

<b>Non-Instructional Assessment Committee Meeting</b>	June 29, 2011 8:30 a.m. Lib 112	
<b>Meeting called by:</b> Danita McAnally	<b>Type of Meeting:</b> Regular	
<b>Facilitator:</b> Danita McAnally	<b>Transcriber:</b> Jessica Smith	
<b>Attendees:</b> Kristin McDonald-Wiley, Danita McAnally, Mark Hanna, Janet Barton, Kara Larkan-Skinner, Melissa Wilson, Joe Wyatt, Jessica Smith, Leslie Shelton		
<b>Absentees:</b> Steve Chance, Bob Austin, Lee Colaw		
<b>Minutes</b>		
<b>Agenda Item:</b>	<b>Approval of Minutes – May 2011</b> <ul style="list-style-type: none"> <li>• Question about question mark, recommend holding off on “emergency”, “score” pet forms says “sore” PET forms, recommend changes</li> <li>• Motion to Approve: Melissa</li> <li>• Second: Mark</li> <li>• Approved by vote</li> </ul>	<b>Presenter:</b> <b>Danita</b>
<b>Agenda Item:</b>	<b>Tk20</b> <ol style="list-style-type: none"> <li>a. <b>Update: Currently inputting 2010-2011 PET Form Data</b></li> <li>b. <b>Overview of current look, reports, and data entry process</b> <ul style="list-style-type: none"> <li>• Kristin logged into Tk20 and showed that everything comes out of “planning” tab</li> <li>• ACcess Learning Center shown as example of how to quickly see whether a department has outcomes/goals with plans</li> <li>• Reading shown as example to see completed data entry and incomplete data entry</li> </ul> </li> <li>i. <b>Reports: Unit Dashboard and Reports menus</b> <ul style="list-style-type: none"> <li>• Kristin indicated that there will be more specificity available in the reports in August</li> <li>• Users can choose a specific assessment period and any stage of assessment and see whether or not goals are active</li> <li>• Using ACcess as an example, Kristin showed a report. She indicated that there are issues with reporting, such as missing info from the departments, we need ways to revise the forms, and we don’t need some of the fields, which will be hidden later. She also said reports can be exported to Excel and that a user can look at all instructional programs at once.</li> <li>• Kara asked if there was a report to see who is lacking forms and Kristin indicated there will be one in the future.</li> <li>• Danita asked to see an example of a form that needs improvements. She explained that a lot of time is spent working on how to do an outcome when there needs to be focus on the fact that about 71% have proof of improvement, but we would like to have more. Answers need to be evidence based. We need to work out what the</li> </ul> </li> </ol>	<b>Presenter:</b> <b>Kristin</b> <b>Action Items:</b>

problems are, whether people can't do analysis, or don't know how to do an outcome, etc. The problems are on improvements and we have 30 or so depts. that need to be worked with to help the analyze data and put it into an action plan, and then implement it.

- Kristin showed a report with actions available for viewing.
- ii. Outcomes/Goals and Assessment Planning menus**
- Kristin demonstrates that there are two main areas for data entry. Going to “Outcomes/Goals” lets you see the current statements. This area will also allow changes to goals.
  - Danita says that during an accreditation cycle, we should not train a large number of people to enter the forms. This time we can get the information in on an expanded Word document. As a committee, we can work with certain departments to enter their information on a Word document and then work together as a committee to enter that information into Tk20. Data entry of goals/outcomes is entered to date. If goals are added or changed, then Kristin can work in Tk20. We want Tk20 to be the heart of it all due to the reporting capabilities. In addition to SACS, our Cabinet members will be able to go in and see the info and can look at it alongside the budget.
  - Kristin explained that if a department changes a goal, then the goal can be disabled.
  - Janet asked if they have to close out a goal.
  - Danita explained that there is a goal and an outcome. A goal is broad and has no measure at all, starts with a verb, such as “improve service”. It's the outcome that gives the measurement. The outcome might be “90-95% of all employees have forms electronically” for example. If we made the goal through a mandate or voluntary process, then the goal is complete. Consistent results over two or three years is enough to consider it closed and move on. For example, the Police had a goal to save money on gas, so they now use scooters. We should be doing things in our goals and our outcomes that help the institution. We have been talking about them having at least one direct outcome. English has one goal and one outcome. To answer the question—if it's really finished, let it go. You can add new goals without letting go of other goals. Outcomes can change without changing the goals. Goals can be added as we integrate with the Strategic Plan. Goals need to serve the department and the institution. Melissa could use information from Bob's goals and outcomes in her own.
  - Kristin demonstrated how to choose “view by” and look according to what you want to see. Users can disable goals and they won't show up in the next assessment cycle. Goals can be deleted, but Kristin pointed out that you will be prompted to confirm a deletion because unless a big mistake was made in the entry, a goal/outcome should never be deleted.

- Kristin demonstrated how to add a goal and said you can copy/paste, but formatting will have to be applied manually.
- Danita said we should use formatting to identify pieces that integrate the Strategic Plan.
- Kristin demonstrated completing the form. She has been selecting “derived from data” for the 2010-2011 forms. Direct outcomes currently go under “outcomes” and indirect outcomes go under “objectives,” but this will change
- Danita stated that we will define “direct outcome”
- Kristin said that she is working on a methodology for PET form entry and showed a preview of some examples of what counts as action.
- Danita said we are taking it to another level now and we need to teach the Non-instructional group how to work with others.
- Kara clarified that a direct outcome is directly tied to intervention and they can prove it. If students say they learned, that is not direct, but a test can prove it. I would have to have an embedded question on a test, and I could look at that one question as a direct measure.
- Danita gave another example of UT Austin that has an assessment where you can’t hold a procurement card until you pass a test. They give out training material and assess people. They are actually checking knowledge before issuing a card. There may be things in HR that we can use to assess knowledge and know that an assessment caused a change in behavior.
- Kristin demonstrated outcome mapping and said to always go larger to smaller when you map. If you are entering PET information, she can limit what you see to the menus aren’t so long. The goal is broader, the outcome is smaller. Select, select, save, and it’s mapped. You don’t have to map other outcomes that have been mapped. Mapping only has to be done when something new is added. Once changes are made, go to “assessment planning” and “plan data entry” and you can select a goal and enter measures using a checklist. Go through every tab to ensure data is completely entered. You have to decide whether outcomes are met, partially met, or not met. If the dept. achieve 2 of 4 outcomes, then it would be 50%. They say complete once you have done everything you need to do. We are doing analysis and results at the smallest level.
- Kara asked if we are requiring a direct outcome and they do have an outcome, wouldn’t we say they met the goal?
- Danita replied that we want at least one direct outcome, but that we didn’t say they have to meet it. If they have three different outcomes on one goal and they only meet one outcome, we call it partially met.
- Kristin stated that this also draws attention to changes because it can be a red flag if they aren’t meeting any goals, but don’t have any plans of action.

- Danita said we are asking if there was ever one improvement made. It's rare to find more than one outcome per goal.

**c. Proposed changes for next assessment cycle**

- Kristin said that currently users have to work out of two menus. In the Assessment Plan, at this time, there are no planned changes to the measures screen, which gives more leeway to enter anything you want (particularly in comments). The results menu can have note statements. The percentage met will have a note to indicate it only applies when the outcome is partially met.
- Kara asked if this is the outcome or overall goal.
- Kristin replied that it is in the outcome.
- Kara stated that we had asked Tk20 to put that in there when they were reporting their results. She also asked where people put the specifics of their results.
- Kristin demonstrated for Kara where the specifics would go and stated this was written to cover Strategic Plan and results.
- Danita stated that it was also built for qualitative responses that won't necessarily have a percentage.
- Kristin showed where previous year improvements are displayed and said that it would be moved to the analysis page, where it makes more sense. We are going to have an analysis page with a big text box and add a couple of radio buttons.
- Danita said that's where the supporting documentation goes.
- Kristin said we would add a budget indicator. On the recommendations tab, we are going to define what we will accept as a useful recommendation. There will also be radio buttons for whatever you have in an action plan. There will be a time frame box. We can follow up because we can run a report. The reports will be comprehensive that track direct/indirect, track results, improvement, budget, recommendations, actions, future budget.
- Kristin said she is finishing the 2010-2011 data entry now.
- Danita asked if we could see the whole PET form.
- Kristin replied that you have to page through each individual tab.
- Danita said she wanted to go back to context. This is the PET form as it resides in Tk20. We'll probably have them working with us on the Word document. In time, we will have them do their own data entry, but for now, we are trying to get the committee to take ownership of some of these PET forms with us. If your name is primary, you are the lead in working with them. At the next meeting, they will be alerted, and we need to get those PET forms in during July and August. Stress accreditation and we need to be writing to this now. We don't need to stall on them. They may not have the data, but we ought to be going back over problem areas that they aren't improving. Start working with how we can do an assessment to help them improve. If we waited for data, they wouldn't have enough time to think it through. There needs to be improvements made. We can no longer afford to get forms in that don't have any improvements. That's why we need to roll this out now. Moving to the next step.

	<p><b>d. Assessment entry reliability measures – PET Form Methodology</b></p>	
<p><b>Agenda Item:</b></p>	<p><b>PET Forms</b></p> <p>a. Timeline and instructions for PET submissions</p> <ul style="list-style-type: none"> <li>• Danita says this needs to go out by email with a deadline of August 15. We have to work with people to move it up. She doesn't know if it's too early, but we are supposed to be answering the Institutional Effectiveness question that will put this school on warning or not, but we need the data. If 8/15 is too early, we can move to September but she doesn't want to wait until October to tell them to start. Danita has to write something and there are real deadlines this year. We need to tell them in July. The Business Office has audits in September. We can tell them now and start the coaching, and then they just have to take the results to get in and look at improvement they need to make. We as a team need to get people really coached first. Should the deadline be moved? Remember, whatever we give them, they will push back.</li> <li>• Melissa said it would be easier to do September 30. Her office is swamped in the beginning of September.</li> <li>• Janet said HR is busy mid-July to mid-September due to annual open enrollment.</li> <li>• Danita asked what would be the prime time. Would Sept. 30 or Oct. 15 work?</li> <li>• Janet thinks September 15.</li> <li>• Danita asked if that would work for the Business Office and suggested to put Sept. 30 out there now and start to give the coaching.</li> <li>• Kara says the Business Office said they would not submit PET forms during audits.</li> <li>• Danita says to get the news to Terry. We want people that could work on it to do it and extensions can be granted as necessary.</li> <li>• Janet suggested to give a deadline of Aug. 15 knowing that some will need extensions.</li> <li>• Danita said we will go with Sept. 30 and let the Business Office go until Oct. 15.</li> <li>• Kristin expressed that we are asking for a lot more information and said her concern is that people will just throw something together and that's what we are trying to get them away from.</li> <li>• Danita suggested we start by letting them know we are having peer coaching starting right away. There are reasons we are doing it the way they are. Let's go with Oct. 15 as the deadline, and add a statement that indicates coaches will be contacting them to talk about what to do differently to strengthen the PET forms.</li> <li>• Kristin agreed, and indicated it would also give us time to get the bugs worked out of Tk20.</li> </ul> <p><b>i. Best approaches and effectively linking to Strategic Plan</b></p> <p><b>b. New PET Form</b></p> <p><b>i. Comments/Suggestions</b></p> <ul style="list-style-type: none"> <li>• Danita said we want something in a Word document that we can post. We didn't get enough details, and we are going to ask that this be put out on the forms page if that's ok.</li> </ul>	<p><b>Presenter:</b> Kristin</p> <p><b>Action Items:</b> <b>Email departments to inform them that the PET process is underway—sidenote: postponed until final forms approved.</b></p>

- Danita says one thing is that the improvements are not strong enough, maybe because the historical focus has been on outcomes, so it is time to put improvements on the forefront. As coaches, the committee has to highlight the improvements. Improvements will be in bold red.
- Kristin noted that the response form will have the bold red.
- Danita said not to start on outcomes and then never get to improvements. People's eyes need to go right to improvements, so coach them to work on improvements. There needs to be embedded links and we need more instructions. Email, followed by coaching. Take old forms and look them over before you go out, and then just help them get their forms done. Remind them of at least one direct outcome. The big thing that's different is that at least one goal or outcome needs to be based on the Strategic Plan. The purpose is not to count outcomes. Also offer the division/department the means to bridge the gap between their goals and the Strategic Plan. They don't have a choice. We have a Strategic Plan that should be driving everything, and everyone is doing what they want. We are talking about specialized coaching for those that have trouble. You will go out and coach them, and then you will be the one that does the response form. Hopefully, they will give you one last chance to review it before they turn it in. Does the timeline seem realistic?
- Kara suggested that it be simply stated what the new changes are over the last year.
- Danita said she would create a form for Assessment & Dev. and maybe also for the Library for samples. They will emphasize formatting.
- Kara said that she thought if we are going to require that they tie to the Strategic Plan, they should identify which goal comes from it. She didn't see a spot on the form for that.
- Kristin responded that based on discussions with Danita that Danita felt they should have the ability to choose the order of their goals, but there is a place to identify a goal, but these may need to be indented under checkboxes.
- Kara pointed out that only a handful of people will actually follow instruction, and if it isn't on the form then they miss it.
- Kristin said she would send back the form if they didn't follow instructions.
- Danita said that Strategic Plan goal 1 is to ensure student success. A task has been assigned to IR. She is going to indicate that a strategy should become a goal, and a task should become the outcome. In a few cases, some might have to use a goal and strategy without a task. After that is written in, put in bracket italics that it came from the Strategic Plan. On the outcome, copy the task, and write the same information. This is like stamping that we reviewed

	<p>the outcome on a certain date.</p> <ul style="list-style-type: none"> <li>• Kristin said there will be a button in Tk20 to indicate that something is from the Strategic Plan. (NOTE: We will actually use mapping instead of a radio button)</li> <li>• Kara said that what was showed and what was said are different. Tying to the Strategic Plan is different than using the Strategic Plan.</li> <li>• Danita said the Strategic Plan has to be entered in Tk20.</li> <li>• Kara thinks there needs to be a separate email that huge changes are coming to the PET form.</li> <li>• Danita said that we have to get these messages out. We will draft them and send them out for approval among the committee the first week of August.</li> <li>• Kara says it needs to be clear they have to use the Strategic Plan.</li> </ul> <p><b>c. New Response Form</b></p> <ul style="list-style-type: none"> <li>• Kristin said this part was written as a guide to the reviewer. The main difference is the old form keeps count, but Tk20 should be keeping the count, so we are able to look at things a little more qualitatively.</li> </ul> <ol style="list-style-type: none"> <li><b>i. Comments/Suggestions</b></li> <li><b>ii. In the last meeting, the Assessments Coordinator said she would work on 2010-2011 non-instructional PET response forms. However, with the changes, the Assessments Coordinator proposed to postpone returning any response forms until the next assessment cycle because the past PET ratings were completed by a different staff member and next year's expectations will differ.</b></li> <li><b>iii. Best handling of 2011-2012 forms that are already submitted (10 total)</b></li> </ol>	
<b>Agenda Item:</b>	<b>Next Meeting: July 27, 2011 8:30 – 10:00 a.m. in Lib 112</b>	<b>Presenter:</b>  <b>Action Items:</b>
<b>Adjournment:</b>	<b>9:55 a.m.</b>	