



HLC Accreditation Evidence

Title: Roles and Responsibilities for the Assessment of Student Learning At BCC

Office of Origin: Outcomes Assessment Committee

Roles and Responsibilities for the Assessment of Student Learning

BARTON COMMUNITY COLLEGE

*Updated/Reviewed Annually (Most Recent):
2016*

Contents

Roles and Responsibilities.....	3
Vice President of Instruction and Student Services (VP)	3
Assessment Coordinator(s).....	3
Deans	4
Faculty	4
Assessment Course Coordinators	4
Outcomes Assessment Committee (OAC)	5
General Responsibilities.....	5
Specific Responsibilities	5
Office of Institution Research	5
Learning and Instructional Integrity Committee (LICC)	6
College President (Chief Executive Officer)	6

Roles and Responsibilities

The information that follows describes the roles and responsibilities for the constituencies involved in the assessment of Student Learning at Barton Community College.

Vice President of Instruction and Student Services (VP)

- Maintains responsibility for effectiveness of the assessment of student learning
- Serves on the College Outcomes Assessment Committee (OAC) as a resource
- Appoints the Assessment Coordinator(s) for OAC if none are appointed by OAC members
- Assists the faculty and OAC in the on-going improvements to the Assessment Model
- Implements the assessment model and monitors, coordinates, and troubleshoots the assessment process
- Prepares and monitors the assessment budget
- Prepares and distributes any necessary reports for Barton's stakeholders
- Acknowledges and rewards faculty/staff involvement in assessment activities
- Makes resources available to support assessment activities
- Conceptualizes assessment in terms of the mission of the institution
- Identifies leaders and responsible parties
- Clarifies the role of institution, college, departments, and programs
- Specifies a timetable to achieve assessment objectives

Assessment Coordinator(s)

- Assist the Outcomes Assessment Committee and the Vice-President of Instruction and Student Services in the development and implementation of new institutional assessment activities, individual program assessment activities, class/course assessment activities, and scheduled professional development activities related to assessment for all curricular areas and venues
- Attend and support assessment-related professional development activities
- Assist in the evaluation of on-going assessment activities, making recommendations for improvements to the Outcomes Assessment Committee and the Vice-President of Instruction and Student Services
- Coordinate assessment training of faculty, staff, and administration, when needed
- Help resolve assessment-related problems or issues
- Assist in the development and implementation of the College Assessment Model, including institutional, program, course, and classroom assessment activities
- Assist the Course Coordinators in the facilitation of course assessment activities as outlined in the College Assessment Model
- Serve as a standing member of the Outcomes Assessment Committee, chairing and facilitating meetings
- Assist in the collection and analysis of assessment results
- Serve as an information resource by remaining current on assessment trends and research

Deans

- Serve as ex-officio member(s) of the Outcomes Assessment Committee (OAC)
- Assist in the coordination and planning of assessment training activities
- Assist in the implementation of the Assessment Model
- Assist other members of the academic administration with the on-going coordination of assessment activities
- Assist the faculty with the on-going analysis of assessment data, the purpose of which is to identify and implement specific class, course, program and institutional curricular improvements
- Assists in the evaluation of on-going assessment activities, making recommendations for improvements to OAC and the VP

Faculty

- Understand the assessment program at Barton
- Remain aware and well-informed of the coordinated effort within the College to assess student academic achievement
- Know the measures and standards that have been proposed and adopted for assessing student learning
- Know how the results of assessment are to be used to identify changes that may be needed if student learning is to improve in their respective curricular areas
- Participate in on-going assessment related professional development opportunities
- Use a variety of classroom assessment techniques (CATs)
- Document and analyze results of assessments
- Conduct other necessary classroom-related research
- Participate fully in on-going assessment activities at all levels
- Assist in the identification, recommendation, and implementation of curricular adjustments to improve student learning

Assessment Course Coordinators

- Facilitate meetings between faculty who teach the same course in all venues
- Coordinate development of course level assessment instrument
- Collect Assessment Data (both Course and Institutional Level)
- Analyze data with the help of the IR department, if needed
- Coordinate discussions to recommend curricular improvements to improve student learning based on collected data
- Report data to OAC

Outcomes Assessment Committee (OAC)

General Responsibilities

- Monitor the implementation of the College Assessment Model
- Maintain responsibility for efforts to educate the institution's constituent academic units about the significance of their on-going participation in the assessment process

Specific Responsibilities

Providing Support

- Ensure that the assessment practices and procedures adopted by the Assessment Committee, faculty, staff, and administration meet the needs of the institution
- Maintain the titles of the persons and offices charged with collecting, analyzing, and disseminating assessment data, and also the processes used in acting upon assessment data
- Develop resource materials and/or a web page containing material to help academic units develop or adopt appropriate methods for gathering the kinds of information they will need for assessment.

Review

- Receive and review compiled assessment results regarding class, course, program, and institutional assessment from the institutional research office or from academic units
- Compile suggestions or recommendations from academic units, the implementation of which result in improved student learning
- Compile assessment results received from academic units made after recommended changes have been introduced and compare them with pre-changed assessment results

Recommend

- Make recommendations for improvements to the Assessment Model

Report

- Summarize and interpret results to Barton's stakeholders, as needed

Office of Institution Research

- Coordinates, audits, and establishes official statistics related to the College
- Performs research studies and issues reports about the College
- Responds to a variety of surveys from local, state, and national entities
- Conducts assessment research to fulfill the goals and objectives of the College Assessment Model
- Compiles, analyzes, and reports on data and information related to the assessment activities of the College
- Provides statistical, methodological, and/or related technical support to various constituencies involved in assessment activities (i.e., faculty, departments, and division) and Outcomes Assessment Committee

- Manages longitudinal student data including student outcomes database(s)

Learning and Instructional Integrity Committee (LICC)

- Ensures the academic rigor of college courses across the curriculum
- In cooperation with the VP and members of the College Outcomes Assessment Committee, reviews, analyzes, and evaluates curricular recommendations regarding courses and course-related policies

College President (Chief Executive Officer)

- Offers institutional observations, analyses, and recommendations regarding assessment
- Provides managerial direction among and between related components relevant to assessment
- Holds the VP accountable for the effective implantation of assessment activities
- Provides a critical link to the college Board of Trustees, sharing relevant assessment keeping trustees informed of the importance of the assessment of student learning