



# **Barstow Community College**

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## **Assessment Plan**

Spring 2017

DRAFT

# Barstow Community College

## Assessment Plan

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## I. Barstow Community College

### a. Mission Statement

Barstow Community College is an accredited, open-access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.

#### **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. 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 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. Mission Statement

*“It is the mission of the SLOAC committee to assist Barstow Community College in the ongoing assessment of courses, programs, and services which lead to student success.”*

### 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.

##### **Proficiency:**

- Student learning outcomes and authentic assessment are in place for courses, programs and degrees.
- There is widespread institutional dialogue about the results of assessment and identification of gaps.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Comprehensive assessment reports exist and are completed and updated on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

##### **Sustainable Continuous Quality Improvement**

- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive and robust.
- Evaluation of student learning outcomes processes.
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- Student learning improvement is a visible priority in all practices and structures across the college.
- Learning outcomes are specifically linked to program reviews.

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

**b. Principles for Effective Assessment of Student Achievement as described by the ACCJC. July 2013**

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

1. Evidence of the student learning experience. Institutions should be able to define and evaluate how their students are learning: more specifically, institutions should be able to describe the kinds of experiences that they expect students to have inside and outside the classroom. Relevant evidence may pertain to targets for the kinds of reading and writing assignments that students should complete; levels of personal interaction with faculty members; residential and/or co-curricular components of the learning experience, and other learning experiences that the institution deems relevant to its mission.
2. Evaluation of student academic performance. Institutions should be able to define meaningful curricular goals, and they must have defensible standards for evaluating whether students are achieving those goals. Appropriate methods for the assessment of student work may include, among other approaches, meaningful and rigorous faculty evaluation and grading or external benchmarking.
3. Post-graduation outcomes. Institutions should be able to articulate how they prepare students consistently with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data about whether they are meeting these goals. Relevant kinds of data may include completion rates, job placement rates, levels of post-graduation civic participation, kinds of jobs and vocations chosen, surveys pertaining to alumni satisfaction and success, and data on other post-graduation goals relevant to the institution's mission

**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

<http://www.barstow.edu/Pdf/Outcomes/CC-AssesmentPlan.pdf>

## 2. Outcomes 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 service 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 service area outcomes are conducted by classified staff and managers that support Student Services, Tutorial, Administration, Financial Aid etc.

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 every 6 years; the DCP coordinator will facilitate with 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/posttests)
- 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 will assist faculty such as for Natural Math/Science, Humanities, Social Sciences, Basic Skills, General Education

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. This will be conducted every 6 years. 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. This provides a "Closing of the Loop" discussion to take place.

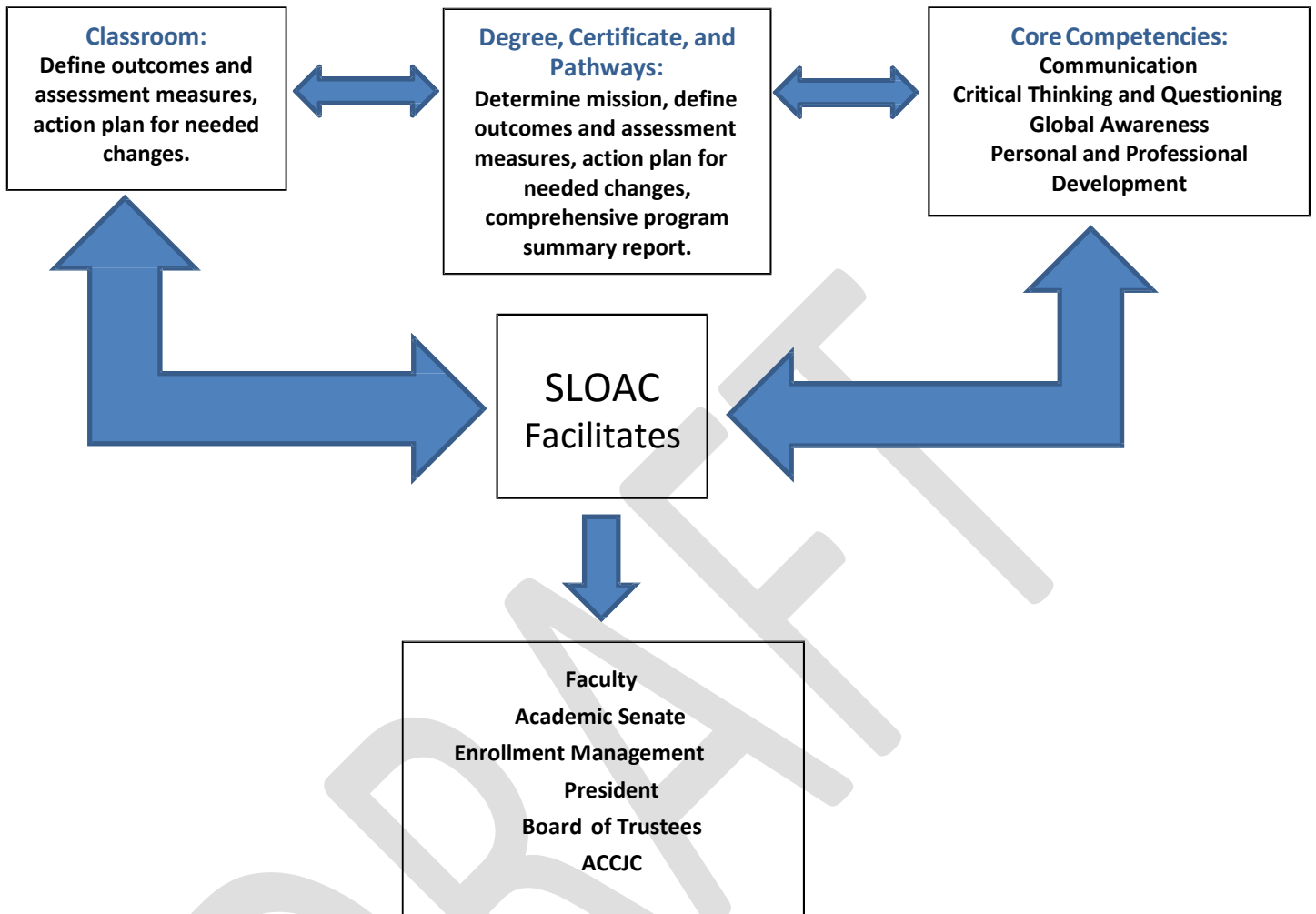
## 6. Role of the Student Learning Outcomes Assessment Committee

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, Accreditation Liaison Officer, Institutional Researcher, 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 recording and reporting 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. Every 6 years DCP/s are responsible for submitting an annual report every 6 years, to the SLOAC by the first Monday of November. The report will be based on assessment activities from 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. This will take place every 6 years.
3. The SLOAC will create and distribute an annual report by the third Monday of April on the status of student assessment at the Core Competency level. This information will be channeled to the faculty, the Academic Senate, the Enrollment Management, the President, and the ACCJC.
4. The program review process for CTE is mandated to be conducted every two years. A comprehensive summary report will be submitted to the Dean of Instruction and Work force and Economic Development for review and Program Review Committee by the first part of October during the year in which program review is conducted.

## IV. Five Year Plan

### Barstow Community College Five Year Assessment Plan

Academic Year	2015– 2016	2016– 2017	2017– 2018	2018– 2019	2019– 2020	2020– 2021	2021– 2022	2022– 2023
<b>Program Review</b>								
<b>Academic:</b>								
Math / Natural Science	X	Update	Update	X	X	Update	Update	X
Humanities/Social Science	X	Update	Update	X	X	Update	Update	X
Basic Skills	Update	X	Update	Update	Update	X	Update	Update
GE and Transfer	Update	Update	X	Update	Update	Update	X	Update
CTE	X	Update	X	Update	X	Update	X	Update
Disciplines	X					X		
<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 Two Years	X	X	X	X	X	X	X	X
Need to determine a schedule for courses								

**Program Review Schedule for  
Non-Instructional Service Areas and Administrative Units**

	2015-16	2016-17	2017-18	2018-19	2019-20	2021-22	2022-23	
<b>ACADEMIC AFFAIRS</b>								
Academic Affairs Office/Instruction	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	
Computer Commons	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	
CTE/Workforce & Economic Development	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	
Fort Irwin	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	
Instructional Technology Center (ITC)	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	
Library	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	
Tutorial Services	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	
<b>ADMINISTRATIVE SERVICES</b>								
Administrative Services Office	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	
Business Office	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	
Civic Center Operations	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	
Information Technology Services (ITS)	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	
Maintenance & Operations	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	
<b>PRESIDENT'S AREA</b>								
Human Resources	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	
Institutional Effectiveness/Research	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	
President's Office	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	
Public Information Office	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	
<b>STUDENT SERVICES</b>								
Admissions & Records/Financial Aid	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	
Athletics	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	
Counseling	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	
Special Programs & Services	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	
Student Life & Development/ASG	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	
Student Services Office	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	
Student Success & Equity			<b>X</b>	<i>Update</i>		<b>X</b>	<i>Update</i>	
Transfer & Career Planning Center (TCPC)	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	<i>Update</i>	<i>Update</i>	<b>X</b>	
<i>"X" Indicates full Program Review; Annual Updates are submitted in all years without an X.</i>								