

## **September 3, 2010 Minutes**

Members present: Adrienne Peek (Co-chair), Gerry Wray (Tech Ed.), Iris Carroll (Library), Jason Wohlstadter (Lit/Lang), Jennifer Hamilton (Lit/Lang), Jeremy Wilson (SME), Steve Miller (BBSS), Teryl Ward (Allied Health), Antoinette Herrera (Student Services), Charles Mullins (AHC), Chad Redwing (AHC), Pedro Mendez (IAC)

Members absent: Kenneth Hart (Co-chair), David Baggett (Ag), Jim Stevens (PE), Kamran Payvar (SME), Laurie Prusso (Family & Consumer Science), John Sola (Public Safety),

### **Discussion Items**

- Workgroup members discussed the problem of various reporting strategies and how to make sense of them from an institutional perspective. In one example, course-level assessment consisted of numerous questions on the final exam for just one SLO. Since the instructor was unable to identify which students missed which questions, the instructor was unable to identify which students met the SLO and which didn't. Ultimately, the group agreed that whatever method is chosen for assessing SLOs, instructors have to be able to match assessment questions/assignments to specific students in order to know which students met the SLOs and which did not and in order to be able to report the percentage of students who passed the class who also met the desired SLOs.
- Workgroup members discussed large-scale assessment practices. For example, English 101 is scheduled for assessment this semester. There are 50 sections of English 101 being offered this semester with an enrollment cap of 27 students, for a total of approximately 1,350 students. The workgroup agreed that in such instances, random sampling would be an appropriate method of assessment. However, the group also agreed that it would need to establish guidelines regarding 1) How to Random Sample, 2) What percentage is statistically valid, 3) Best practices, 4) Assessment standards across sections, 5) What courses are eligible for random sampling.
- Workgroup members discussed the number of SLOs to be assessed in each course. There are two options available: First, if a course is assessed on a 4-year cycle, ALL SLOs must be assessed every time the course is assessed. If, on the other hand, a course is assessed every time it is offered, only one or two SLOs need to be assessed during each assessment cycle.
- Workgroup members discussed collection of Spring and Summer assessment data. It was decided that we should have all assessment activities collected and entered into a spreadsheet by October 15, 2010.

### **Updated Course Assessment Schedules**

- Updated Course Assessment Schedules have been submitted by Tech Ed., Lit/Lang, Allied Health, and SME.
- Student Services is in the process of updating its Assessment Schedule.
- Updated Course Assessment Schedules are still needed from Family & Consumer Science, BBSS, PE, Ag, AHC, PUBS, and Counseling

### **Homework**

- Update and/or revise Course Assessment Schedule: 1) Compare list of courses to current catalog; make sure they match; 2) Reschedule any courses that were not assessed when they were scheduled for assessment (reschedule for Fall 2010 or Spring 2011); 3) Submit revised/updated Course Assessment Schedule by next meeting (9/17/2010) for publication on the Assessment Workgroup Web page.
- Review and mark up the "Assessment Plan Template" and be prepared to discuss/finalize during our next meeting (9/17/2010).
- Review and mark up the "Student Learning Outcome Course Evaluation Summary" for changes necessary to make this document a standardized reporting template.