

Instructional Assessment Committee Minutes

Committee/Meeting Name	Instructional Assessment Committee				
Date	4/25/14	Starting Time	10 AM	Ending Time	Noon
Location	Library 112			Recorder	Kristin
Members Present	Brandon Moore, Danita McAnally, Ed Nolte, Kristin Edford, Monique Dupuis, Ann Hamblin, and Kristin McDonald-Willey (McW)				
Guests					
Absent	Becky Burton, Cara Crowley, Don Abel, LaVon Barrett, Russell Lowery-Hart, Walter Webb, Judy Isbell				

Topics	Discussion, Information Presenter:	Action to be Taken, Decision, Recommendation, Timeline
Previous Minutes Approved	Kristin carried out via e-mail prior to meeting: No changes were given and it was thus approved by the committee	
Preparatory Information	<p>Kristin McW Sent the following via e-mail prior to the meeting with an attachment of the updated review draft and training PowerPoint to update those unable to attend the April 4th meeting: “Good afternoon!</p> <p>At the April 4th meeting over the Instructional Review, I spent about 40 minutes going over the requirements, the proposal, etc. (see PowerPoint “handbook”) with everyone and then the group spent around 40 minutes or so asking questions, discussing likes/dislikes, etc. but the overall verdict at the end of the meeting was that AC would continue to revise the Instructional Review and come up with the best review and assessment plan we can pilot for 2014-2015.</p> <p>Attached below is the most recent draft version of the review and the beginnings of a training document (PowerPoint) that were provided at the April 4th meeting.</p> <p>At our next Instructional meeting, we will pick up where we left off last Friday and begin to really hit the editing stages hard. I want to tell you again how much your work helps our college and your fellow faculty, department chairs, etc.”</p>	

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Discussion and Edits	<p>The group went through the document section by section and suggested edits on which all those present agreed. The following changes were made in "live" time:</p> <p><u>Page 2 – 1A</u></p> <ul style="list-style-type: none"> • The directions that indicated that "designated major codes" should complete one section, but not the other was changed to indicate that "certificate programs and terminal degree programs" should complete Parts A and B and that "non-terminal degree programs" should complete Part B. • "Credentials awarded" was changed to "Completion" • "Annual Enrollment" was added as letter "g" • The previous section III on surveys was eliminated and was moved under a newly added letter "h" as "Survey, Focus Group, & Other Qualitative Data" <p><u>Page 2 – 1B</u></p> <ul style="list-style-type: none"> • A letter "c" was added with the data specified as "Survey, Focus Group, & Other Qualitative Data" <p><u>Previously Page 3</u></p> <ul style="list-style-type: none"> • Section III – eliminated and combined with previous section • Institutional Initiatives was moved from Section IV to Section III • EDIT NOT MADE (Need to make links within document to things such as No Excuses or tell what it is on document) • Combined Question 1 and 2 under No Excuses 	<p>BEFORE FALL 2014 –Find a way on Section III, Institutional Initiatives, Part A "No Excuses" to either list what the goals are in the question framework or to allow people to easily navigate from the question to these goals.</p>

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Discussion and Edits Continued...	<p><u>Previously Page 4 – Part B</u></p> <ul style="list-style-type: none"> • Heading - "Institutional Outcomes" changed to "Program Outcomes" • #2 – "...can be specifically measured and help..." changed to "...measureable outcome/s..." • #3 language changed to say "Identify your results and analyze your data" <p><u>Previously Page 7 – Part E</u></p> <ul style="list-style-type: none"> • "General Course Assessment" changed to "General Education Objectives" and that language was carried through #1 • #2-#4- Lessen wording by changing "Provide a short response identifying..." to "Briefly explain..." or "Briefly address any..." <p><u>Previously Page 7 – Section V</u></p> <ul style="list-style-type: none"> • Did away with "Policies and Procedures" and combined with "Conclusions" section • Committee decided this form was not the appropriate format to collect data on faculty credentials (#3) and that there was some redundancy (#5) so these questions were eliminated • The questions on pedagogy, program improvement opportunities, biggest issue faced, and additional comments were retained for the final section • <u>Grammar</u> – Corrected as we went along 	<ul style="list-style-type: none"> • Make sure Fall 2014 training emphasizes that the data needs to be percent/number based • Make sure that it is clear in Fall 2014 training that when the word "data" is used (e.g. Part D) what we mean is "results" • Need to find <u>some other way</u> to collect information related to faculty roster database/qualifications.
Concerns Somewhat Related to Review	<ul style="list-style-type: none"> • Those present had a question as to why a "W" counts against their success rates on things such as the Grade Distribution Report • There was also a question posed as to whether or not students have to say why they drop a class 	Meet with IR to view Grade Distribution Report and discuss both questions with Diane Brice, Registrar.

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Next Steps	Kristin McW will meet with individual areas (East Campus, West Campus, Transfer Programs without a major to determine edits needed for their specific areas prior to fall roll out.)	