

Instructional Assessment Sub-Committee
January 25, 2008
10:00 -11:30 am; Library 205

Minutes

Attending: Mark Usnick, Damaris Schlong, Kara Larkan-Skinner, Danita McAnally, Dr. Jim Powell, Joe Gandy, Susan Burgoon, Dan Ferguson, Aimee Martin, Sheryl Mueller, Delton Moore, Judy Isbell, and Jill Gibson.

Absent: Dr. Paul Matney, Mark Rowh, Wendy Poling.

Guest: Brandy Hayes

- I. Approval of Minutes from November 26, 2007 meeting – Danita McAnally
Minutes of 1-8-08 – Daniel Ferguson noted we did not have a discussion about the Level II Math. Joe Gandy was not able to attend the last meeting move his name to the absent list. These corrections will be made.
- II. Discuss Jeff Seybert's Visit- Danita McAnally,
Kara Larkan-Skinner

After our discussion with Jeff Seybert about copying assignments. We now have a person on board copying the assignments who is not a student, please share this information with all of your committee members so they will be comfortable about the copying process.

- a. Review Jeff Seybert's packet for solicitation of artifacts
 - i. Letter of Solicitation
 - ii. List of Competencies (Assignment Form)
 - iii. Response Form
 - iv. Follow-up Letter
 - v. Thank you Letter

Paul has looked at the JCCC letter and modified it. Danita suggested faculty should receive a "red email" from Paul. Kara has a targeted master list called (quick and dirty list). Kara has asked the committee members to give a best guess at which courses will have 30 hour students and which competencies are taught in the courses. We have to get this turned around next week. Kara estimated that we will need 100 pieces of student work per

competency, for every one course we will need ten pieces of student work. We are already into the semester and losing potential work. Kara said if the response rate is low then we can use work from last semester. Kara notes we are blacking out all of the names in order to keep confidentiality.

- b. Revise JCCC's packet for Amarillo College's purposes
 - i. Letter of Solicitation
 - ii. Examples of Assignments
 - iii. Response Form

Committee members noted that the letter needs to be shorter and bulleted with two attachments. Faculty will only do a yes or no answer to their letter. Susan Burgoon suggests we condense the letter, examples and response form to one page. It was suggested we give a letter of thanks for participating faculty. Judy Isbell is worried about having a date required. Jill suggests we ask them to give an approximate date and we will send them a reminder letter of the due date. Put it two weeks before they need it. A suggestion was made by Susan Burgoon that we give a gift card for the first fifty participants. Aimee Martin agreed and suggested the also get the thank you letter for faculty notebooks.

- III. Discuss Proposed Targeted List- Kara Larkan-Skinner
 - a. Review list of courses for each Department/Division
 - b. Determine which courses are a good fit
 - c. Predetermined target sample based on ALL courses offered

- IV. Discuss Changes to General Education Competencies-Danita McAnally
 - a. Competency Committee Leaders set up individual meeting times with Kara Larkan-Skinner to receive student work
 - i. Deadline for assessment- April 30, 2008
 - b. Discussion about working on hard skills first and waiting to assess the soft skills. The group agreed to just work on the four hard skills at this time and postpone the soft. To rename the math competency to mathematics rather than mathematical skills. Judy Isbell made the motion seconded by Susan Burgoon - passed unanimously. The committee also decided to create a soft skill floating committee to talk with different entities of the institution that will evaluate these skills as they are identified. Motion made by Jim Powell, Mark Usnick seconded the motion, and the motion passes unanimously.
 - c. Formal motions to make changes to Aesthetic Awareness and Ethics and Diversity Competencies. Jim Powell made a formal motion to remove soft skills (Aesthetic Awareness and Ethics and Diversity Competencies), Judy

Isbell seconded. Motion carried all in favor unanimously. Because of this motion we will make a proposal to Academic Affairs to modify the catalog as shown below:

Amarillo College Catalog

Page 47

General Education

General education, as distinguished from professional or vocational education, provides a broad-based educational experience. General education courses promote those skills, understandings, attitudes, and values which will equip students for effective, responsible, productive living. The General Education program is structured so that all degrees require a core of courses with each of the following areas represented: Fine Arts/Humanities, Social/Behavioral Sciences, and Natural Sciences/Mathematics. The courses required for the AA, AS, and AAT degrees constitute the core curriculum as required by the State of Texas.

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:

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

Application of Skills (Analytical Thinking, Critical Thinking, Problem Solving): Students will analyze problems, acquire and evaluate information, organize concepts, and construct solutions.

Communication Skills (Reading, Writing, Speaking, Non-Verbal): 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, Integrity, & Diversity: Students will identify standards promoting academic, professional, and civic responsibility within a culturally diverse society.

CHANGE TO THIS:

General Education

General education, as distinguished from professional or vocational education, provides a broad-based educational experience. General education courses promote those skills, understandings, attitudes, and values which will equip students for effective, responsible, productive living. The General Education program is structured so that all degrees require a core of courses with each of the following areas represented: Fine Arts/Humanities, Social/Behavioral Sciences, and Natural Sciences/Mathematics. The courses required for the AA, AS, and AAT degrees constitute the core curriculum as required by the State of Texas.

General Education Competencies

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

Mathematics: Students will analyze and solve mathematical problems using computational skills.

Critical Thinking and Problem Solving: Students will analyze problems, acquire and evaluate information, organize concepts, and construct solutions.

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

Technology: Students will demonstrate competency in using relevant technology, primarily computer related.

Danita reported we have to get the material in quickly – we have got to prove student outcomes. We have to have one full year of data and we have to be able to recommend something. SACS may give us a warning if we cannot show improvements. If we are going to change the competencies we have to go through academic affairs so that it can be in the catalog for next year. We will concentrate on hard skills which are Mathematics, Critical Thinking and Problem Solving, Communication, and Technology. Remove Aesthetic Awareness and Ethics and Diversity from the catalog at this time and consider them soft skills to be added later.

Add primarily computer efficiency to the Technology competency under the catalog description.

Aimee Martin reported the frustration from faculty, because they did not understand the process for participating in General Education Outcomes Assessment. She also noted that student work in Math needs to be graded.

Susan Burgoon reported the Critical Thinking Competency Committee made changes to their rubric, from 4 potential scores to 5.

V. Discuss Timeline for Results/Use of Results Training-Danita McAnally

Come back to this at the February meeting and PET outcomes 2008-2007.

VI. Recommendations for Assessment Budget FY 2009-Danita McAnally

- a. Support Personnel
- b. Scanned documents vs. copied documents

Jill Gibson proposed a motion for AC to purchase the document imaging software necessary for the scanning and reading of documents from any computer on campus. This would allow the General Education Competency Committee restricted access to documents (e.g. security), and reduce paper copying costs. Jill noted that this should not be a budget item for the Department of Assessment & Development but should be an institution-wide IT budget item. Joe Gandy seconded. The motion passed unanimously.

At the last meeting, this Sub-committee discussed additional “support personnel” and IR staff for the Department of Assessment & Development. Danita said that this department’s staff cannot handle the clerical work load from the assessment efforts and meet FERPA requirements regarding student information. She said that additional IR staff member(s) are not necessary because the “India team” is allowing the Office of IR to meet the demand.

A motion was made by Jim Powell that the Instructional Assessment Subcommittee supports including in the assessment budget for the next year (FY09) to hire a highly-skilled clerical person with same database skills as Brandy Hayes and at her current level (e.g. Administrative Systems Specialist). This would allow for more than one clerical person in the department to handle the volume and eliminate only one clerical person being the “gatekeeper” for all computer intensive projects. Plus, it would allow the administrative staff to effectively meet their job duties. Motion was seconded by Jill Gibson. It passed unanimously.

The following changes to the Examples of Assignments by General Education Competency was agreed on by the committee:

EXAMPLES OF ASSIGNMENTS BY GENERAL EDUCATION COMPETENCY

The following are explanations and examples for each general education competency. Please note that multiple choice questions will not qualify for assessment in any of the competencies

Aesthetics - Recommended student work would include written assignments (e.g. essay, essay exam, or other similar work) which demonstrate the students’ ability to approach a work of creative expression within the arts or humanities.

Examples may include, but are not limited to:

- [art review](#)
- [concert review](#)
- [theatre review or performance critique](#)
- [reflection paper](#)
- [compare/contrast essay](#)

Communication- Assignments to be assessed for the communication competency would require students to present a grammatically correct [essay or speech](#) effectively organized with an introduction, conclusion, thesis statement, supportive reasoning, and evidence appropriately documented. If the assignment is a speech, it also should require effective verbal and nonverbal delivery.

Critical Thinking - Recommended student work will consist of an assignment similar to that detailed below which demonstrates students’ abilities to analyze problems, acquire and evaluate information, organize concepts, and construct solutions.

Examples may include but are not limited to:

- [Research, writings](#)
- [Analysis/solutions of problems/case studies](#)
- [Use of Scientific Method](#)

- Sequencing formularies
- Justification of results
- Explanation of reasoning.

Ethics and Diversity - Recommended student work will consist of an assignment similar to that detailed below which demonstrates students' abilities to apply an ethical code of standards to address a personal, professional or cultural issue or question.

Examples may include but are not limited to:

- Essays, research papers, or reflection papers
- Written summary of an oral discussion or team project
- Essay answers within an exam or test
- Any assignment which includes specific instruction for the student to respond to an ethical question/issue within a culturally diverse society

Mathematics - Recommended work is one class set of one **graded** assignment (i.e. homework, test project, etc.) which would allow the student the best chance to meet the criteria outlined in the mathematics outcome statement of the AC competency statement (analyze and solve mathematical problems using computational skills).

Briefly, such an assignment would allow students to:

- Work with work with extraneous data, word problems, or applications
- Create tables, graphs, or diagrams, or select and use equations or formulas
- Obtain several mathematical results
- Draw qualitative conclusions from their mathematical work.

An assignment created to provide the students the opportunity to do all four items stated above would make an excellent submission for the assessment study. If the assignment does not include all four items identified above, choose the assignment which would allow students to demonstrate as many of the four items listed above as possible.

Technological Literacy - Recommended student work will consist of an assignment similar to that detailed below which demonstrates the students' abilities to apply technology skills in communicating information.

Examples may include but are not limited to:

- Power Point presentations
- Spreadsheets
- Word documents

Below is the edited version:

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- [Word documents](#)

VII. Summary of Formal Motions

- a. Include in the assessment budget (FY09), to hire a highly-skilled clerical person. Jim Powell made a formal motion, Jill Gibson seconded the motion and it passed unanimously
- b. Request the college purchase the document imaging software necessary for the scanning and reading of documents from any computer on campus. Motion made by Jill Gibson, Joe Gandy seconded the motion, and the motion passed unanimously.
- c. Change the Catalog statement from Mathematical skills to Mathematics. Judy Isbell made the motion seconded by Susan Burgoon - passed unanimously.
- d. Create a soft skill floating committee. Motion made by Jim Powell, Mark Usnick seconded the motion, and the motion passed unanimously.
- e. Remove Aesthetic Awareness and Ethics and Diversity from the Catalog list of General Education Competencies. Jim Powell made a formal motion to remove soft skills (Aesthetic Awareness and Ethics and Diversity Competencies), Judy Isbell seconded. Motion passed unanimously.

VIII. Next Meeting – February 29, 2008; p.m.– Danita McAnally Buy lunch -- for the meeting 11:30 working lunch until 1:00

Meeting was changed to February 15, 2008 same time in Library 112

April meeting will feature “how do you right out your results and your pet forms.”