

<h1>Non-Instructional Assessment Committee Meeting</h1>	<p style="text-align: right;">February 29, 2012 8:30 Library 112</p>	
Meeting called by: Kristin	Type of Meeting: Regular	
Facilitator: None	Transcriber: Jeremy Mares	
Attendees: Mark Hanna, Janet Barton, Kristin McDonald-Willey, Joe Wyatt, Melissa Wilson, Daniel Esquivel		
Absentees: Kara Larkan-Skinner, Jessica Smith, Bob Austin, Danita McAnally, Leslie Shelton, Lee Colaw, Steve Chance		
<h2>Minutes</h2>		
Agenda Item: Approval of October 2011 minutes	Review the minutes: Mark motions to approve as distributed Joe seconds approval	Presenter: Kristin
Agenda Item: PET Forms Discussion	Evaluate PET forms Getting our feet wet with evaluating Non-instructional PET forms so that the entire college is involved with assessment. At least two members of the committee will be looking at each form in our meeting today. <ul style="list-style-type: none"> • One change to be made for the next instructional 2012-2013 presentation is to combine the PET form with Russell’s needs and integrate the PET form with the No Excuse’s initiative. By combining No Excuses and the PET process we are ensuring quality control (No Excuses focused on retention and graduation and PET focused on documenting quality). The plan is to integrate the No Excuses requirement with information that can be found in the Strategic Plan so that everyone is not really given an extra requirement. <ul style="list-style-type: none"> ○ Since the No Excuses mandate is on all of us, would this be something that we should integrate into the non-instructional PET process? In other words, would No Excuses be appropriate to apply to the Non-Instructional areas. • As we go through the PowerPoint, please note anything that needs added clarity or any suggested changes... 	Presenter: Kristin Action Items: Break into groups and evaluate assigned PET forms.
Agenda Item: Evaluating Non-Instructional PET forms <ul style="list-style-type: none"> • PowerPoint and evaluation resources • Divide into Groups of two and evaluate 	Pet Overview: <ul style="list-style-type: none"> • Reference the PET website for the most current (archived) PET forms • I tried to use a broad range of examples from different areas across AC so that the presentation wasn’t comprised of multiple examples from the same area. As a result, the examples used may not be the absolute best example, but are ones that I would consider acceptable and demonstrate a broad representation. • Goals: What goals matter to you? Identify what matters to 	Presenter: Kristin

<p>assigned PET forms</p>	<p>you and then work that into an A-E method. Your goal/outcome should also have a “so what” factor.</p> <ul style="list-style-type: none"> • Joe: Do we have goals that just sound good? Why are some of these (examples) important? • Kristin: That brings up a good point. If you don’t think that there is a “so what” factor, then that would be a good item to comment about in your response form. • On listing improvements: look at the previous year’s action plan. What part of your action plan have you completed or what else did you do to help fulfill your outcome? • Budget items: We include this to show that everything is connected even if these are items that may have already been included in your budget. • Janet: How would an action work for this PET form that I’m looking at? • Kristin: Some improvements are processes and would be closed out after a specific period of time (e.g. one year). On Janet’s form, once the action has been completed, then the outcome has been achieved and would need to be discontinued. • Action plan: Be as specific as possible. Make it clear you have measurable objectives. • Evaluating PET forms: Provided some praise along with the constructive criticism. • Joe: Can we have a disclaimer on our PET forms that says wording might be re-worked for PET information? That way it is more uniform. • Kristin: That’s a good idea. <p><u>Divide Into Groups</u></p> <ul style="list-style-type: none"> • Breakout into groups and work on the assigned PET forms. • Joe: Do we treat all success equally? • Kristin: Some PET form outcomes will be better than others, but I would just focus on how their information aligns with our requirements. You can comment in the responses for ways to strengthen a PET form. Also, if a PET form is really high quality, feel free to let me know because it could be used as an example to show others. • Mark: For a lot of our people, the PET process is something that will need one-on-one consultation. Successful completion of the process would really change the college for the better. • Kristin: From this point forward, we need to discuss the best ways to have consultations that work for people that are harder to reach (e.g. other campuses). 	
<p>Agenda Item:</p>	<p>Other:</p>	
<p>Agenda Item:</p>	<p>Next Meeting: March 28 2012</p>	
<p>Adjournment:</p>	<p>10:08 a.m.</p>	