

**Assessment Committee  
Instructional Sub-Committee  
Minutes of August 14, 2006**

**Attending:** Susan Burgoon, Daniel Ferguson, Joe Gandy, Jill Gibson, Danita McAnally, Delton Moore, Sheryl Mueller, Wendy Poling, Jim Powell, Mark Rowh, Mark Usnick

**Absent:** Ann Hamblin, Dr. Paul Matney, Damaris Schlong

**Approved:** Discussion Notes from May 18, 2006 meeting.

**Review of the accomplishment of this committee since inception – Danita McAnally:**

Committee members recited accomplishments to date. Accomplishments mentioned included: defined terms; chose an assessment approach for general education; identified competencies for general education; established a timeline for implementation of remaining portions of the assessment plan.

**Competencies:** Jim Powell suggested that either ethics or integrity be deleted from the Ethics, Integrity, & Diversity competency because the words are redundant. The Committee decided to cut “integrity.” Janice Newburg agreed to update the competency list and the Competency Committee member list to show the change.

**Develop operating principles or guidelines – Danita McAnally:** Danita distributed a sample list of operating principles/guidelines for assessment at colleges and universities.

The Committee agreed that AC should have a list of assessment operating principles. It was agreed that by putting a list in writing and distributing it across the College it might alleviate some fears and concerns of faculty. Danita agreed to develop a list and distribute to the Committee for review and approval. The finalized list is attached.

**Report on departmental efforts in implementing outcomes – Daniel Ferguson and Wendy Poling.:**

Daniel said all students enrolled in an English course last spring were asked to complete a seven question survey. This survey is the first phase of the English Department’s implementation of student learning assessment. All faculty members had agreed to require and use the same textbook and require use of electronic databases for research papers. The survey evaluated from students perspective whether this had occurred.

Wendy noted that the mathematics faculty embedded assessments during the Spring 2006 semester. The mathematics faculty identified five concepts for embedded assessments in College Algebra final exams. After the semester had ended, Wendy compiled all the data from copies of the relevant exams. An analysis of the data indicated that one of the questions for the five concepts was too broad and not worded on the exams. Answers to the 200 questions submitted for the four concepts demonstrated that 4 of the 5 concepts had been learned. She said “we are assessing how the students are doing within that course.” Two key recommendations resulting from that assessment: 1. better communication of vocabulary terms between Intermediate Algebra faculty and College Algebra faculty; 2. hold a workshop of College Algebra faculty to share approaches for teaching at least one of the concepts.

#### **Report on Status of the Director of Outcomes Assessment position Danita:**

During June, the position was posted and the search committee was formed. Four candidates submitted applications. Two were selected to be interviewed and both are outstanding. Committee selected a lead and strong second candidate. Currently, all new positions have been frozen and we are waiting for Dr. Jones’ decision on whether the position can be filled.

#### **Report on appointments and recognitions for Competency Committees – Danita**

It was decided that the individuals who are being appointed to the General Education Competency Committees will be receive an email/letter from Dr. Paul Matney. This correspondence will indicate which Competency Committee they have been appointed to and ask them to attend a meeting on August 31, 2006 at 2:00 p.m. The Instructional Assessment Sub-Committee reviewed the list of appointees and made corrections where necessary. Janice Newburg will include a copy of the revised list of appointees when distributing the minutes for this meeting.

#### **Focus for upcoming year and following year – Danita**

##### **2006-2007**

Implement the Institutional Portfolio Model and teach all departments which have the primary focus of offering degree majors how to write and assess outcomes. These departments/programs will implement outcomes on PET forms.

##### **2007-2008**

Continue with institutional portfolio. Teach all departments which have the primary focus of providing support courses how to write and assess outcomes. These departments/programs will implement outcomes on PET forms.

## **Guidelines for the Competency Committees on development of rubrics for – Daniel and Danita**

### **Setting up rubrics**

The Committee members commented on specific information gained from reviewing the documents emailed to them. Danita suggested the committee members gain a sense of what will be expected in terms of reporting analysis of data from outcomes assessments (e.g. use of multiple measures; presentation of data in reports; development of rubrics; sample sizes).

Competency Committees will spend the fall semester developing rubrics and practicing assessing limited samples by use of rubrics. Reminder that it will take at least a two-year period to feel comfortable with the Institutional Portfolio Model. Committees will spend the next year getting to know each other and getting on the same wave length. The Assessment Committee members and either Director of Outcomes Assessments or Danita will coach each Competency Committee through the process.

The Office of Institutional Effectiveness & Advancement will send out a request for artifacts. Each Competency Committee will need artifacts to determine whether the particular competencies have been achieved. The assignments within curricula will be the desired artifacts rather than asking for new assignments to be created just to serve as an artifact. We are not increasing the load. Rather we will be using available assignments. Daniel Ferguson reminded the committee members that we will have to keep separating the discipline area (e.g. writing) from the particular departments (English). For example, all departments/programs will be asked to provide artifacts which assess the writing competency.

The committee agreed to have a group meeting for all Competency Committee members to explain the over-all approach and be sure everyone is on the same page before beginning each individual committee's assigned task. After much discussion, it was decided that Competency Committee members will receive a letter from Dr. Paul Matney informing them that they have been chosen to serve on the particular Competency Committee and requesting their attendance at the orientation meeting on August 31, 2006 at 2:00 p.m. The orientation meeting will explain: 1.) history of the outcomes assessment process at Amarillo College (Dr. Paul Matney); 2.) introduce the principles for assessment at Amarillo College (Dr. Paul Matney); 3.) the purpose of the meeting – why are you here (Dr. Paul Matney); 4.) a complete listing of all Competency Committee members (Dr. Paul Matney); 5.) discuss the ongoing nature of the assessment process at Amarillo College (Dr. Paul Matney); 6.) the timeline for assessment process at AC (Danita McAnally); 7.) responsibilities and terms of the committee members (Danita McAnally); 8.) overview of how to get started with tasks for the Competency Committees (Daniel Ferguson); 9.) a summary of tasks for Competency Committees during the entire academic year (Danita McAnally).

**Upcoming Meetings:**

1. Competency Committees Orientation - August 31, 2006 at 2:00 p.m. in Badger Den
2. Instructional Assessment Sub-Committee - Friday, September 22, 2006 at 1:30 p.m.

**Meeting Adjourned:** 10:42 a.m.



## **General Education Competencies**

***Mathematical Skills:*** Students will analyze and solve mathematical problems using computational skills.

***Application of Critical Thinking Skills:*** Students will analyze problems, acquire and evaluate information, organize concepts, and construct solutions.

***Communication Skills:*** Students will evaluate, analyze, and communicate effectively through written, verbal, and non-verbal expression.

***Technological Literacy:*** Students will demonstrate competency in using relevant technology.

***Aesthetic Awareness:*** Students will demonstrate an awareness of the scope and variety of works in the arts and humanities and the aesthetic principles that guide these works.

***Ethics and Diversity:*** Students will identify standards promoting academic, professional, and civic responsibility within a culturally diverse society.

## Principles for Assessment at Amarillo College

1. The intent of assessment at Amarillo College is to improve “the educational, cultural and community services” as identified in the Amarillo College mission.
2. Outcomes assessments focus on achieving continuous improvement in educational programs and administrative and educational support services rather than identifying these programs’ success or failure.
3. Outcomes assessment of student learning, educational support and administrative support will be a collaborative process involving, faculty, classified staff, administration, and, whenever appropriate, students.
4. Outcomes assessments results will not be used for evaluation of faculty, administrative, or classified staff. Results will be used to evaluate and improve the institution.
5. Whenever possible, the methodologies for assessing outcomes will be inconspicuous to students or others who are being assessed
6. Whenever possible, submissions used for assessment will come from existing assignments instead of ones specially created for outcomes assessment. What we assess will be what we already do.
7. The assessment process itself will be evaluated.
8. Amarillo College’s strategic plan includes evaluating student success by establishing and assessing an institutional outcomes assessment program. The President’s Cabinet supports these outcomes assessment efforts.

## General Education Competency Committees

### ***1. Mathematical Skills:***

Faculty members from each of the following divisions:

Sciences and Engineering – Karen White

Aimee Martin

Industrial and Transportation Technologies – Neil Mock

Business – Dr. Rao Prabhakar

All Other Instructional Divisions – **Joe Gandy**

### ***2. Application of Critical Thinking Skills:***

Faculty members from each of the following divisions:

Sciences and Engineering – Dr. Claudie Biggers

**Susan Burgoon**

Language, Communication & Fine Arts – Judith Carter (English)

All other Instructional Divisions – Donna Cleere

Kathy Reed

### ***3. Communication Skills:***

Faculty members from each of the following divisions:

Language, Communication and Fine Arts – **Daniel Ferguson**

Judy Carter - Speech

Behavioral Studies – Dr. Brian Farmer

Academic Development – **Ann Hamblin**

All Other Instructional Divisions – Gay Mills

### ***4. Technological Literacy:***

Faculty members from each of the following divisions:

Sciences and Engineering – Dan Porter

Business – **Mark Usnick**

Industrial and Transportation Technologies – Richard Whitaker

Allied Health or Nursing – **Mark Rowh**

All Other Instructional Divisions – D'Dee Grove

### ***5. Aesthetic Awareness:***

Faculty members from each of the following divisions:

Language, Communication and Fine Arts – Victoria Taylor-Gore

**Jill Gibson**

Behavioral Studies – Deb Avara

All Other Instructional Divisions – Ann Fry

Alan Kee

### ***6. Ethics and Diversity:***

Faculty members from each of the following divisions:

Behavioral Studies – **Dr. Jim Powell**

Sciences and Engineering – Rathna Prabhakar

Business – Steve Beckham

Nursing – Delores Thompson

All Other Instructional Divisions – Sarah Uselding

**Orientation for Competency Committees**  
**AGENDA**  
**September 7, 2006 2:00 p.m.**

- I. History of the outcomes assessment process at Amarillo College – Dr. Paul Matney**
- II. Introduce the Principles for Assessment at Amarillo College – Dr. Paul Matney**
- III. Purpose of this meeting (“Why are you here?”) – Dr. Paul Matney**
- IV. List of all Competency Committee members – Dr. Paul Matney**
- V. Discuss the ongoing nature of the assessment process at Amarillo College – Danita McAnally**
- VI. Timeline for assessment process at AC – Danita McAnally**
- VII. Responsibilities and terms of the committee members – Danita McAnally**
- VIII. Overview of how to get started with tasks for the Competency Committees – Daniel Ferguson**
- IX. Summary of tasks for Competency Committees during the entire academic year – Danita McAnally**
- X. Closing**
  - Questions**
  - Break into Competency Committees**