HOLYOKE COMMUNITY COLLEGE
BOARD OF TRUSTEES
RETREAT

Minutes of June 23, 2021
The Holyoke Community College Board of Trustees' Retreat was held on Wednesday, June 23, 2021, remotely with Chair Robert W. Gilbert, Jr. presiding.

MEMBERS PRESENT	Robert W. Gilbert, Jr., Chair Charles Epstein Trustee Gi Ted Hebert Yolanda Johnson Suzanne Parker Lucy Perez Ivonne Vidal Eleanor Williams
MEMBERS ABSENT	Evan Plotkin
ALSO PRESENT	Karen Desjeans and Christina Royal. Kris Ricker Choleva joined at 9;45 am
CALL TO ORDER	Chair Gilbert called the meeting to order at 9:05 a.m. **Roll Call Vote:** Trustee Epstein Yes Trustee Gi Yes Trustee Hebert Yes Trustee Johnson Yes Trustee Parker Yes Trustee Perez *joined at 9:20 am* Trustee Vidal Yes Trustee Williams Yes Chair Gilbert Yes
WELCOME REMARKS	President Royal provided an overview of the Agenda for the day, and Chair Gilbert thanked Trustees for taking time to attend today's Retreat focused on Assessment. President Royal then led an icebreaker among the group that engaged in reflection during the Pandemic.
PRIMER ON BOARD ASSESSMENT	Kris Ricker Choleva led the presentation on Board Assessment:

Board Assessment

BOT Retreat
June 23, 2021

Overview

1. Why do Assessment and why now?
2. The NECHE factor
3. The Board's responsibility on Assessment
4. The basics of Assessment in higher ed
5. HCC Assessment
6. BOT Assessment

What's the plan?

Assessment: Not Just Compliance

NECHE
NECHE
NECHE

When institutions embrace and institutionalize a culture of continuous improvement in all areas, *everyone* benefits. Assessment as a meaningful, systematic collection, review and *use* of information about policies, programs, and experiences can help lead us to our ultimate goal of improving student learning, engagement and success.
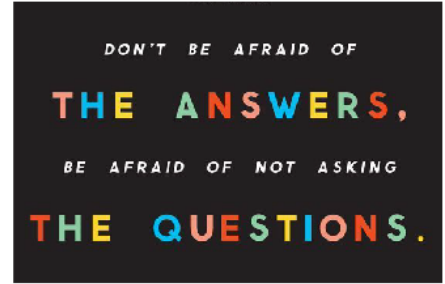
Why do Assessment?

Not just for NECHE!

To improve student learning **inside and outside the classroom** in ways that align with and further our mission.

To ask ourselves:
- *Are we doing what we say/think we are doing?*
- *Are we doing it well?*

DON'T BE AFRAID OF
THE ANSWERS,
BE AFRAID OF NOT ASKING
THE QUESTIONS.

NECHE Commission Letter January 2021

...that the institution be asked to submit a report for consideration in Fall 2023 that

- gives emphasis to the institution's success in strengthening its culture of assessment with attention to the assessment of student learning outcomes and student support services;
- that submission of the report be followed by a visit to validate its contents;

NECHE Commission on the BOT

"The Board's commitment to HCC is impressive, and we are especially gratified to learn that a Trustee Guidebook will be developed as a supplement to the by-laws (currently in the process of being updated) that details the role and responsibilities of Board members (e.g., orientation; attendance at meetings; participation on committees), and **the process for assessing the effectiveness of the Board**."

The Board's Role in Assessment

NILOA *The Governing Board's Role in Assessment*

1. The first is a fiduciary responsibility for academic quality that is just as important as its better-known fiduciary responsibility for the financial affairs of the institution.
2. "The second responsibility with respect to assessment is to ensure that the organization's leaders possess the tools needed for effective management. One of these tools is assessment, whether it is embodied in the direct assessment of student learning outcomes or indirect assessment through surveys or program review."

"Just as it is a violation of its fiduciary obligation for a board to allow an institution to fail financially, it is a failure of board responsibility to allow an institution to graduate students who do not meet accepted standards of quality with respect to what and how much they have learned.

What Assessment Is

*In practice, assessment is making
decisions based on evidence (data) vs. instinct or tradition*

What Assessment is Not

"Assessment is not evaluation; assessment is about collection, analysis, and interpretation of data and information related to an issue or area of interest, primarily to make changes or improvements."

KEEP CALM AND NO PENALTIES

Dorimé-Williams, M., Carlson, E., & Shults, C. (2017, July). Developing systematic assessment practices for administrative, educational, and student support (AES) units. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Assessment Answers the Following Questions:

1. Who we are, what we do, who we serve and why? *(mission, vision, values)*
2. How do we do what we say we do, and do we do it well?
3. How do we know we are doing what we said we are doing?
4. How can we improve what we are doing to better fulfill our mission, goals, and outcomes?

What Can Be Assessed? Everything!
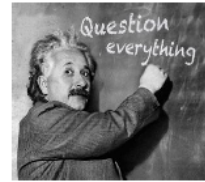
- Is this assignment effective for all our students?
- Is this course effective for all our students?
- Is this program effective for all our students?
- Are students graduating with general education competencies? — *academic*
- Is this phone message effective for ALL students?
- Is this form effective for ALL students?
- Are the students learning what we need them to? — *co-curricular / AES*
- Are our practices effective?
- Are our policies effective?
- Is HCC effective for all our employees?
- Is HCC effective for our community? — *administrative*
- **Is the board of trustees effective?**

What is the Assessment Cycle?

Plan

Do

Check

Act *(close the loop)*

(Repeat)

So, What is Being Assessed at HCC?

The Two Main Categories of Assessment

Academic Assessment

Academic programs assess student learning outcomes at the assignment, course, program, and general education levels in order to continuously improve student learning.

Administrative, Educational and Support Assessment (AES)

A systematic collection, review and use of information about policies, programs, and experiences for the purpose of improving student learning and student satisfaction.

Pre 2021 Assessment

Academic Assessment

- Five Year Cycle of Program Reviews with a single point of follow up
- Annual Reports with no follow-up
- Five ratified general education outcomes; four assessed once since 2007
- Sporadic course and program level assessment

Administrative, Educational and (Student) Support Assessment *(AES)*

- Strategic Planning
- Sporadic use of IR data for decision making
- Sporadic use of faculty, staff and student surveys for decision making

Spring 2021 Assessment Efforts

- Assessment focused Professional Day workshops on January 21st
- Presentations to NUPS on leading assessment in AES areas
- First Annual Assessment Day March 24th - 36 departments reported out and baseline assessment data collected
- 24 departmental assessment planning meetings
- Weekly meetings with GEAC, all team members attended AMCOA and AHLIE conferences
- Redesigned Academic Annual Report
- First ever AES Annual Report
- AY 2022 calendar revised to include annual Assessment Day plus three half days devoted to assessment
- Planning and Assessment software being reviewed

Assessing our Academic Assessment Efforts

Institutionalize a Cycle of General Education Assessment

1. Goal: Create a plan for assessing general education outcomes via a two year cycle over the next decade, and be in process with one cycle by 2023
2. Baseline data - there is currently no gen ed assessment plan and knowledge of diversity (KOD) has never been assessed
3. Measurement
   - There exists a ten year strategic gen ed assessment plan
   - Phase One of a cycle of KOD assessment is underway in AY 2022
4. Closing the loop
   - Not meeting metric for AY 2021 - consider alternatives to the current General Education Assessment Committee (GEAC) structure and/or invest in alternatives via hiring or outside consultation
   - Meeting metric for AY 2021 - consider continuing with the GEAC

Assessing our Assessment Efforts

AES Annual Reporting

1. Goal: 50% of AES departments submit baseline annual reports in in AY 2021, and 100% in AY 2022
2. Baseline data - no AES departments submitted annual reports prior to 2021
3. Measurement Tool - track the number of reports submitted
4. Closing the loop
   - Not meeting metric for AY 2021
     - increase continue with concerted outreach to all departments in order to assist in completing reports
     - consider investing further in assessment via hiring or outside consultation
   - Meeting metric for AY 2021 - continue with concerted outreach and support efforts

AY 2022 Assessment Plans

- Close the loop on AY 2021 Measures
- Create a Comprehensive Assessment Plan for HCC
- Equitable Assessment theme
- Annual Assessment Day plus three half days devoted to assessment
- Assessment focused workshops on all Professional Days
- Advance AES Assessment efforts through NUPs PD
- Work with Assessment-focused CID to increase Academic Assessment practices
- Assess efficacy/ROI of GEAC
- Advocate for Assessment Committee of Governance
- Make Planning and Assessment software decision
- Prepare for NECHE visit

BOT Assessment

What does success look like?

NECHE

- The mission of the HCC BOT is clearly articulated.
- The board creates/edits and administers a self assessment tool in Summer 2021.
- A cycle of assessment is planned that starts in AY 2022 and includes at least:
    - One measurable board-level goal
    - One measurable goal for each committee
- Create a timeline that includes a plan for closing the loop

Where do we start?
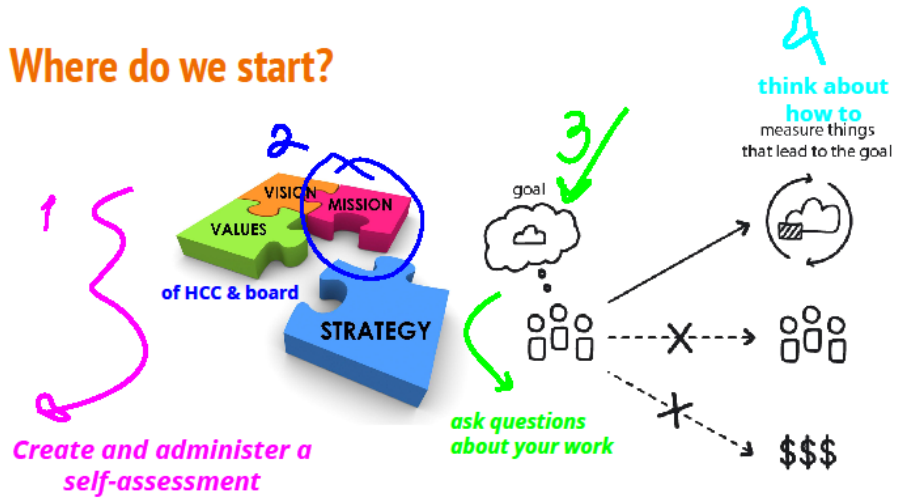
Create and Administer a Self Assessment

MA Chapter 15A Section 22

Association of Community College Trustees - Guide to Self-Assessment

MA DHE Board Self Assessment Tools

HCC Draft Board Self Assessment (adapted from Bristol CC)

HCC Strategic Plan

Links from Slide above:
MA Chapter 15A Section 22 General Law - Part I, Title II, Chapter 15A, Section 22 (malegislature.gov)
Association of Community College Trustees Guide to Board Self-Assessments | ACCT
MA DHE Board Self-Assessment Tools Self-Assessment Tools / About / Massachusetts Department of Higher Education
HCC Draft Board Self-Assessment HCC_BOT_Self_Assessment_Draft.docx - Google Drive
HCC Strategic Plan HCC Strategic Plan FY19-22.pdf

Ask Questions About the Board's Role

Think of something that could be done better and ask

1. How do we know we are/aren't doing it well? *collect data*
2. How can we improve what we aren't doing well?
3. How will we know if the improvements worked? *collect data*

WHAT'S THE ROI OF FINDING OUT WHAT YOU DON'T KNOW?

I DON'T KNOW!

TimoElliott.com

Set SMARTe or SMART*IE* Goals

Goals are critical to success! To improve diversity, equity and inclusion, we must be intentional in our efforts. Use this worksheet to craft SMARTIE goals!

SMARTIE Framework by the Management Center

SPECIFIC	MEASURABLE	ACTION-ORIENTED	RELEVANT	TIME-BOUND	INCLUSIVE	EQUITABLE

Or ACHIEVABLE

Timeline and Plan

Think about how and when to measure the things you want to assess

Data = benchmarks for goals, pre- and post-data analysis

The work = the activities, processes, surveys, reports, performances measures, etc.

The timeline = when to start? One year? Multi-year?

1. Identify Outcomes
2. Specify the Assessment Process
3. Gather & Evaluate Evidence
4. Share Results
5. Use Results to Improve

Think About How to Close the Loop

Assessment only works if the information obtained leads to meaningful change.

- What did the data / information gathered tell us?
- Are the measures being taken now working? No? Somewhat? Yes?
- Should we keep doing what we are doing? Or add to it? Or scrap it?
- What **resources do we need** in order to keep improving in this area?
- Report it!

Breakouts

10:45am - Session 1

- *Review Draft Board Self Assessment*

12:00pm - Session 2

- *Creating Measurable Goals for each Committee*

ADJOURNMENT	On a motion by Trustee Hebert and seconded by Trustee Gi it was **VOTED** to adjourn today's meeting.
	Roll Call Vote:
	Trustee Epstein Left at 12:54 pm
	Trustee Gi Yes
	Trustee Hebert Yes
	Trustee Johnson Left at 12:54 pm
	Trustee Parker Left at 12:53 pm
	Trustee Perez Yes
	Trustee Vidal Yes
	Trustee Williams Yes
	Chair Gilbert Yes
	The meeting was adjourned at 12:55 pm.

Respectfully submitted,

DocuSigned by:

Robert Gilbert   11/1/2021

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Approved: Robert W. Gilbert, Jr., Chair

DocuSigned by:

                                11/1/2021

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Ivonne Vidal, Secretary