

Instructional Assessment Sub-Committee Minutes

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| Committee/Meeting Name | Instructional Assessment Sub-Committee | | | | |
| Date | February 17, 2011 | Starting Time | 3:00 p.m. | Ending Time | 4:30 p.m. |
| Location | Library 113 | | | Recorder | Sarah Davis |
| Members Present | Danita McAnally, Dr. Russell Lowery-Hart, Deborah Harding, Denise Hirsch, Mark Rowh, Richard Whitaker, John Robertson, Carol Summers, Shawn Fouts, Aimee Martin, Frank Sobey, | | | | |
| Guests | | | | | |
| Absent | Kara Larkan-Skinner, Lynae Jacob, Dr. Michael Kopenits, Toni Gray | | | | |

| Topics | Discussion, Information Presenter: Danita McAnally | Action to be Taken, Decision, Recommendation, Timeline |
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| I. Approval of Minutes | <ul style="list-style-type: none"> • Approved by acclimation | |
| II. VPAA Comments Dr. Russell Lowery-Hart | <ul style="list-style-type: none"> • Approval from THECB regarding AC piloting UEAC's proposed general education competencies? Were the following proposed general education competencies for AC (based on UEAC's proposed competencies) accepted and will they be included in the upcoming year's catalog? <ul style="list-style-type: none"> ○ Critical Thinking Skills – Students will engage in creative thinking, innovation, inquiry, analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions. ○ Communication skills – Students will demonstrate effective written, oral, and visual communication. ○ Empirical and Quantitative Skills – Students will demonstrate applications of scientific and mathematical concepts. ○ Teamwork – Students will demonstrate the ability to work effectively with others to | Dr. Lowery-Hart absent |

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| | <p>support a shared purpose or goal and consider different points of view.</p> <ul style="list-style-type: none"> ○ Social Responsibility – Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national, and global communities. ○ Personal Responsibility – Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making. | |
| <p>III. General Education Competencies – Focus for Spring 2011 semester is to review and revise the rubrics for assessing the critical thinking and communication competencies during.</p> | <p>A. Make recommendations regarding revisions to Communication and Critical Thinking rubrics based on proposed new competency statements for these two competencies.</p> <p style="text-align: center;">1. Communication Skills</p> <p style="padding-left: 40px;">a. Competency statement</p> <p><u>Current</u> AC competency statement for Communication Skills – Students will evaluate, analyze and communicate effectively through written, verbal and non-verbal expression.</p> <p><u>Proposed</u> AC competency statement for Communication Skills – Students will demonstrate effective written, oral, and visual communication.</p> <p style="padding-left: 40px;">b. Current Operational Definition – Upon completion of 30 hours at Amarillo College, a student should be able to communicate effectively using</p> | <p>Members broke into two groups to review and suggest wording for; and submitted the following</p> <p><u>AC Competency Statement for CRITICAL THINKING:</u></p> <p>Students will engage in creative and/or innovative thinking, inquiring analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.</p> <p>Also the Operational definition: Upon completion of 30 hours in a degree plan at Amarillo College, a student will demonstrate the successful application of higher order analyses, innovative interpretation of evidence, and creative cognitive processes.</p> <p>Benchmark of 70% across the board.</p> |

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| | <p>appropriate sources and documentation.</p> <p>c. Current Rubric –See end of agenda</p> <p>d. Standard or Benchmark or Target –70% of all artifacts will score a 3 or higher. Actual results from assessment report of Spring 2010:</p> <p>Results: 2007-2008 (N=95) 72% of students scored a 3 or higher</p> <p>2008-2009 (N=98) 67% of students scored a 3 or higher Goal was not met</p> <p>2009-2010 (N=97) 74% of students scored a 3 or higher</p> <p>Recommendations and Challenges: Committee Notes</p> <ul style="list-style-type: none"> • Compared to last year, this year’s artifacts displayed better organization and sentence clarity. • For the most part, instructors also provided more thorough instructions • Student engagement in the assignment seemed high, especially if the assignment seemed to be related to a presumed major. (Assignments related to career-related topics evoked a higher quality of work than in other instances). <p>Challenges Noted:</p> | <p>AC Competency Statement for AC Competency Statement for <u>COMMUNICATION SKILLS</u>:</p> <p>Upon completion of 30 hours in a degree plan at AC, a student will demonstrate effective written and oral communication using appropriate, sources, documentation, and visual design elements.</p> <p>Benchmark of 70% (NOTE: All competencies will seek this benchmark.)</p> <p>Rubric: Detailed description of point assessment reviewed with the following changes of the <i>Simple explanation</i>: Excellent, Good, Competent, Marginal and Poor</p> |

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| | <ul style="list-style-type: none"> • Students continue to struggle with introductions and conclusions, thesis placement, and thesis support. • Students do not follow instructions about length or number of required sources. • Although the overall quality of the writing samples improved this year over last, many students have difficulty using Standard English. They seem to drop words into sentences without regard for the context of the sentence or the meaning of multisyllabic words. • Students have difficulty incorporating citations from outside sources into their essays in a coherent manner. Many of them indiscriminately drop in quotes and then fail to tie the quote to anything they have written. • Students do not possess good proofreading skills. • Very few speech student artifacts are being submitted. <p>Suggestions for Improvement:</p> <ul style="list-style-type: none"> • Develop a packet for instructors. The packet would contain the scoring rubric, examples of instructions that are explicit and thorough and annotated sample essays that highlight strengths and weaknesses. • Publicize the Writers' Corner as a help for students. • Find out why more speech communication artifacts are not coming in. If the problem lies with the videotaping requirement, then think of ways to make this requirement less | <p>Recommendation: Information/Example Packets be distributed to all faculty with recommendations for presenting instructions/information in the areas that are <i>Noted Challenges</i>.</p> <p>Timeline recommended: Fall Semester; delivery at Faculty Sessions following General Assembly.</p> <p>QUESTIONS REMAINING:</p> <ul style="list-style-type: none"> • What changes need to be suggested for improvements • Who would put packets together • How would the information get to the assembler • Need a process written for clarity of steps • Technical areas would prefer technical writing • Students packet included in Faculty Packet? • Should this information be delivered in a Flash Drive/ on a Website/ or Hard copy? |

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| | <p>burdensome.</p> <ul style="list-style-type: none"> • Students need to be required to submit some sort of formal, college level written assignment in every college class. • Since many AC “graduates” are not required to take Freshman Comp. for their certificate program, it would be helpful if Amarillo College (the English Department or Library, perhaps) would come up with a “generic” guide for writing a 5 paragraph essay that students could access on-line to help them. • It’s just like everything else – the way to become better at math is to practice working math problems, getting feedback on problems missed, and practicing learning how to do the math problems correctly. The way to become a better writer is to practice writing, getting feedback on incorrect punctuation, grammar, and faulty thinking, and then practicing revising. <p>2. Critical Thinking Skills</p> <p>a. Competency statement</p> <p><u>Current</u> AC competency statement for Critical Thinking Skills – Students will analyze problems, acquire and evaluate information, organize concepts and construct solutions.</p> <p><u>Proposed</u> AC competency statement for Critical Thinking Skills – Students will engage in creative thinking, innovation, inquiry, analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.</p> | |

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| | <p>b. Current Operational definition – Upon completion of 30 hours at Amarillo College, a student should be able to demonstrate the successful application of higher order analytical and creative cognitive processes.</p> <p>c. Current Rubric –See end of agenda</p> <p>d. Standard or Benchmark or Target –60% of all students must attain a rubric level of 3 or better. Actual results from assessment report of Spring 2010:</p> <p>Results: 2007-2008 (N=91) 96% of students scored a 3 or higher* * Scoring system was changed mid-year</p> <p>A. 2008-2009 (N=97) Propose the revisions to the Communication Competency Committee and Critical Thinking Skills Competency Committee for approval? If approved by these two committees, VPAA will share the changes with Dean’s Council, Faculty Senate, and 95% of students scored a 3 or higher</p> <p>2009-2010 (N=108) 96% of students scored a 3 or higher</p> <p>Recommendations and Challenges: Committee Notes</p> | |

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| | <ul style="list-style-type: none"> • Compared to last year, this year's artifacts displayed better organization and sentence clarity. • For the most part, instructors also provided more thorough instructions • Student engagement in the assignment seemed high, especially if the assignment seemed to be related to a presumed major. (Assignments related to career-related topics evoked a higher quality of work than in other instances). <p>Challenges Noted:</p> <ul style="list-style-type: none"> • Students continue to struggle with introductions and conclusions, thesis placement, and thesis support. • Students do not follow instructions about length or number of required sources. • Although the overall quality of the writing samples improved this year over last, many students have difficulty using Standard English. They seem to drop words into sentences without regard for the context of the sentence or the meaning of multisyllabic words. • Students have difficulty incorporating citations from outside sources into their essays in a coherent manner. Many of them indiscriminately drop in quotes and then fail to tie the quote to anything they have written. • Students do not possess good proofreading skills. | |

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| | <p>2008-2009 (N=97) 95% of students scored a 3 or higher</p> <p>Recommendations and Challenges: Committee Notes</p> <ul style="list-style-type: none"> • Good representations of assignments were submitted, which allowed for a more varied look at how students are performing across different disciplines. <p>Room for Improvement:</p> <ul style="list-style-type: none"> • Assignments needed clearer instructions • Difficulty assessing some of the work due to lack of understanding the intentions of the assignments • Many spelling and syntax errors noted <p>Communication skills –</p> <ul style="list-style-type: none"> B. Propose the revisions to the Communication Competency Committee and Critical Thinking Skills Competency Committee for approval? C. If approved by these two committees, VPAA will share the changes with Dean's Council, Faculty Senate, and any other instructional committees? | |
| IV. Other | With no other business; meeting adjourned. | |
| V. Next Meeting | March 17, 2011 3:00 – 4:30 pm Library 113 | NEXT MEETING Will think through / wordsmith Next meeting |

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| | | <p>Critical Thinking Skills rubric must finalized to include creative and/or innovative thinking .</p> <p>Review the Rubrics handouts for Communication Skills and Critical Thinking Skills and respond in the next meeting.</p> <p>Revise the Mathematics rubric to encompass all of the Empirical and Quantitative Skills competency.</p> <p>Draft a Teamwork rubric based on the Value Rubric for Teamwork but design it to parallel to the other AC rubrics.</p> |