

Instructional Assessment Sub-Committee Minutes

Committee/Meeting Name	Instructional Assessment Sub-Committee				
Date	03/22/2012	Starting Time	2:30p	Ending Time	4:25p
Location	Library 113			Recorder	Jeremy Mares
Members Present	Kristin McDonald-Willey, Jeremy Mares, Mark Rowh, Michael Kopenits, Carol Summers, John Robertson, Richard Whitaker, Aimee Martin, Shawn Fouts, Denise Hirsch, Deborah Harding, Lynae Jacob				
Guests					
Absent	Russell Lowery-Hart, Kara Larkan-Skinner, Danita McAnally, Frank Sobey, Monique Dupuis				

Topics	Discussion, Information, Presenter:	Action to be Taken, Decision, Recommendation, Timeline
I. Approval of Feb 23, 2012 Minutes	<p>Kristen asks all to read over the previous minutes</p> <p>Aimee found a typo: Notated on her hard copy, given to Kristin.</p> <p>Denise motions to approve Carol seconds</p>	
II. 2012-2013 Instructional Assessment PowerPoint	<p>Kristin Presents:</p> <ul style="list-style-type: none"> • To keep everyone up to date: little was accomplished over spring break, not all PET forms are evaluated. A substantive change was done on dual credit sites which commanded the previous week's work. A few areas from Health Sciences are behind on their data for their previous year forms, so the PET process for last year won't be closed out before this year's process begins. • The training schedule will be given in august and September at each major AC campus location. For the satellites, they will be approached at the welcome back at the beginning of the fall semester. • Danita wants to have a SACS briefing with faculty similar to Chats and Stats (more chats than stats) to discuss where information is at, how to navigate and use it. (i.e. CCSSEE, No excuses, etc presented to each campus) There is little value added when a 	

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	<p>person never sees their data. It is valuable to have institutional feedback on the data, could be obtained through a questionnaire. If people show a large interest in a given assessment device, we can have individual breakout sessions</p> <p>PET Training Powerpoint</p> <p>Kristin – Please have a look over the PET training Power Point for this next year and make note of anything that you think should be changed or made</p> <p>In PET process, budget issues can be addressed, it is a new change to the pet process and can be as detailed as you see necessary.</p> <p>Review PowerPoint and Edit as Needed</p>	
III. Update on Rubrics	<p>Update on rubrics:</p> <ul style="list-style-type: none"> • Still haven't spoken to Russell. No new news on leap, 14 colleges are moving forward loosely. We can use LEAP rubrics as guides, but modify to suit our needs. • For Personal and Social Responsibility, so long as we are meeting the THECB guidelines, we can make any modifications or visit other ideas. • Powerpoint presentation – slightly modified from previous year. We have added no excuses information, with examples on how to align with a strategic plan goal. That is the main addition. We want to make sure it is clear. <p>John – What is the LEAP rubric for Social Responsibility</p> <p>Kristin – They took the statement and split it into multiple rubrics. The</p>	<p>Changes that have been discussed and agreed upon for the Personal and Social Responsibility rubrics have been made and will be sent out to committee members once fully edited and finalized.</p>

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	<p>LEAP approach is more suited for an older student population (juniors and seniors). Personal responsibility is also split into multiple rubrics. The THECB has accepted the AACU competencies, LEAP has separated things.</p> <p>Aimee – We can be using the information from these split rubrics to align better with 2 year programs</p> <p>Kristin – If we are sticking with the 30 hour requirement there can be issues with where can artifacts be obtained from. The teamwork rubric has proven difficult because our current model doesn't require teachers to use it.</p> <p>Deborah – Can personal and social be combined, that way it will be easier to find artifacts. Have it broader.</p> <p>Kristin – So long as we are able to prove the various competency. If they were combined, they need to be balanced. We couldn't have 70% Personal and 30% Social.</p> <p>The THECB has requirements for each course area (21st century skills document), that has been approved. Artifacts will likely fall in line with the competencies because of course redesign: the new core curriculum and what is supposed to be taught.</p> <p>John – what does the core curriculum committee do?</p> <p>Lynae – When the state develops the Core, we have some leeway, so we can decide what other things we can include.</p> <p>Mark – Is number of core classes lowering?</p> <p>Lynae – we have to decide what's best for the student. Many courses are in jeopardy in being out of the core. There may be differences in core between campuses and other institutions.</p>	

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	<p>Shawn – Do we have the ability to combine rubrics since they have been approved by UEAC and the coordinating board?</p> <p>Kristin – Few institutions assess the way we do, if we are going to combine Personal and Social Responsibility we have to have balance between them.</p> <p>Aimee – It appears that many course areas are covering each of the competencies.</p> <p>Kristin – Here are the drafts of the personal/social responsibility. Once we decide what we want, we can look at the previous year’s artifacts to see if we have anything that could work.</p> <p>What points for each area do we definitely want to keep for our use, that we could possibly get artifacts for (so we aren’t asking to modify teaching content), these drafts were put together right before Christmas.</p> <p>Denise – I don’t believe that the responsibilities can be separated. Trying to combine those might increase the artifact pool, but it is complicated.</p> <p>Kristin – As a group we all will view the competency statements and rubric. THECB has approved them and requires implementation by 2014</p> <p>Lynae, Aimee – this is a new frontier in our teaching.</p> <p>Kristin – Definitions of concepts: each competency has a format of keywords to define, the Personal and Social Responsibility rubrics follow the same. Some artifacts can cross over between the two rubrics.</p> <p>John – I’m thinking what course content do I teach that can produce a lesson, to make an assignment, and that can produce an artifact to be assessed? Requiring this of a faculty member would be infuriating.</p>	

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	<p>We have to in good faith think of assignments that fit within this as is without telling the instructor they MUST do something.</p> <p>Denise – One instructor isn’t going to be asked to produce something for each competency</p> <p>Kristin – the rollout is going slow. We are in a reaffirmation year and need to be showing some forward movement; the best we can with what we have.</p> <p>Social Responsibility Specific Discussion</p> <p>John – Simply the rubric and remove the references to ecology? We added it into our definition after reading through one that was found online. It is not in our competency statement, but is in our operational definition. The rubric is too long. I motion to remove ecology from the definition of concepts.</p> <p>Lynae – Seconds to remove ecology.</p> <p>Aimee and Mark – Disagree. Ecology is a vital part. Perhaps we should reword the statement to say, “demonstrates excellence in one or more of the following:” It will make the evaluation easier to carry out because it covers more ground.</p> <p>All – agreed</p> <p>Personal Responsibility Specific Discussion</p> <p>Michael – Does the operational definition have to make mention of global community?</p> <p>John – It was worded that way in the other competency because of the</p>	

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	<p>definition. I think the reference to "Society" covers it in Personal Responsibility</p> <p>Kristin - In the powerpoint this can be modified to whatever we choose to be the best.</p> <p>John – The wording in "connections" is inconsistent.</p> <p>Lynae – Propose a change: "uses research to make connections..."</p> <p>Mark – The training has to be clear. It is going to be difficult for the instructor and the assessment committee to get a valid assignment and</p> <p>Kristin – This rubric can be reworded to not include each of: identify, connect, and respond.</p> <p>Aimee – What should be the standard a person is judged against? What is a reasoned response?</p> <p>Kristin – Let's start at a 3 point response and go from there.</p> <p>Aimee, Shawn – If a student can't identify or connect to a given ethical dilemma, they couldn't possibly respond to it.</p> <p>Aimee – A 3 point response should definitely have a tie to rules and to a personal value at the least.</p> <p>Shawn – I think that a 3 point response should adequately identify, connect, and respond; and that 4 and 5 point answers are increasingly higher quality, while 2 and 1 are lower quality.</p>	
IV. Other	<p>Kristin – Look into the rotation of people on and off this committee and think ahead for new candidates.</p>	

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V. Next meeting April 26, 2012 @ 2:30p	Meeting adjourned	