

Assessment Committee

C&T Subcommittee Meeting Minutes

September 15, 2015 4 PM Phone Conference

Attendees:

- Bob Canger, Donovan Cox, Domanique Culpepper, Bill Klein, Synthia Doaks, Jayne Gorham, Kimberly Green, ShaunaLee Martin, Melissa Secrist, Carrie Wells

I. Minutes

- Minutes to be sent for vote via email

II. Closing the Loop

- C&T data collection occurs every term (fall, spring, summer) for every course with an associated Student Learning Outcome (SLO)
- PLOs created for more than 50 programs
- Assessment Cycle/Process and Questions
 - Creation of SLO benchmarks by Program Managers
 - Courses are taught based on program schedule
 - SLOs are assessed in courses using various assessment tools
 - Data is collected in PASS system
 - Data is analyzed as entered by individual faculty, after aggregation by Program Managers
 - Planned improvements made after analysis
- **Plan for loop closure and analysis**
 - **Distribute aggregate report of data and narrative comments to Program Managers**
 - **Send Program Managers list of all faculty teaching within the program to enable discussion of data**

- **Create template to record planned improvements**
- **Distribute template, directions, deadline to Program Managers**
 - **Part of plan should be how planned changes will be communicated to other faculty teaching courses**

III. Summer 2015 PASS collection

- **PASS to be opened through mid-October for Summer 2015 results**
- **Completes the F, SP, SU collection cycle**

IV. Adjournment

The Assessment Committee (both subcommittees) will meet Tuesday, Oct. 1, 2015 at 4 PM via phone conference.

Respectfully submitted by Carrie Wells.

Career & Technical Program Assessment

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • Data Collection Process (PASS) • Faculty willingness • All programs have SLO • Practical assessments 	<ul style="list-style-type: none"> • Incomplete or inaccurate data • Adjunct isolation, turnover, and lack of participation • Closing the loop • Benchmarks too low • CCCs may not be completely assessed • Final grades may be reported in PASS • Adjunct faculty are reporting but not informed • Inconsistent measuring tools across the pgm • Accountability for program performance • Improvement intervention has been for full time faculty members' students only • Program sizes and locations • Lack of understanding of purpose and "how to" 	<ul style="list-style-type: none"> • Improve SLOs • Include external data • Improve accountability with yearly program performance mtgs • Align practices to improve performance based funding measures • Create a yearly milestones calendar/assessment cycle • Expansion of the assessment program to include more courses, rotating schedules • Educate on purpose, system, and creation of assessments • Mandatory reporting "block-ups" • Chance to redefine assessment 	<ul style="list-style-type: none"> • Common assessments may be perceived as infringing on academic freedom • Faculty feel overloaded • Faculty feel as though they are being evaluated based on their student performance results • Performance based funding • New programs getting by without assessment plans • Continued misunderstanding = frustration and lack of cooperation

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