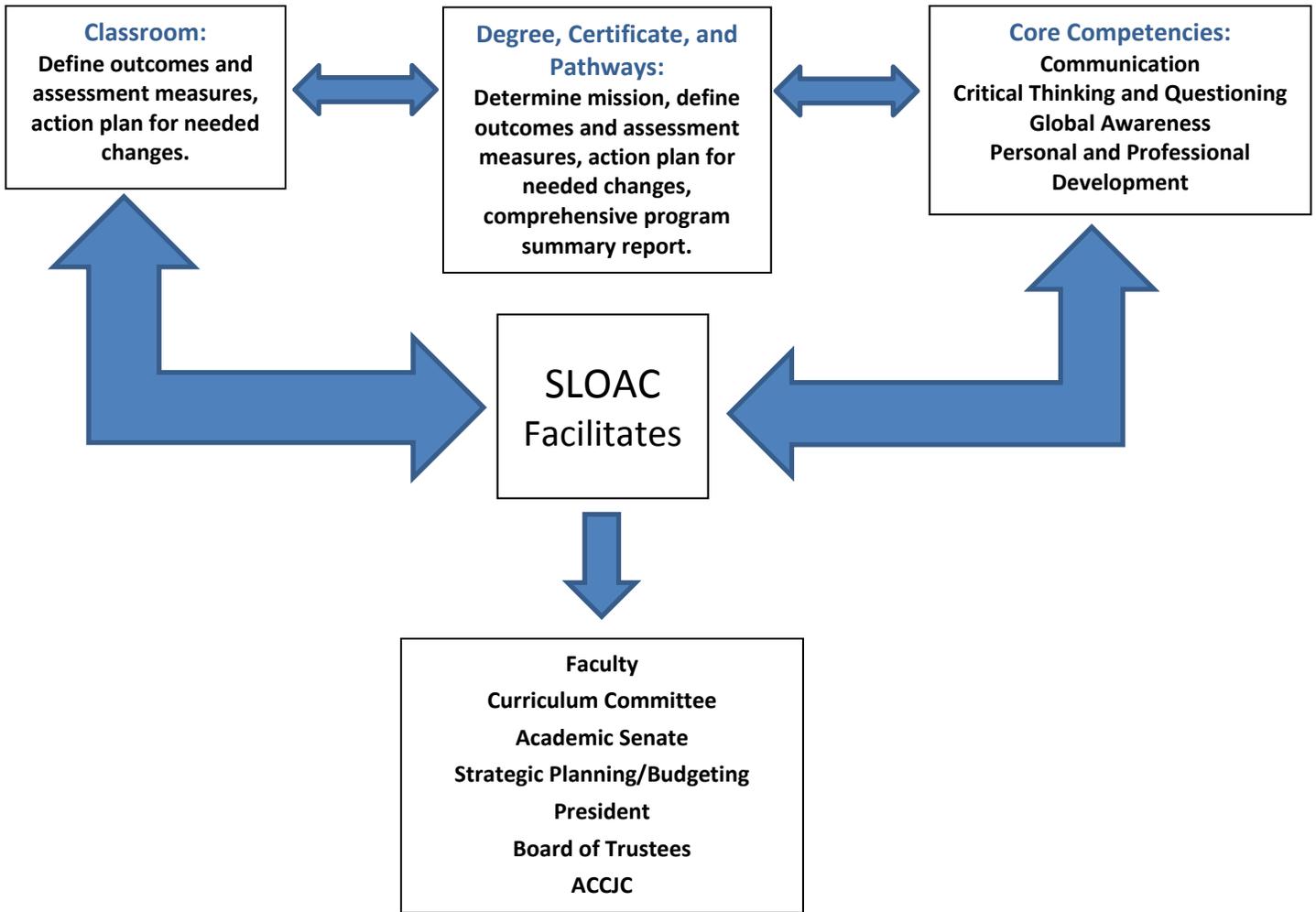
## 6. Role of the Student Learning Outcomes Assessment Committee

The SLOAC is comprised of one ASB representative, a representative from each of the three divisions and one faculty member at-large appointed by the Academic Senate, two representatives from instructional support appointed by the Vice President of Academic Affairs, Vice President of Academic Affairs, two representatives from Student Affairs appointed by the Vice President of Student Affairs, Vice President of Student Affairs, Accreditation Liaison Officer, Institutional Researcher, Vocational Programs Director, one BCFA representative appointed by the BCFA President, one CSEA representative appointed by the CSEA President.

**The responsibility of the SLOAC is to:**

- a. **Facilitate progress in assessment**, monitor and coordinate activities in compliance with Assessment Plan by reviewing the goals, means of assessment, and results for each level.
- b. **Create and support a "culture of assessment"** by assisting in establishing policies for publication of assessment results; foster sharing practices and data; support assessment training; and establish and maintain a website for assessment activities, policies, and results at Barstow College to ensure transparency and shared philosophy.
- c. **Prepare an annual report** on the progress of learning outcomes assessment to the Area Vice Presidents (Academic Affairs, Student Services and Administration), College President, and Board of Trustees.
- d. **Regularly review, amend, and assist** in implementing the Assessment Plan to the evolving standards for assessment at Barstow College and to meet requirements from accrediting agencies and state policies.

**d. Visual Model of the Assessment Process at Barstow Community College**



**e. Schedule of Assessment Reports**

1. DCP's are responsible for submitting an annual report to the SLOAC by the first Monday of November. The report will be based on assessment activities of the prior year.
2. The SLOAC will review the DCP reports and action plans and make recommendations, if necessary, based on institution-wide goals, prior to the mid-semester break of the spring semester.
3. The SLOAC will create and distribute an annual report by the third Monday of April on the status of student assessment at the college. This information will be channeled to the faculty, Curriculum Committee, the Academic Senate, Strategic Planning/Budgeting, the President, the Board of Trustees, and the ACCJC.
4. The program review process for CTE is mandated to be conducted every two years and a comprehensive summary report will be submitted to the SLOAC for review by the first Monday of November during the year in which program review is conducted.

#### IV. Five Year Plan

### Barstow Community College Five Year Assessment Plan

Academic Year	2011– 2012	2012– 2013	2013– 2014	2014– 2015	2015– 2016	2016– 2017	2017– 2018	2018– 2019
<b>Program Review</b>								
<b>Academic:</b>								
Math / Natural Science	Update	X	Update	Update	X	Update	Update	X
Humanities / Social Science	Update	X	Update	Update	X	Update	Update	X
Basic Skills	Update	Update	X	Update	Update	X	Update	Update
GE and Transfer	Update	Update	Update	X	Update	Update	X	Update
CTE	X	Update	X	Update	X	Update	X	Update
<b>Program Core Competency</b>								
Communication				X				X
Critical Thinking	X				X			
Global Awareness		X				X		
Personal/Professional			X				X	
<b>Course Level</b>								
Every Semester	X	X	X	X	X	X	X	X