



## **MINUTES**

### **Assessment Committee**

**4/18/05**

**1:00 - 2:33 pm**

**Library 112**

Attendees:	Robert Austin	Leslie Cagle	Mark Hanna	Paul Matney
	Danita McAnally	Damaris Schlong	Susan Burgoon	Daniel Ferguson
	Joe Gandy	Charles Hendrick	Sheryl Mueller	Wendy Poling
	Jim Powell	Mark Rowh	Mark Usnick	Sharon Doggett
		Jill Gibson		Ann Hamblin

Recording Secretary: Brandy Hayes

Absent: Delton Moore

Call to order: 1:01 p.m.

### **PowerPoint**

1. Assessment Committee  
Membership – Introductions
2. Reason For This New Standing Committee
  - ◆ Assessments are now required
  - ◆ This committee will become the primary vehicle for reviewing options and making recommendations regarding assessment
  - ◆ It will be a component of the systematic approach for institutional effectiveness at AC
3. Charge to Committee
  - ◆ Propose learning (instructional) or service (non-instructional) goals
  - ◆ Select appropriate methodologies for measuring the goals
  - ◆ Use data to recommend improvements

#### 4. Definition Of Outcome

A change in :

- knowledge                      -- behavior
- skills                            -- attitudes
- status                           -- expertise
- ability                          -- etc.

of students (few instances will be clients)  
as a result of learning or a service.

#### 5. Challenge of Measuring Outcomes

- Evidence
  - learning or service is making a difference
  - valid
  - reliable
  - objective
- For instructional -- evidence should be in addition to grades
- For non-instructional – little or no systematic “evidence” is available
  - new assessments must be found

#### 5. Must Have Outcomes For All Aspects Of The College

#### 6. Instructional Areas

- Learning outcomes
  - Student outcomes
    - required
  - Program outcomes
    - often referred to as outputs or direct measures
    - should always support student outcomes

#### 7. Non-instructional Areas

- Referred to as either
  - Outcomes for Educational Support Services
  - Outcomes for Administrative Services
    - Student outcomes
      - required
    - Program outcomes
      - often referred to as outputs or direct measures
      - should always support student outcomes

#### 8. Where do we start? How do we proceed?

#### 9. Recommendation

- Solutions that meet the requirements
- Easiest solutions to implement

10. Plan for Outcome Assessments Draft

- **Phase I: Orientation to Outcomes Assessments**
- **Phase II and III: Implementation of Outcomes Assessments for Instructional Areas and Implementation of Outcomes Assessments for Non-Instructional Areas**
- **Phase IV: Sustainability of Outcomes Assessments**

11. Timeline for Instructional

April 2005

Assessment Committee meets to discuss charge;  
assessment methodologies and instruments;

May 2005

Instructional sub-committee reviews options for assessing competencies for general education/core curriculum;  
determines assessment methodology(s) and instrument(s) to be used for assessing general education/core curriculum

May - August 2005

Instructional sub-committee makes recommendations for general ed. assessments to Academic Affairs; discusses options for reviewing assessment methodologies and instruments with chairman of major disciplines lacking any student outcome on the discipline's/program's PET form

September – December 2005

General education/core curriculum assessments administered as recommended by the Assessment Committee and directed by Academic Affairs Committee

12. Timeline for Non-Instructional

May – August 2005

Non-instructional subcommittee reviews all student services for outcome  
- assessments and approaches for outcome assessments  
- determines assessment methodology(s) and instrument(s) to be used for assessing student services

September – December 2005

Non-instructional subcommittee reviews options for outcome assessments in administrative services  
Make recommendations for implementing outcome assessments to be included in student services departments PET forms  
Make recommendations for implementing outcome assessments to be included in administrative services departments PET forms

January 2006 - continuing

Present recommendations regarding the assessment process especially as it interrelates with I.E. process to the I.E. Committee and subsequently make recommendations to the President's Cabinet

### 13. Review Of Major Assessment Approaches (Methodology Options)

#### Instructional

Exit Tests (Standardized Tests) – given after instruction has been provided to assess student's/client's ability to perform what was taught (May be post-test only or pre-test/post-test; may be locally developed or nationally normed); benchmarks are available

#### Licensure Or Certifications

External tests - administered by an outside agency with successful results assuring in a credential; benchmarks are available

#### External Evaluations

Expert/consultant from outside AC - assesses office or departmental practice

#### Best Practices/External Benchmarks

Information/data from a professional association/outside agency - identifies benchmarks for national norms or other similar colleges

#### Performance Observations (including juried performances)

Observer - watches a student/client perform whatever was taught

#### Surveys

Locally developed or nationally normed surveys - ask the student/client questions which measure the level of learning based on outcomes

#### Portfolio

Compilation of a student's work -demonstrates a satisfactory level of performance based on a review by a qualified external reviewer(s)

#### Capstone Course

Course at the end of a degree program - requires the student to demonstrate the knowledge and skills established in the program's objectives

NOTE: Focus groups may precede any of the above methodologies to assess what a small but representative group of students/clients perceive. In assessing outcomes, the focus group is asked a series of questions which will allow the facilitator to observe whether the students/clients learned what was taught.

### 14. Review Of Major Assessment Approaches (Methodology Options)

#### Non-Instructional (Educational Support Services and Administrative Services)

##### Best Practices/External Benchmarks

Information/data from a professional association/outside agency - identifies benchmarks for national norms or other similar colleges

## Surveys

Locally developed or nationally normed survey - asks the student/client questions which measure the level of understanding after having received a service; satisfaction with a service

### Examples of Satisfaction Questions for Customer Service

- General/Overall: "Overall, I am satisfied with the services I received."
- Facilities: "The facility is open during reasonable hours." "The facility is clean and orderly, and I could easily find my way around."
- Staff: "The staff members were able to answer my questions." "The staff members were courteous." "The staff members were knowledgeable and helpful."
- Communication: "I received the information I needed to obtain services." "I was given a clear explanation about the materials needed to receive services." "My telephone call, e-mail, or letter was routed to the proper person."
- Internet Sites: "I am able to access information about the services I need using the Internet." "The website contained clear and accurate information on events, services, and contact information."
- Complaint Handling Process: "I know how to make a complaint regarding services." "If I complained, I believe it would be addressed in a reasonable manner."
- Timeliness: "My telephone, letter, or e-mail inquiry was answered in a reasonable amount of time." "The time I waited to receive services was reasonable."
- Printed Information: "I have received printed information explaining the services available." "The printed information provided thorough and accurate information." "The printed information was clear and understandable."

## Direct Measures/Outputs

Count of an activity done by an office or department; also referred to as program or institutional outcomes (outputs)

## External Evaluations

Expert/consultant from outside AC -assesses office or departmental practice

## Performance Observations

Observer - watches a client/student perform whatever was taught

## Portfolio

Compilation of a student's work -demonstrates a satisfactory level of performance based on a review by a qualified external reviewer

## 15. Options for Accomplishing Objectivity

- Vary reviewers/evaluators
- Use benchmarks

## 16. BEST PRACTICES/BENCHMARKS

- The **preferred best practice/benchmark** - one developed by a professional organization to define competence or excellence (see list entitled Administrative and Student Support Services).
- Ideally, it should not merely describe the basic requirements of the job. Instead, use something like an item from the "Best Practices List" provided by the Office of the State Auditor, or the Postal Service's rules for the handling of hazardous materials, or the CDC's new standards on bioterrorism preparedness. The CAS standards are a good source for benchmarks for student services departments. Others can often be found on a professional organization's website.
- **May have been set by an advisory board.** A list of links to benchmarks for administrative and student support services follows.
- **Comparison with peer institutions.** This may involve you surveying them—but they probably have IE reports to do as well, and they will answer your surveys if you promise to share the results. Some recent peer comparisons have included fee levels for services and the content of a web site for Institutional Research.

## 17. EXAMPLES OF BEST PRACTICES/BENCHMARKS

### **Administrative and Student Support Services**

(Adapted from Angelo State University)

Each administrative and student support services department must use a benchmark, that's, a standard set by an external agency or a communal one.

Here are some suggestions for establishing a benchmark among peer groups or as a Best Practice:

Conduct a survey among peer institutions. For some departments, these need not be academic institutions. The Post Office and the Copy Center have surveyed professionals in their areas. The Division of Continuing Education surveys its peers at other universities in Texas.

### **General**

National Center for Educational Data Statistics (NCES – official database of all higher education statistics – pulled from IPEDS reports)

<http://nces.ed.gov/ipeds/pas/Expt/index.asp>

Higher Education Accountability System (hosted by THECB)

<http://www.theeb.state.tx.us/stealth/CCAccountability/>

National Student Clearinghouse

<http://www.studentclearinghouse.org/>

National Community College Benchmarking Project (hosted by Johnson County Community College)

<http://www.nccbp.org/>

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<http://www.nccbp.org/>

18. The 2005 benchmarks are as follows:

- Certificate, degree completion and transfer rates
- Credit course persistence rates
- Performance in transfer institutions
- Student satisfaction ratings
- Student goal attainment
- College-level course retention and success rates
- Developmental course retention and success rates
- Developmental student success in first college-level courses
- Career program completers' employment status and employer ratings
- Success rates in core academic skill areas
- Institution-wide grade information
- Minority participation rates
- High school graduate enrollment rates
- Market penetration rates
- Business and Industry productivity
- Average credit section size
- Student/faculty ratio
- Distance learning outcomes
- Instructional faculty load
- Cost per credit hour and FTE student
- Student/student services staff ratio
- Human resources statistics
- Cost per credit hour
- Training expenditures per employee

**19. EXAMPLES OF BEST PRACTICES/BENCHMARKS**

**General**

**Institutional Advancement and Development of the Foundation**

- Council for Aide to Education (a subsidiary of Rand Corporation)  
[http://www.cae.org/content/pro\\_data\\_trends.htm](http://www.cae.org/content/pro_data_trends.htm)

**Institutional Research and Institutional Effectiveness**

- Association of Institutional Research
- <http://www.airweb.org/links/>

**Human Resources**

- U.S. Department of Labor Bureau of Labor Statistics
- <http://stats.bls.gov/oco/ocos021.htm>
- Texas Workforce Commission - labor market information  
<http://www.twc.state.tx.us/customers/rpm/rpmsub3.html>

### **Administrative and Financial Services**

- National Association of College and University Business Operations  
<http://www.nacubo.org/x7.xml>

### **Student Services Departments**

- CAS Standards and CAS Self-assessment Guide (available in College Advancement office)
- <http://www.cas.edu>
- National Association of Student Personnel Administrators
- <http://www.naspa.org/>

### **The Consortium for Student Retention Data Exchange**

#### **Student Retention Data Exchange**

- The Consortium for Student Retention Data Exchange (hosted by The University of Oklahoma Outreach)
- <http://tel.occe.ou.edu/csrde/>
- Policy Center on the First Year of College
- <http://www.brevard.edu/fyc/resources/>

### **Technology**

EDUCAUSE

<http://www.educause.edu/>

### **Library**

American College & Research Libraries

<http://www.ala.org/ala/acrl/acrlstandards/standardsguidelines.htm>

#### 20. First Year Writing

<http://wpacouncil.org/positions/outcomes.html>

Instructional Current Assessment of General Education

#### 21. Academic Profile Pilot - begins Wednesday

200 May Graduates

3 versions – 1 paper/pencil and 2 web

\$10 gift certificates to Hastings for completers

Drawing for IPOD shuffle

Results available by October- including benchmarking

#### 22. GENERAL EDUCATION COMPETENCIES

Completion of a degree program at Amarillo College will demonstrate student competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computer as specified below:

- **Reading Skills:** analyzes and interprets a variety of printed materials  
(Academic Profile)
- **Written Communication Skills:** organizes and expresses written ideas coherently and appropriately (NOT available through Academic Profile until January 2006)



- **Oral Communication Skills:** organizes and expresses spoken ideas coherently and appropriately **(NOT available through Academic Profile)**
- **Fundamental Mathematical Skills:** performs basic mathematical computations **(Academic Profile)**
- **Basic Computer Literacy Skills:** uses computer technology to communicate, solve problems, and acquire information **((NOT available through Academic Profile – considering merging some portions of Information Literacy assessment into Academic Profile to in the future)**
- **Human and Social Understanding Skills:** thinks critically about social and global issues, examines diverse perspectives, and understands the principles of democracy **(Academic Profile)**
- **Problem-Solving and Decision-Making Skills:** searches for and tests solutions using analytical and intuitive abilities **(NOT available through Academic Profile)**
- **Aesthetic Appreciation Skills:** knows and appreciates interpretations, ideas, and values expressed in human imagination and thought **(NOT available through Academic Profile)**
- **Critical Thinking Skills:** seeks, organizes, assimilates, synthesizes, and uses information to solve real-world problems. **(Academic Profile)**
- **TOTAL COMPETENCIES: 9**
- **COMPETENCIES EVALUATED BY ACADEMIC PROFILE PILOT VERSION: 4**
- **COMPETENCIES WHICH MAYBE EVALUATED BY FUTURE VERSIONS OF ACADEMIC PROFILE: 6**

### ***Homework***

#### Instructional Subcommittee

- watch ePortfolio web stream of teleconference (available at this link <http://www.starlinktraining.org/svlibrary/librarysv.html>.)
- review some information from this <http://www2.acs.ncsu.edu/UPA/assmt/resource.htm#area>

#### Non-instructional Subcommittee

- review some information from this <http://www2.acs.ncsu.edu/UPA/assmt/resource.htm#area>

#### Next Meetings

- Instructional sub committees will meet Monday, April 25, 2005.
- Non-instructional sub committees will meet the week of May 1, 2005

Adjourned: 2:33 pm

Recording Secretary: Brandy Hayes