

Instructional Assessment Sub-Committee
November 26, 2007
Minutes

Attending: Wendy Poling, Jim Powell, Dan Ferguson, Joe Gandy, Mark Rowh, Mark Usnick, Jill Gibson, Danita McAnally, Judy Isbell, Delton Moore, Paul Matney, Sheryl Mueller Amiee Martin.

Absent: Kara Larkan-Skinner, Susan Burgoon, Damaris Schlong.

Guest: Brandy Hays

- I. Approval of minutes for October 22, 2007 meeting – Dr. Paul Matney
Approval of minutes noted changes: Danita indicated a change on page 2 - Lara should be Kara. Page one Dr. Powell's name was misspelled. Bottom of page 2 "what should the be the deadline:" was changed to read "what should be the minimum number of hours?" A motion was made by to approve these minutes with changes. Changes will be reviewed at the next meeting.
- II. Report on Assessment of General Education Competencies Committee Leaders
 - o Review number of assignments submitted – Dr. Paul Matney
The committee reviewed the hand-out indicating number of unduplicated faculty who submitted instructions for assignments. A large number of faculty submitted this time (101).
 - Brandy Hayes shared some of the confusions regarding the submissions. She said the form maybe furthering confusion by allowing the submitter to select multiple competencies. She suggested asking the faculty member to select the preferred competency. Danita said we need to rename the form to clearly indicate General Education Competency submission. She indicated Kara and her would re-evaluate the form and bring any proposed revisions to the January meeting.
 - Danita said we now have assignments from every division. This is very good. Jill suggested we send a thank you email. Paul will send the thank you.
 - Paul stressed that we should accept all submissions and let the committees decide if it is a good submission. Brandy said she had not declined any submissions because she doesn't know the criteria. Danita said Kara had not declined

submissions before leaving. Jill said she had answered some questions about Aesthetic Awareness and in so doing some may have interpreted her comments as declining a submission. As it stands, Kara receives all submissions, determines which to forward to the committees based on submission competency and 30 hours completed per student. Then, committee leaders may return some to Kara for re-assignment to another competency committee.

- Danita passed a handout around with the steps involved in submitting general education competency assignments and student work. She said it is the instructions for the assignment that we need first. We should receive the instructions for the assignment then the student work. She said it appears that the more we clarify terms on the form the better. Paul said he agreed with the clarity and asked that all committee members use the same language.
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- Update on General Education Competencies – General Education Competency Committee Leaders

Aesthetics Awareness – Jill Gibson had nothing new to report. This competency committee received more than 50 student work examples and still had 50 when 10 were determined to not fit the competency.

Communication Skills – Dan Ferguson said this competency committee has not met since early in the year. He reported they have worked on 4-6 speeches. He thinks they can get theirs done before the deadline. Grammar has been their biggest problem identified.

Computer Literacy – Mark Rowh and Mark Usnick distributed a hand-out from their committee members. This competency committee has assessed 53 student work examples. These included 49 Power Point slide presentations and 4 Word documents. They did not have any spreadsheet documents. The hand-outs identified a few areas where students need improvement.

Critical Thinking Skills - Susan Burgoon was absent because of death in the family (no report).

Ethics and Diversity – Jim Powell reported that this competency committee is working on completing the assessments and they have more student work examples. He asked what the deadline

should be. The Instructional Assessment Sub-committee agreed to finish the assessments by Dec. 7, 2007 and have an electronic version of the rubric with scores, strengths and weaknesses to Danita by no later than Dec. 19, 2007. Jim agreed that this competency committee should be finished by the deadline.

Mathematics Skills - Joe Gandy said that this competency committee had met twice. He said they kept changing the wording on the rubric score sheet to allow all the assignments to be evaluated. He said they should be finished by the deadline.

- Discuss approaches for increasing submissions – General Education Competency Committee Leaders

The committee members agreed that the submissions will improve as faculty become more familiar with the types of assignments and which competencies they best fit. They suggested that Paul continue to work with division chairs to encourage submissions.

III. **Report on Discipline specific Outcomes** – Danita McAnally

- Discuss PET submissions – Danita McAnally

Danita's hand-out on PET form submission includes the number of outcomes for each PET form submitted. Of those submitting, 95% had at least one outcome. However, only 45% of PET forms were submitted to date. Paul will send another email to division chairs urging them to email Brandy with the missing PET forms.

Each PET form must have at least one direct outcome. Since the only place that can be checked is on the PET form, Danita's department "graded" outcomes using the A-E method. If an outcome had two or more missing from A-E method, it was not counted as an outcome. If they missed only one of the A-E items, it was accepted as an outcome this year but won't be in the future.

Danita handed-out the PET forms and asked for discussion. She asked committee members to review the "grades" for PET form to determine if any were "incorrectly graded." All agreed that the "grades" were correct and they were pleased with the quality of the outcomes.

Danita asked "Based on the outcomes, what do we need to work on the most in future training sessions?"

- Committee will review each PET within their division for at least one direct outcome (Hand-outs – PET forms by division)

- Mark Usnick asked if employment can be tracked? Danita said all technical programs receive annual data from THECB indicating whether the program had at least 85% employment. She said employment is not a direct outcome but an indirect one. It is strong when combined with a direct outcome. She reminded the committee that a direct is a clear relationship of how the intervention added to the students' lives (e.g. causal relationship or value-added)? She mentioned that when her department "graded" the outcomes, they did not count the indirect outcomes unless at least one direct outcome was included on the PET form.
- Wendy noted that the mathematics & Engineering PET forms used only course number and they feel course names will also be needed for clarity.
- Joe said the direct outcomes for truck driving included licensures and a job. He said aviation has had a number of students complete the program but have never tested by the FAA. This is because they fear the test. Danita said this an example of where dialogue across disciplines will help. She said both X-ray and Mortuary Science have implemented approaches to help students over-come fear of tests.
- Dan they are being unclear. For example, the "that student will" or a random sample. Danita reminded the committee that AC will need to be research-based – answer both valid and reliable. Dan asked if majors or percent of majors work? Danita yes.
- Judy said the PET forms in Access were good.
- Jim noted that everything in Behavioral Studies PET forms was there but they should reword it so it will "fit the form".
- Mark Usnick said Business Division PET forms will have to have clarity on the rubrics to be used and the percentage of graduates.
- Danita noted AC will build our own database for the PET forms. She said this should prevent us from losing some PET forms which has been a problem with emails. She also reminded the committee that the intent of an outcome is to see a change in attitude, skills, behavior, knowledge, or expertise. She asked what is the best approach to help the ones who have not included at least one direct outcome on the PET form without embarrassing them?

- Recommendations/plans for future
 - Danita suggested for the rubric score/tally sheet the committee add a column for scoring and comments on the rubric sheet. She said including strengths and weaknesses in the comments would aid the Instructional Assessment Sub-committee in making recommendations for revisions/improvements to Academic Affairs. In addition, one form with the information will help her office process the information faster.

IV. Plans for Dr. Jeff Seybert's visit.

- A sign up sheet was passed around for members to designate whether they would attend the lunch meeting. Arrangements will be made for the lunch meeting by Brandy. The following indicated a desire to attend the dinner: ????
- Agenda:
 - Monday, January 7th –
 - 6:15 p.m. - Arrive Amarillo
 - 7:00 p.m. – Dinner at Location TBD
 - (Instructional Assessment Sub-committee members sign-up if wish to attend)
 - Tuesday, January 8th – Pick up at hotel between 8 – 8:30 a.m.
 - 9:00 – 10:00 a.m. - All Faculty Meeting –
 - 10:30 a.m.-12:30 p.m. - Instructional Assessment Sub-committee Lunch Meeting
 - 12:30 p.m. - Leave for Airport
 - 1:55 p.m. - Depart Amarillo

V. Next Meeting TBA in January 2008 – Janice will notify committee members by email but it is expected to be on Friday, January 11th.