

Instructional Assessment Sub-Committee Minutes

Committee/Meeting Name	Instructional Assessment Sub-Committee				
Date	10/24/2011	Starting Time	3:00p	Ending Time	4:30p
Location	Library 113			Recorder	Jeremy Mares
Members Present	Shawn Fouts, Monique Dupuis, Deborah Harding, Denise Hirsch, Lynae Jacob, Michael Kopenits, Aimee Martin, John Robertson, Mark Rowh, Richard Whitaker, Danita McAnally, Kara Larkan-Skinner, Kristin McDonald-Willey, Jeremy Mares				
Guests					
Absent	Russell Lowery-Hart; Carol Summers				

Topics	Discussion, Information Presenter: Kristin McDonald-Willey	Action to be Taken, Decision, Recommendation, Timeline
I. Approval of Minutes	<p>Page 3 Edit – “We <i>want</i> 50 samples” – changed to “<i>we want to collect</i> 50 samples”</p> <p>Page 9 Edit – the current minutes denote that the rubric for Empirical and Quantitative skills was developed by Aimee Martin when they it was actually developed by a team of people.</p> <p>Motion: Mark Second: Denise Approved by vote</p>	
II. Introduction of New Members	Monique Dupuis and Jeremy Mares introduce themselves	
III. Review and Approve 2011 General Education Report	<ol style="list-style-type: none"> 1. Please look over the General Education Competencies and proof read <ul style="list-style-type: none"> • Mark: Can the same artifacts be used to assess multiple competencies? • Kristin: Yes, so a better cross-college assessment can be completed • Aimee: There is a typographical error for math on the next to the last page – it reads “15 of 26 of items worth 3 points got 5 	

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	<p>points" and it should read that math artifacts worth 3 points got 3 points.</p> <ul style="list-style-type: none"> • Mark: it would be helpful if we were to have page numbers on the document so it is easier to reference. 	
IV. Instructional Improvement Evidence Questionnaire	<p>Kristin: This is a great device for the faculty to offer input on assessment processes and also provide needed data</p> <p>Danita: It helps the institution understand data, to make improvements or to know what hasn't worked before. Helps in SACS document writing</p> <p>Mark: Could the rubrics be included in the reminder form for PET forms?</p> <p>Kristin: That's a possibility for future forms.</p> <p>Deborah: (Led discussion on how things do not tend to change based off of evidence)</p> <p>Kristin: (Asked Danita to discuss upcoming factors that will leave us with no choice but to improve)</p> <p>Danita: The coordinating board is voting on the core curriculum changes (Friday) that will be effective fall 2013 or 14; the changes show differences in how assessment will be carried out in each class. In every component area, competencies must be taught and are directed toward the need for 21st century skills. 21st century skills are an important part of the Strategic Plan. Improvements are becoming a necessity; artifacts will become a higher quality once it is a requirement that the components be covered in the core curriculum.</p>	

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	<p>The data-driven approach is new.</p> <p>Lynae: We know that the faculty knows they need to have clearer instructions, but how will be it shown/documented (in reference to the institutional questionnaire)?</p> <p>Kristin: Not all teachers continually evolve their teaching; some do, but don't necessarily think of the changes as big enough to document, but you should (document little changes) because while SACS would love to see big, evident changes, it sometimes takes little changes in order for big changes to occur.</p> <p>Aimee: (Expressed concern over all of the information that was being requested and suggested that if all of the information was not being requested that an introductory paragraph be added that outlines what is being requested.)</p> <p>Kristin: (Agreed that an introductory paragraph should be added.) If we could reference each initiative/data that an instructor uses to drive changes, that's what we want. What piece of data caused change to occur?</p> <p>Deborah: No one does optional. A whole lot of people don't know how to apply what they are doing into a meaningful change.</p> <p>Group Decision: Department head is responsible to send the aggregate data from the faculty. – The departments should be all working together to produce one cohesive data form. It was also decided that it is fine for multiple department heads, with shared goals,</p>	

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	to work together and submit one form. It was decided that feedback from other colleagues and from the industry should and could be documented on this form.	
V. General Education Competency – Final 2 Rubrics Game Plan Development	<p>The comment was made that most honors classes have a “service learning” component; however, most of the students don’t have 30 hours so that presents a problem.</p> <p>DIVIDE INTO GROUPS: 2 groups were formed and each group viewed sample rubrics and their assigned competency’s definition. Next, each group began to discuss the development of an operational definition and key points for their competency’s rubric.</p> <p>CONCLUSION: The groups requested that the sample rubrics be sent via e-mail, but said that if given the full hour and a half, they felt that the rubrics could likely be completed by the end of the next instructional assessment meeting.</p>	
VI. Other		
VII. Next Meeting	November 28, 2011; Time 3 - 4:30p	