

East Central College
Instructional Assessment Committee
By-Laws

Approved 12/03/2021

Article I – Mission

The Instructional Assessment Committee is dedicated to building a culture of assessment at ECC by engaging the college community in learner-centered assessment at the course, program/department, and institutional levels. The IAC commits to

- working collaboratively to identify and develop assessment best practices;
- serving as assessment liaisons who provide expertise and encouragement to colleagues;
- promoting the goals of assessment within and across departments.

Article II – Purpose

The committee provides guidance and assistance in the implementation of the institutional assessment plan by

- coordinating assessment of the Institutional Student Learning Outcomes;
- developing and maintaining comprehensive review processes and schedules;
- providing faculty and staff development related to the various levels of assessment;
- aligning assessment practices with the college’s strategic plan and budgetary process.

Article III – Charge

The committee coordinates assessment processes for curricular and cocurricular learning outcomes, which involves

- establishing learning outcomes to be measured;
- selecting and/or creating measurement instruments;
- determining measurement criteria;
- using the data to generate changes for improvement;
- communicating to divisions on matters related to assessment;
- continually assessing the effectiveness of the learning outcomes and our processes.

Article IV – Structure

Section 1. Chairs

The Instructional Assessment Committee is chaired by two co-chairs elected from among currently serving members. At least one of the co-chairs must be a full-time faculty member currently serving on the committee.

Co-chairs are elected to a term of two-years. To help maintain continuity in committee work, at least one co-chair will remain on the committee after end of term. Elections for any special circumstances will be held at the committee’s discretion.

Per the collective bargaining agreement between ECC-NEA and East Central College, the chair of the Instruction Assessment Committee is 12-month committee leadership position (XX.2.c). The chair is allotted up to six (6) credit hours of reassigned time per semester

and works with the Vice-President of Academic Affairs to develop a Memorandum of Understanding for off-contract work.

See Appendix A: Co-Chair Duties

Section 2. Subcommittees

The IAC is comprised of five sub-committees: Comprehensive Review, Annual Assessment Reporting and Planning, ISLO, Cocurricular, and Professional/Faculty Development and Support. Each subcommittee oversees specific work that supports the varied assessment endeavors across the Division of Academic Affairs.

Each sub-committee chooses a lead and a recorder no later than the end of the first meeting of fall semester.

See Appendix B: Subcommittee Charges

Section 3. Duties

Co-chairs shall prepare meeting agendas, call and preside over meetings, maintain contact with subcommittee leads, and fulfill other required duties of the position (Appendix A).

Subcommittee Leads shall support the subcommittee's charge, preside over subcommittee meetings, call additional meetings as needed, and provide updates on subcommittee activity to IAC co-chair(s).

Recording Secretary shall record official meeting minutes for approval during the full IAC meetings.

Subcommittee notetakers shall take notes of subcommittee actions and upload appropriately.

Article V - Membership

The committee requires representation from across academic divisions and departments that support student learning. IAC membership is voluntary with faculty positions fulfilled by the faculty committee selection process.

Section 1. Voting Members:

- 5-6 Arts and Sciences faculty members (at least one faculty from each department: English & Humanities, Mathematics & Education, Social Sciences, Fine & Performing Arts, and Science & Engineering)
- 2-3 Career and Technical Education faculty members
- 2-3 Health Sciences faculty members
- Faculty At Large: up to three additional faculty from any academic discipline
- 1 Online Learning and Educational Technology representative
- 1 Academic Support Services representative
- 1 Institutional Research representative
- 1 Library Services representative
- 1 Academic Advisor
- Director, Early College and Admissions
- Coordinator, Campus Life and Leadership
- Co-chairs

Proxy:

Voting members may designate a proxy with full voting privilege to represent them in case of an unavoidable absence. A proxy cannot be used to make a quorum.

Section 2. Non-voting Members:

- Vice President of Academic Affairs
- 1 Academic Dean
- Executive Director, Institutional Effectiveness
- Recording Secretary

Section 3. Membership Vacancies:

The voluntary process of faculty committee selection is overseen by the Office of Academic Affairs and conducted in spring semester. If required representation is not achieved through the first round of faculty volunteers, the IAC co-chairs will consult with the Vice-President of Academic Affairs to achieve required membership.

Article VI - Election of Co-Chairs**Section 1. Election Schedule**

Nominations for co-chairs will be taken at the first meeting of spring semester. Elections will be held second meeting of spring semester. Elections for any special circumstances will be held at the committee's discretion.

Section 2. Term of Office

Co-chairs are elected to a term of two years. To help maintain continuity in committee work, at least one co-chair will remain on the committee after end of term.

Article V – Meetings**Section 1. Standing Meetings**

The committee will have a standing meet monthly during the regular academic year on a day/time determined by the co-chairs. The meeting shall be held for a 2-hour block; approximately 1 hour dedicated to full committee responsibilities, and approximately 1 hour to sub-committee responsibilities. If the committee meeting falls upon a non-contract date or the campus is closed, the co-chairs may determine to cancel or reschedule as needed.

Distance technology may be used.

Section 2. Additional Meetings

The IAC co-chairs or subcommittee leads may call special meetings as needed for completion of full committee or subcommittee work.

Section 3. Meeting Notice

Call to meeting and agenda shall be distributed to the committee members at least five working days but no less than three days prior to the meeting.

Notice of any additional meeting times or changes to standing meeting times shall be given at least three days prior.

Section 4. Quorum

A quorum of the IAC shall consist of one half of the voting membership, plus one.

Section 5. Minutes

Minutes are taken at each meeting and posted for review no later than one week before the next regularly scheduled meeting. The minutes remain in draft form until approved by the Instructional Assessment Committee at its next standing meeting. The minutes represent the official actions of the committee.

Minutes are recorded by the Academic Services Coordinator, a member of the committee. Minutes and meeting documents are housed in the IAC folder in SharePoint.

Subcommittee working documents are housed in the IAC's Team Page.

Final Documents are stored in appropriate folders in SharePoint (i.e., AARP final Guide, Template, and Rubric are housed in the AARP folder in Falcon Nest).

Article VI - Process

Section 1. General Principles

The IAC is a collaborative committee focused on improving student learning assessment processes at the institution and providing support and training to faculty and staff. Some assessment process related items, which are developed and vetted through the IAC subcommittees and full committee membership, may also require Faculty Association review.

The IAC will follow the "Committee Work and Implementation Process." (CBA Appendix A.)

Section 2. Subcommittee Actions

Subcommittees lead items through development, piloting, revision, and final approval by the IAC. They keep record of subcommittee decisions regarding processes, templates, and any additional supplemental materials. Records of subcommittee decisions and draft documents are stored in a shared folder.

When items are ready for IAC approval, the subcommittee lead requests placement on the next regularly scheduled IAC agenda. The lead reports to the IAC. If any suggestions or revisions are required as a result of item discussion, the lead will oversee updates and make the final version available to the full IAC before the next regularly scheduled IAC meeting or in within the timeline required for Faculty Association review.

Section 3. Faculty Association Review (as applicable)

If the item requires Faculty Association review, after any revisions have been made, the IAC co-chairs will follow the Association process for presenting the item.

Article VII - Date of Effect

Section 1. Effective Date

These by-laws and any amendments shall become effective on adoption by a quorum of the Instructional Assessment Committee.

Section 2. Review Schedule

At a minimum, they shall be reviewed biennially at the last standing meeting of fall semester.

Section 3. Amendments

Amendments may be proposed during any regularly scheduled meeting and voted on in the next meeting.

Appendix A: IAC Co-chairs Responsibilities (TBD)

Appendix B. IAC Subcommittee Charges

Comprehensive Review

The comprehensive review process is a periodic assessment of the overall performance and effectiveness of a program or discipline. This faculty-driven process seeks to improve student learning, reflecting on longitudinal data and the examination of ISLO data collected. This systematic process provides accountability of program quality to key stakeholders within the community.

The subcommittee

- supports the programs/disciplines during their review process;
- provides follow up and feedback after the completed review;
- updates and modifies the review process as needed;
- maintains the review timeline.

Annual Assessment Reporting and Planning

Annual planning and reporting are vital components of the ongoing assessment processes at ECC. These processes align course, programs/discipline, and institutional level assessment practices to assure student learning is comprehensive and cohesive. Faculty lead assessment planning and reporting with support from the IAC, Department Chairs, Coordinators, Deans, and the offices of Academic Affairs and Institutional Effectiveness.

Course level assessment is the foundation for program/discipline and institutional assessment. At the course level, assessment gives faculty insight into day-to-day teaching methods and learning processes, helps clarify learning outcomes and assessment activities, and allows for data collection about student learning so improvements can be made for future learners. For students, course assessments provide regular feedback about their progress and provide them with a means of gauging their own learning to then modify study strategies as needed.

When learning outcomes are aligned at all levels--course, program/discipline, institutional—resulting assessment data can be used to measure and improve student learning across the curriculum and co-curriculum. Such alignment and cohesion require thoughtful planning and consistent reporting to close the assessment loop in order to inform decision-making and budgeting.

The subcommittee

- supports departments in developing yearly assessment plans that include assessment activities for the year, descriptions of measurements, and suitable targets of achievement;
- supports faculty in creating course-level student learning outcomes and mapping those outcomes to program and institutional level outcomes;
- aids department faculty in reviewing and analyzing course level assessment data and creating action plans targeted at improving student performance on learning outcomes;
- provides written and oral feedback on draft assessment plans and reports;
- works with the development subcommittee to identify professional development support activities;
- works with Department Chairs, Coordinators, Deans, the Vice President of Academic Affairs, and Institutional Effectiveness to assure timely development and completion of assessment goals.

Cocurricular Assessment

East Central College's cocurricular activities are structured learning activities that complement and augment curriculum and include non-credit and credit-bearing experiences. Cocurricular opportunities can be embedded within existing academic programs or be adjacent to academic and extra-curricular programs. Cocurriculum at East Central College aims to be experiential, transformative, and accessible, while being collaboratively interwoven with the college's academic, cultural, and extra-curricular opportunities.

The subcommittee

- updates and maintains cocurricular definition in light of revised ISLOs;
- maps cocurricular activities, programs, experiences, departments responsible;
- maintains a current list of cocurricular opportunities;
- develops a broad assessment plan that connects co-curricular activities to ISLOs;
- creates and maintain schedule of and template for assessment of cocurricular activity;
- supports cocurricular reporting process: plan and reporting training and feedback, data collection and analysis.

Institutional Student Learning Outcomes

Institutional Student Learning Outcomes (ISLOs) include general skills, knowledge, or applications which students are expected to demonstrate after completing a program of study. The goal of assessing ISLOs is to help improve our courses, curriculum, student success, instruction and/or services. The ongoing process of student outcomes assessment also serves as evidence for institutional planning, resource allocation, and staff and faculty development.

The subcommittee

- advances the Strategic Plan by supporting pertinent goals regarding ISLO assessment;
- oversees and recommends best practices regarding ISLOs and assessment for the college;
- creates and maintains process and schedule for ISLO assessment;
- provides guidance regarding institutional use of assessment results and identification of gaps in the achievement of student learning outcomes;
- creates student awareness of and promotes student participation in student learning outcomes assessment;

- works with the Curriculum Committee and Academic Council to assure coherent ISLO assessment policies;
- coordinates ISLO assessments;
- assists in reporting on ISLO assessment required by the institution.

Professional/Faculty Development and Support

Faculty and staff engaged in student learning assessment can benefit from initial and ongoing opportunities to strengthen their understanding of and approaches to assessment. Training improves expertise in the selection, adaptation, and design of assessments, and the instructional decisions informed by their use. Building expertise in assessment leads to improved practices that support student learning at all levels.

The subcommittee:

- organizes and facilitates campus-wide workshops on a variety of assessment related topics, such as creating assessment plans and reports, curriculum mapping, aligning course, program, and institutional learning outcomes, creating rubrics, assignment design, and analyzing student data;
- conducts department level training as requested;
- maintains a current list of local and national assessment development opportunities;
- organizes the Assessment Showcase.