

**ASSESSMENT COMMITTEE MEETING MINUTES
FRIDAY, SEPTEMBER 13, 2013
8:00 A.M. – HARLESS LIBRARY LOGAN CAMPUS**

PRESENT: Kim Hensley, Chair; Cyndee Lowes, Steven White, Nicole Vineyard, Verna Schwalb, Sheliah Elkins, Beverly Slone, Dianna Toler, Guy Lowes, Past Chair, George Morrison, Mindy Saunders, Steve Lacek, Pam Alderman, and Ruby Runyon, Recorder
Guests: Anne Cline (Chair, Math Scoring Team) and Mary Nemeth-Pyles (Faculty Representative, BOG)

ABSENT: Melissa Adkins (medical leave), Brandon Kirk, Cindy McCoy (leave), (work conflict), Miranda Blankenship, Student Representative, and Merle Dempsey, Acting Vice President, Academic Affairs and Student Services

CALL TO ORDER / APPROVAL OF THE MINUTES:

Kim Hensley as the acting chair of the Assessment Committee called the meeting to order and determined that there was a quorum.

Kim requested that the minutes of the August 8th, 2013 meeting be reviewed. The motion was made by Beverly Slone to accept the minutes as written. Sheliah Elkins seconded the motion which passed unanimously.

WELCOME:

Ms. Hensley welcomed the guests and the new Assessment Committee members. She then asked all who were present to introduce themselves.

DISCUSSION OF ASSESSMENT:

Kim took a few moments to define assessment. Then Kim asked, "What does assessment mean to you?" Ms. Hensley explained that assessment was not just a test administered during the spring term but it was tools used to incorporate and measure students' learning and a gauge of how to provide the best education for these students. She further explained that the Assessment Day Exam was a formal means of assessment but instructors use tests and every day assignments to show students' understanding of external concepts.

Ms. Hensley asked, "How do we conduct assessment"? Kim used examples from the Mathematics and Natural Sciences Departments. Mindy explained that in the Mathematics Department, parts of the common finals are submitted to the Math Scoring Team for evaluation on Assessment Day. Another example was the Competency Test that is administered within the Mathematics for Education (ME 101/ME 102) classes which can measure the student's beginning status.

Kim commented that the Natural Sciences Department gives a short competency test to gauge beginning Math skills, in most, if not all, of their courses. The purpose of this is to assist the student to know how to succeed in that Science course and to assist the department to know if the course prerequisite is appropriate. Anne Cline as the Chair of the Math Scoring Rubric Team has revamped the Math skills diagnostic and re-distributed to the Natural Sciences Department. The hope is to expand the use of the diagnostic tool to other departments in the future.

Why do we need assessment and can assessment at Southern be improved? When asked these questions, members began a discussion. The largest concern appeared to be in regards to on-line classes. Faculty questioned if a computer course (CS) or other type of certification was needed as a prerequisite before a student could enroll in any on-line class.

A few of the suggestions were:

- required on-line pod casts
- a tutorial on Southern's webpage which students would log into, complete the tutorial, receive a certification of completion for submission as their on-line class assignment

Members did note that Gary Holeman was scheduled to meet with every Orientation class for the purpose of making students familiar with their Southern email, Blackboard, and other technology features.

Kim asked if anyone was willing to do some research on-line about the subject of on-line course requirements and how other institutions were dealing with student preparedness for on-line courses. Steve Lacek suggested that the researchers also look at prerequisites and mini-test scores. Kim also suggested that the two volunteers, Steven White and Nicole Vineyard, hold some discussions with Carol Howerton and Tim Owens. Ms. Hensley requested that the information be shared with the Assessment Committee members, Anne Cline, and Larry D'Angelo via email.

OFFICERS FOR THE NEW YEAR:

As required by the Governance System, the election of new officers for each Governance Committee is to be conducted at the first meeting of the term. Kim reminded everyone that their position on the Assessment Committee as well as the officers to be named would be for a two year term, 2013-2015.

Kim Hensley as acting chair, opened the floor for nominations for Chair of the Assessment Committee. Sheliah Elkins made the motion to nominate Kim Hensley. Beverly Slone seconded. No other nominations were named. Ms. Elkins made the motion that nominations cease, seconded by Ms. Slone. Kim Hensley was named chair by acclamation.

Ms. Hensley then opened the floor for nominations for Vice-chair of the Assessment Committee. Dianna Toler nominated Guy Lowes. Guy stated that as Chair of the Natural Sciences Committee, he could not accept. Beverly Slone then nominated Sheliah Elkins, seconded by Dianna Toler and Nicole Vineyard. No other nominations were received. Verna Schwalb made the motion for nominations to cease, seconded by Steven White. Sheliah Elkins was named as vice-chair by acclamation.

MATRICES FROM DEPARTMENTS:

Steve Lacey spoke to the committee in regards to the department matrices (copies were distributed). The use of these matrices helps us to assess better and determine the appropriate way to go with the Higher Learning Commission. Steve stated that last year Dr. Langley, Kim, Pam Alderman and himself worked on the matrices as a survey of the different types of assessment instruments used within various classrooms, as well as the various assessment techniques for all classes within a department. These were reviewed for information at the course-level and the program-level.

Steve asked the assessment members to take this information back to their departments for review and clarification. If your department is not listed or information is needed, please update. Include the information even if it is only one section of a course uses that form of assessment. Do not include courses that are not being taught. That information can be added back upon reactivation of the course.

The question was asked if information for certificates and skill sets should be included in the department matrices.

HIGHER LEARNING COMMISSION:

A copy of the document "Principles for Effective Assessment of Student Achievement" was provided to the committee members. This document was adopted by the Higher Learning Commission in July 2013. Members were asked to review it. The document provides important information in closing the loop. Faculty assess student learning in the classroom. A significant problem is that it is not always documented, especially if the instructor is self-adjusting and may not consider the adjustment as a form of assessment.

The Higher Learning Commission Assessment Academy will be an on-going project with the purpose of how to improve assessment at Southern. This project will be a multi-year commitment to those who volunteer. The number of volunteers could range from 3 to 5 to 8 people. More people can participate but not everyone will attend the Chicago meetings. Southern's participation in the Assessment Academy will not begin until 2014-2015.

The following Assessment Committee members volunteered to be part of Southern's Assessment Academy: Anne Cline, Kim Hensley, Steve Lacek, Nicole Vineyard, Pam Alderman, and Steve White.

Steve Lacek provided a brief summary to the volunteers of the four-year commitment:

Year One: Academy Round Table (5 people)
Collaboration – Emails – Webinars
More items can be added at an additional cost

Year Two: Two Consultations and Critiques

Year Three: Two Consultations and Critiques

Year Four: Return trip to Chicago for Final Wrap Up of Southern's Assessment Project

Assessment was written into the Self-Study as an issue. The Assessment Academy is one way to address this issue.

MATH RUBRIC:

The following handouts, Southern's Mathematics Rubric Holistic Scoring Criteria and Results from the March 5th, 2013 Assessment Day Math Scoring, were distributed. Anne Cline as Chair of the Math Scoring Team stated that there is a need for math samples, not just from the Mathematics and Natural Sciences Departments but from all departments. The samples received further prove how mathematically broken our students are when they get to College-level courses. We need to work to expand these results, determining who these students are and track them (by adding their Student ID numbers to the samples). This method would provide some data as to what the students were doing at each assessment check point. Did they improve?

Anne stated that she was working on "6 Easy Math Steps for Assessment" along with a cover letter. This should provide a tool for other department faculty to be able to incorporate math into their classes thus providing a larger sampling of our student population.

WRITING RUBRIC:

Larry D'Angelo provided the following handouts for distribution, Analytics Scoring Guide, West Virginia State-County Testing Program Writing Assessment Modified Holistic Scoring Criteria, Grades 8 and 10, and 2013 Assessment Day Results for the Writing Scoring Committee. As with Math, more samples are needed, especially those that are not from the English faculty. The question was asked, "If you cannot write, no matter what the context, do you deserve a degree?"

Again, what do we do with the results of these two Scoring Teams? Please talk to other faculty for suggestions.

Due to time constraints for further business, Kim left the committee with two thoughts for further discussion.

- Assessment Day - Do we need to do something different?
- Continue "The Test"?

ADJOURNMENT:

Sheliah Elkins made the motion to dismiss and Beverly Slone seconded the motion. The motion carried by a unanimous vote. The committee was adjourned at 9:26am.

Kim Hensley, Chair

Ruby Runyon, Recorder