Instructional Assessment Sub-Committee
Minutes

Committee/Meeting Name	Instructional Assessment Sub-Committee

Date	June 27, 2011	Starting Time	2:37	Ending Time	4:30
Location	Library 113			Recorder	Jessica Smith

Members Present	Kristin McDonald-Willey, Jessica Smith, Mark Rowh, Lynae Jacob, Danita McAnally, Kara Larkan-Skinner, Michael Kopenits
Guests	
Absent	Aimee Martin, Carol Summers, Deborah Harding, Denise Hirsch, Frank Sobey, John Robertson, Richard Whitaker, Russell Lowery-Hart, Shawn Fouts, Toni Gray, Sarah Davis

Topics	Discussion, Information Presenter: Danita McAnally	Action to be Taken, Decision, Recommendation, Timeline
I. Approval of Minutes	Definitions misspelled on page 2. Under critical thinking on page 2, what is the last sentence under the first "CRITICAL THINKING" paragraph referencing? This sentence refers to a proposed change in the wording for the competency. The competency statement will be fixed in the catalog next year, but it is too late to make changes this year. Motion: Danita Second: Michael Approved by vote	
II. Piloting of Rubrics	1. Has anyone piloted? If so, any successes, failures, and/or suggestions? • Lynae piloted the teamwork rubric, with each student turning in once piece of paper. May need a five point scale instead of a three point scale. The rubric was limited to one page per student in each group. • Danita: We can pilot test one more time this summer. We need to verify the rubrics because we need to get to inter-rater reliability. We are considering testing the rubrics in our office. We have Critical Thinking and Communication samples, we	

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	have quantitative samples. We may call on someone teaching science for more samples. We may call on some committee members to help us test rubrics. We want something for the reviewer to see the scale. • Kristin: If we get rid of the one-three scale, then we can just rate low to high, one to five, and then have more room for qualitative responses • Lynae: Can we just explain the rating in the classroom and have only a rating scale on the paper? • Kristin: We can change anything you want. I'm looking at this from an evaluator's perspective, and we really do need to look at it from a student's perspective. • Danita: They turn in instructions for an assignment, and they turn in this form or another they already use. We are interested in evaluating the process. As long as we have instructions and team critique sheets, we have what we need. On item 5 (on the agenda), we need artifacts. We have to find out who is giving assignments. We need to collect 50 in the fall and assess 50 in the spring. In the spring we collect more artifacts so that we can get back on the full one year cycle. But with the transition to the new ones (rubrics), we are going to have to collect empirical and quantitative artifacts. We need science and math examples. We get 50 in the fall for empirical; we can assess the artifacts in the spring. We could have 100 samples, we can distribute 50 in the fall and they (the committee) can start working on them. We have enough Communication and Critical Thinking artifacts, but we are still working on oral for Communication. With people being able to use the web, we just need web access to review it. It can be put on FaceBook or wherever. We have enough that we could get by on communication. 100 communication, 100 Critical Thinking, and 100	

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	empirical and quantitative (50/50 split). Then we would have enough coming in to keep the cycle. We also need to have some coming in for personal and social responsibility. We don't have samples so we may not be able to do anything with that for a year. It's going to take us in the fall working on what we want for those rubrics. We have a year out, so we're still cool. We want 50 samples in the fall for Teamwork so we can send a message to the institution that we are assessing teamwork. We are writing to Institutional Effectiveness standards, which often get institutions put on warning, and we want to show SACS that we are assessing. We will probably have to wait until the following fall to start personal and social responsibility. - Kristin: The hard thing with those (the social and personal responsibility artifact requirements) is getting away from introductory college courses and finding other classes that integrate these ideas. - Danita: We are having to shift the thinking of the faculty at the same time we are putting these things in place. There are some of these things being done in nursing, etc., with ethics. We have to teach people at the same time we get our rubric ready. - Kristin: One challenge is clearly defining the terms social and personal responsibility. - Danita: We have standards in some cases, like health and legal industry, and in some cases we don't. This may not be implemented in a year; we want to do it right. We have four out of six. We need to approve rubrics that are ready to go. We'll work with committee members and make sure they know how to use the rubric. We think Communication is	

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	done and Critical Thinking needs the most work. Empirical and Quantitative Skills needs one more flushing out. • Kristin: The Teamwork Critique Sheet is done on a scale of 3. • Mark: Is this the rubric for teamwork? • Kristin: Yes, it is for the students and will change to a five point scale. • Danita: We have the critique sheet for the students, and the rubric that the committee member will use to assess the process. It's the process vs. the product that we are used to looking at. • Mark: How did this work? • Lynae: We have groups of six and they went to the library to answer questions. As a group, they had to figure out how to divide time and make a slideshow. I partnered with the library for this. • Kristin: What we need to decide is whether we want use the individual critique sheet or the individual critique sheet that has a space for each group member. Do we want to give them two options? • Danita: Some will get confused and think they need to do both. Give them one option, and if someone wants another option, then we can use it. • Kristin: (Update to Kara on what we are changing on the Teamwork critique sheet.) • Kara: (Feedback) Use simple definitions and rate 1: no contribution – 5: top definition • Kristin: if people want me to work with them for their class (for small changes), I can. • Kara: If we don't have definitions and later on are looking for places to make improvements, then in the future, for clarity, a goal could be to improve. For example we could decide students need to improve on taking leadership roles. • Lynae: They don't read it anyway.	

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	• Danita: What if we gave them (the faculty) that they have the lowest scoring on leadership and then they could use that information to go to the next ability. Then we have something to work on, and we have something to go on for making improvements. • Kristin: the problem with generalizing is That we were trying to get everything in to the critique sheet that was outlined in the operational definition. • Kara: If the goal is to improve and give faculty feedback, then it seems this (not giving an explanation for various ratings) might be a tad vague. • Lynae: I'm not sure how as a faculty member I could improve their process. • Kara: If you knew (leadership was an issue), you might try to work with groups and teach them about leadership skills and try to teach the skills specifically. • Danita: The reality is we are about to shift to a 32 (After-Meeting Correction: Schools will shift to a 42 hour core) hour core, from 42 and some schools are at 48. Fall 2012 is when we will make the shift. Not many people paid much attention to the shift. The thought is that as a state we need to get more 21st century skills. I've been working with the committee for a while. A math teacher thinks that if he/she teaches math vocabulary that he/she teaches communication—this is not true. How does he show they are learning? I used to make students write a letter to mom and explain how they do things. I spent an hour and finally this person said they need to spend more time teaching communication in class. Every single course in core will be required to prove that Communication and Critical Thinking are taught. We are going to assess it from the curriculum. No more random sampling, we are going to pull the entire core.	

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	We have to start thinking differently, not about courses and faculty, but about the students. We need to find different ways to deliver information to students. The world is changing because our students can't compete in global society and our scores are so low. Maybe we can do some module based things or maybe there are other ways we can get to students. I can't see psychology, or history, or others doing as good a job as me or Lynae because we are trained communicators. If we don't have speech, how will they learn communication in other classes? We can teach them how to have confidence in other classes. Other schools are pairing courses, but this is beyond AC's scope. We've been making big changes and we need to make bigger changes. I'm trying to explain that the world changed. The committee has to do what is best for students and they can't think about what is best for faculty. It is a flip-flop and the world is shifting, and most people at AC know this. Russell and I have been involved. It will be approved in July by the Coordinating Board. Then it has to go through one more cycle in October, effective in January. We have huge changes to make. People will not lose their jobs in the first year or two (with the shift of the core curriculum.) All of us need to start thinking about what we can do differently. We have to figure out ways to give information to students. Danita will double check to see what the core is. Speech will not be required. Frank Phillips has 48 hour core. They have 5 hours that are a first-year success requirement. • Lynae: We are trying to get in the first year experience and then are taking it away. It that going	

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	to get in instead of public speaking?	
	• Danita: At North Texas, the First Year Experience will be a requirement and no speech will be required. There may be a reality where there is no communication in the core.	
	• Lynae: Business wants communication skills and we are going to ditch it?	
	• Danita: No. We have to start thinking about how we are going to manage this. It's going to be in math and science courses.	
	• Mark: We have career clusters working on the high school end to get core for different divisions. We are at 72 hours in Nuclear Medicine.	
	• Danita: That's one of the reasons we have to go down. What is the max number of hours a 4 year institution can offer for a degree? (Answer 120) If cut in half, the number is 60. A specialty program with an accreditation might be able to get an exception. The legislature pays a large portion of what the student pays. They want their dollars to be spent as efficiently as possible. That is what is driving the 32 (correction: 42) hour core. The universities and community colleges see that they have to get specialty courses in. It's shifting. We may take a team teaching or linked classes approach.	
	• Mark: What are we doing with the data from the artifacts that we collect?	
	• Danita: Closing the loop, improvements. Kristin is working on a report.	
	• Kristin: I am waiting on Communication and then I will be able to complete the report. The big focus has been on writing up the methodology.	
	• Danita: Do we see anything that needs improvement?	
	• Kristin: yes	
	• Kara: It also goes to dean's council.	
	• Mark: I ask because SACS wants to know what we	

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	are doing with the data. • Kristin: Tracking would be something to look at. • Danita: If the report says it's a 3… • Kristin: Critical Thinking said we could put in a lot more application, even at the lower levels. Ask follow-up questions to ensure that students understand. We do need to track what departments are doing with that information. • Danita: We have to find a better way to get it down to faculty. We have to make sure that faculty that will be talked to by SACS need to be able to be accountable for improvements. If they (faculty) can't tell them (SACS) about improvements in their area, we will get cited. We need more discussion and we will look for help from you guys about getting information out. • Kristin: With PET forms, we are going to ask what the results were from the previous year and what they did to improve. We could do follow-up with the dean's council as well. • Kara: Almost like a survey. • Kristin. Otherwise you are right; we have no data accountability. 2. As you continue to work on the rubrics, think about content-specific assignments and assess whether these rubrics could effectively assess those assignments and also consider inter-rater reliability and whether or not these rubrics are broad enough for a wide-range of artifacts, but specific enough to be effective across the board	
III. **Group Competency Breakouts**	1. Complete Empirical and Quantitative Skills "Application" field for 1-5 on the rubric 2. Complete Critical Thinking Skills definitions and concept descriptions for 1-5 on the rubric 3. Select Teamwork Critique Sheet or Approve Both Sheets	

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IV. Motion to Approve Rubrics	1. Vote on finalized rubrics • Communication Rubric has been worked over. • Motion to approve Communication rubric: Lynae • Second: Mark • Approved by vote • Teamwork: Kara: When these go to faculty who receive these, will we give the instructor any suggestions on ways to incorporate it into the class or tie it to a grade? (Answer: Reference was given to the first, explanation page that accompanies the rubric.) • Danita: I think it's pretty ready (the team member critique sheet), but it needs to go to five. • Motion to approve Teamwork rubric with the scale change and a little description via email: Lynae • Second: Michael • Approved by vote • Kristin: Aimee Martin had developed the rubric for Empirical and Quantitative Skills, which needs just a little more work on the lesser ratings. Critical Thinking rubric needs a lot more work. • Danita: Michael could work on Empirical and Quantitative Skills. Jessica and Mike could fix it. We could put this out for a vote via email, so we can get some testing done this fall. • Kristin. We also need to further develop some definitions on Critical Thinking.	
V. Inter-Rater Reliability	1. Training for General Education Competency Committee—one training per competency	

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VI.	Shifting Collection Cycle	1. If needed, permissible to collect artifact samples in both fall and spring? Typically we collect artifacts one year in advance in the fall semester, but we have a few potential issues:
		   a. 2011-2012: Any teamwork student artifacts? Proposal is to collect artifacts in Fall 2011 and assess 50 artifacts in Spring 2012
		   b. Summer 2011: Jessica and Kristin plan to pilot test some student work for other competencies to assure we have adequate artifact counts
		   c. 2012-2013: Will implement Personal Responsibility and Social Responsibility competencies. Propose to collect samples in Spring 2012 so that we have time to develop a rubric and then assess 50 artifacts in Spring 2012
		      i. Cycle Shift Pros: Better aligned artifacts, more time to meet with department heads about appropriate competency course selection, more time to conduct trainings
		      ii. Cycle Shift Cons: If the General Education Competency does not receive their artifacts and training by September 1st, they will not have a full year to assess artifacts and asking for artifacts twice, in two subsequent semesters, might be an inconvenience to instructors	

VII.	Other		
VIII.	If we don't complete all required work today, when will		

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we meet next?		
IX. Next Meeting	We are done for the summer. Future correspondence will be conducted via e-mail.	