

## **Proposed changes to assessment of student learning and the Student Learning Committee**

SCC proposes to re-envision the Student Learning Committee and re-design reporting on assessment of student learning outcomes. The goals for changing the existing committee and student learning assessment process include three main steps:

1. Change the role of the committee from one of oversight to that of a professional learning community.
2. Ensure that all programs have clear, measureable student learning outcomes.
3. Streamline and make more efficacious the process of documenting programmatic assessment of student learning.

To achieve these goals several actions will occur. The committee membership will change from that of a mix of faculty, staff, and administrators to a professional learning community of only faculty with the exception of the Assessment Coordinator (staff), and, potentially the D2L coordinator, as suggested by the existing committee. It will continue to be chaired by a faculty member. Committee members will have ongoing responsibilities including coordinating assessment efforts within the programs they represent, producing narrative reports of faculty discussion about programmatic assessment, and completing an annual assessment report.

We have asked for funding from MnSCU to cover a spring 2012 stipend for committee members. The amount of the stipend request was \$2000 for all faculty members who sit on the committee. These funds were requested to allow faculty committee members to implement changes to assessment processes and reporting. Specifically, the committee members will coordinate with their program faculty peers to conduct a review and revision of program student learning outcomes to ensure measurability, produce a standing document that details programmatic assessment of student learning, define success criteria for each assessment measure of student learning outcomes, develop/determine assessment tools as needed, and implement a new reporting structure consisting of three items:

1. Assessment Plan: standing document detailing programmatic assessment of student learning outcomes for each program. The plan will not change unless there are changes made by faculty to the assessment process. This document reduces the repetitive nature of SCC's current reporting practice and allows faculty to focus on items #2 and #3 below.
2. Biannual Assessment Reports: documentation of faculty discussion of assessment findings and how results may be used to inform change.
3. Program Annual Assessment & Effectiveness Report: annual five column summary of assessment of student learning outcomes, key operational measures, and budgetary implications.

Repackaging SCC's assessment reporting as outlined above allows the college to provide clear documentation of how assessment of student learning informs change at the college. This will facilitate processes internally—for example, providing key insight into curricula revision—and will better inform external constituencies (e.g. accreditors and articulating colleges and universities) of SCC's commitment to continuous improvement.

This project will be managed by the Student Learning Committee and facilitated by the Assessment Coordinator. Committee members will have opportunities to learn from others on

the committee and will be able to speak on behalf of faculty and to faculty as committee representatives. We anticipate that this structural change will transform the dynamic of the committee in positive ways. Previously, it was responsible for oversight of all assessment plans on campus; thus, actions were passed down from the committee to faculty in programs. SCC's proposed new structure would eliminate the negativity surrounding an oversight style of governance and create a committee that functions as a professional learning community by using a grass-roots approach that features ongoing training and reinforcement of benefits realized from consistent, organized assessment of student learning.