**Assessment Committee Meeting Minutes: Thursday, November 2, 2017**

Members Present: Brent Phillips, Dr. Todd Leif, Tasha Riggins, Mark Whisler, Dr. Abu Hossion, Shelly Farha, Sarah Bernard-Stevens, Taryn Cipra

Members Absent: Beth Whisler, Bruce Graham, Jamieson Gross

1. **Assessment Committee Purpose—Review and include in binders.**

*Malone emailed and brought paper copies of the Assessment Committee Purpose statement for discussion and inclusion in the Assessment binders. Leif asked if the title “assessment coordinator” is appropriate. Malone responded that one of his job functions in his job description is to serve as assessment coordinator, so that title is likely appropriate. The group discussed Assessment Committee Description item number 2: “Chaired by the assessment coordinator, a vice chair will be elected from the committee.” The group also discussed Assessment Committee Description item number 5: “Monitors development and revision of course outcomes for all courses.” Malone mentioned that, historically, this has always been a process that lives solely within the individual academic departments. Malone agreed to look in to items 2 and 5.*

1. **Instructor Assessment Reports**
   1. **How is it currently used?**
   2. **How should it be used?**
   3. **What type of information is most useful to instructors and departments as they track changes from semester to semester?**
   4. **Sample Instructor Assessment Report from Jamie Durler (attached to meeting invitation)**
   5. **What is the best method for training faculty—current and new?**

*The group reviewed Instructor Assessment reports from Spring 2017, looking at the questions listed here in II. Based on that review, Leif suggested that all faculty members include their data—their specific numbers—when filling out the report. If these numbers are included in the report, the report allows the faculty an easier comparison semester over semester. They would otherwise have to log in to Canvas and pull up each class’s Learning Mastery gradebook every time they wanted to do a comparison. Putting the number in the report reduces the number of steps to achieve a comparison.*

*The group also discussed faculty members tracking specific changes they’ve made from one semester to another. The goal for the report is to create a continuous chain of reflection and change from semester to semester to semester. So if a specific change to assignments / course practices / etc. is proposed in one semester’s report, that change should again be referenced in the following report. Riggins noted that this encourages instructors to hold themselves accountable to actively consider and enact change. Malone added that this also enables instructor to more-effectively evaluate the changes that they are making Farha mentioned that the group should encourage long-term reflection in addition to semester-by-semester reflection. The group agreed with this comment; sometimes it takes longer than one semester to fully-enact a change based on assessment reflection.*

*In terms of the best method for continued training regarding Instructor Assessment Reports, Farha mentioned that a model similar to Program Review training might be helpful. On 10/3/17 Phillips facilitated a hands-on Program Review training for department chairs. Farha saw this as helpful and recommended a similar model for Instructor Assessment Reports.*

*Phillips suggested that during final exams week might be a good time for Malone to organize an Instructor Assessment Report training because many faculty members will likely be actively working on assessment during that work.*

1. **Instructor Assessment Reports**
   1. **Assessment feedback from Spring 2017 (See page 2, etc.)**
   2. **What do these responses tell us about where we need to go in the future?**

*Because of time constraints, Malone moved this item to “For Next Time.” Committee members should read through the assessment feedback included on pages 3 and 4 of these minutes for the next meeting and think about the question “What do these responses tell us about where we need to go in the future?”*

1. **Visiting with Departments on a Monthly Basis**

*The group discussed the best way to help departments facilitate effective assessment reflection. Malone suggested one method would be to pull departments in to Assessment Committee meetings on a monthly, rolling basis. Malone suggested the goal of these meetings would be to help facilitate departmental reflection on patterns that appear in assessment results and the changes that might result from those patterns including curriculum changes, development of a shared vocabulary, etc. Malone noted examples from the Communications department including the conscious development of a shared departmental vocabulary for things like “signal phrases,” “signal, cite, explain” to help students see the skills developed in one class as being directly applicable to another class. Another example was the development of the “Plagiarism Will Kill You” gameshow presentation during Residence Life and Student Engagement’s First 20 Days events. This extra, “fun” learning opportunity happened as a result of increased plagiarism showing up on Instructor Assessment Reports. Malone opened the floor for other suggestions.*

*Riggins suggested that we could also try individual committee members simply reporting back to their departments. There was discussion about the representation of the committee—all academic departments on campus are represented. Farha mentioned that Malone can always visit with individual departments on an as-needed basis and that the extra, topic-specific sessions (like a scheduled time for faculty to work together on Instructor Assessment Reports) might also be more effective than rolling, monthly meetings.*

*The group agreed to Riggins’s and Farha’s suggestions. The assessment committee will focus on specific, as-needed departmental visits as well as focused, scheduled training sessions on specific items like the Instructor Assessment Report.*

*Malone called the meeting to close with a specific reminder to read through the assessment feedback from the Instructor Assessment reports for discussion at the December 7th Assessment Committee Meeting (pages 3 and 4 of these minutes).*

From the Spring 2017 Instructor Assessment Reports

1. The college seems to very much value assessment and is diligent in the practices and procedures.
2. I believe we are improving in our Assessment process. Processes are being formulated. Better access to data is being implemented. Meetings are being held to inform / educate faculty on procedures to follow.
3. I feel we are working in the right direction on improving assessment at this time. WE have access to the past information. There is also a director to answer questions and give direction.
4. Instructors need easy access to the past assessment information. Not only to the last semester’s information, but to multiple semesters of past information.
5. I appreciate the efforts being made to improve the process and the accessibility of assessment data. I have no recommendations at this time.
6. Assessments are chasing numbers and will not get a student employed. As long as the assessor is creating the work and the assessment, there is little value in the numbers generated. A way show proof of the value of assessment: Most wind interviews do not include the student’s academic record. When looking across the class of students and asking which student would they hire, more times than not the highest test grade / assessment student is not the trait for which they are hiring. An employer is looking for the student with the desire to improve, good moral character, honesty and loyalty that will create less turnover and turmoil which will solidify the company, which makes it more productive and profitable.
7. The process is much improved this time around over last year. It might be that we are getting better at learning the assessment procedures and processes. The results are easy to study and easy to make observations and see trends. From these observations we can make recommendations and implement strategies that hopefully will result in improvement in our students’ education.
8. The process continues to be cumbersome and inconsistent in evaluating student performance. The only real proof of assessing a student’s success or failure within our technical program is if they are able to gain employment and were they successful in retaining that job and advance within the company’s framework.
9. We need more training on using Canvas analytic tools and course design. It is easy to say, “Go do it!”, but we need practical guidance, break-out sessions, and increased contact hours with experienced faculty. This way, we are able to learn and apply throughout the semester. I think we get bogged down mid-semester and feel like we just can’t add anything else to our plates. I think if we offered small rund-table discussions, more often, it would be a tremendous boost to our morale, and our teaching effectiveness. Jamie Durler is definitely on the right track offering some sessions this past month. We need more of those and on both campuses.
10. Could you please put the instruction about how to pull out assessment data from current year and previous year(s).
11. Faculty in my department understand and appreciate the benefits of course reflection. I say this because of conversations with each of them, in which some way they all express interest in doing what is best for our students. I think that as we continue to implement course assessment procedures, faculty members in all departments will embrace the product as another excellent tool in our quest to produce the best possible academic product!
12. The recommendations we are to list have only to do with what we related to last time the course was taught—I assess constantly in my class and make changes as needed. The assessment process needs to have options to accommodate this. Also, I am constantly reading or attending presentations about student learning and making changes when I learn of new methods.
13. This process seems to be much more straight-forward and the electronic version is now coming together much better than in the past. The only difficulty is remembering to get all the variations together when you are submitting your documentations.
14. It was mentioned yesterday during the General Education Committee Meeting at Heavy’s Barbeque that cheating was quite prevalent this semester. Needless to say it’s not possible to adequately assess course outcomes if the questions have been correctly answered by cheating. I do have a recommendation based on an observation that may help to keep students honest. The Student Success Center needs to revise their proctoring methods. Students take their test on one side of the room and the proctor sits on the opposite side of the room—how can a test possibly be proctored by this arrangement?
15. A sharing among instructors of best practices would be helpful. The new online student survey may assist with this, since it has the option of sharing best practices.
16. I would encourage all departments to put an example of several completed forms on their department course shell—so that people can have a model. It might work well for the assessment committee to identify a few examples for different disciplines and put them in the assessment shell, so that training “new” instructors is easy.

I would also recommend five minute moments in a few faculty meetings. Like a “5 minute” moment in September and February in which we remind people how to attach outcomes to assignments and remind them that they can be doing this now. This also helps new faculty or those who are confused to know that there are questions that they should be asking. There should also be a “5 minute” moment in the final faculty meeting of the year with a “5 minute moment” [about the Instructor Assessment Report] and what needs to be in it. Maybe this could happen in department or division meetings.

1. I would like the turnaround on the student assessments back a little sooner in order to properly plan and implement changes per productive student evaluations.
2. Is there a way we can see all of our courses together? There probably is. I just don’t know how.