

**OUTCOMES ASSESSMENT COMMITTEE**  
**Meeting Minutes**

<b>Team Name:</b>	Outcomes Assessment Committee		<b>Date:</b>	05 August 2008	
<b>Process/Project:</b>	Summer Retreat		<b>Time:</b>	9:30am - 4:00pm	
<b>Recorder:</b>	Stephannie Goerl		<b>Place:</b>	Salina Area Vo-Tech	
<b>Team Leader:</b> Gillian Gabelmann			<b>Meeting Facilitator:</b> Stephannie Goerl		
<b>Team Members:</b>					
Dr. Rick Abel *	X	Dana Allison	X	Janet Balk	X
Caicey Crutcher		Dr. Tim Folkerts		Vern Fryberger	X
Dr. Gillian Gabelmann	X	LaVonne Gerritzen	X	Stephannie Goerl	X
Jo Harrington	X	Ed Johnson	X	Teresa Johnson	
Gene Kingslien*	X	Karen Kratzer		Lisa Peterson	
Elaine Simmons		Angela Sullivan	X		
<b>Other Attendees:</b> Jenna Wornkey, Administrative Assistant, Instruction and Student Services *Kathy Boeger, Dr. Charles Davis, Brian Howe, Dr. John Simmons, Department Chairs, and Jane Howard, Executive Director					

\*Joined the Committee for a joint meeting at noon

**Topic #1: - Review Committee Documents**

The Committee reviewed its annual charter, mission, principles, and rationale statement, making the following recommendations:

Charter

- ✓ Committee members will no longer be limited to requesting to only one additional term
- ✓ Add two new representative faculty members from the Fort Riley campus

Mission

- ✓ Shorten the mission statement by adopting the “preamble” to our Guiding Principles as the mission, with some minor revisions

Principles

- ✓ Replace #4 with part of the first sentence of the rationale statement

Rationale Statement

- ✓ Move the statement so that it follows the principles
- ✓ Reword/condense the first sentence

- **Action Item:** Stephannie will make the suggested revisions and send out revised documents for the Committee’s approval.

**Topic #2: - Review 2007-08 Assessment Activities**

The Committee reviewed 2007-08 assessment activities. Some members expressed concern that faculty are not always aware of progress being made in assessment or of the Committee’s work. All agreed that we need to take steps to make assessment more public.

Classroom-level assessment saw significant improvement in the number of CATs reported at both campuses

Course Level Assessment also made significant improvement faculty participation

Program and Degree-Level Assessment

- ✓ The Committee had no program level data to review
- ✓ Degree-level assessment data from the graduation and alumni surveys is not available at this time

BartOnline Orientation Assessment Module – Ange Sullivan has revised most of the content in the assessment module of the BartOnline Orientation Course. Committee members noted the improvements made in the information featured in the module and the clarity of language.

- **Action Item:** Stephannie and Dr. Gabelmann will work with the office of Institutional Research to get current degree-level data.
- **Action Item:** Once all of the Projects have submitted their reports (at least two are still waiting on results), Stephannie will update the annual CAP report to include total number of students assessed and total number of sections in which CAP assessment took place

**Topic #3: - Finalize 2008-09 Assessment Goals**

The Committee finalized the 08-09 Annual Goals with the following recommendations/additions:

Classroom-level assessment

- ✓ Although faculty are only required to report one CAT in the fall and one in the spring, new faculty who begin in the summer and faculty who teach only in the summer are being left out of the process. Goals need to be clarified so that these faculty are included.
- ✓ Currently, the Survey Wizard for CATs is launched into all course shells, causing some confusion about how many CATs individual faculty are supposed to report. OAC needs to work with the Director of Distance Learning and the Office of Institutional Research to find a more effective way of launching CATs.
- ✓ Data retrieval and communication needs to be improved.
- ✓ A process for training new faculty at the Fort Riley campus needs to be developed.
- ✓ Due dates for CAT submission need to be clarified and publicized.

Course Level Assessment

- ✓ Department Chairs will encourage faculty and course coordinators to participate more actively in their respective Course Assessment Projects.
- ✓ OAC will communicate information regarding the Course Assessment Project and faculty/course coordinators to the Department Chairs.
- ✓ The timing of Course Assessment Project annual reporting will change to mid-spring, following the all-faculty meeting in February.
- ✓ OAC and the Department Chairs will work with Course Coordinators to emphasize deadlines for reporting CAP results.

- ✓ Working with the Course Coordinators and Department Chairs (and the Office of Institutional Research, as needed) OAC will facilitate the development of processes which allow the comparison of online, hybrid, and face-to-face student results
- **Action Item:** Stephannie will revise the 08-09 plan to reflect the Committee's recommendations.

#### **Topic #4 - 2008-09 OAC Meeting Schedule**

Stephannie will send out appointments – agenda item not addressed.

#### **DEPARTMENT CHAIRS RETREAT AGENDA**

Department Chairs joined the Committee to discuss items of mutual interest.

#### **Topic #1 – Chairs' roles and responsibilities related to assessment activities**

Department Chairs agreed to facilitate assessment processes by facilitating conversations about class- and course-level assessment activities. These conversations may occur during regularly scheduled department meetings, within department shells, and between individual faculty members.

Further, Department Chairs agreed to facilitate assessment processes by encouraging faculty to participate in assessment activities. Upon receipt of information from OAC, Department Chairs will contact non-participating faculty. Should non-participating faculty refuse to participate, Department Chairs will communicate with the appropriate supervisor.

Department Chairs will assist OAC in emphasizing deadlines so that current and accurate data may be retrieved and shared.

#### **Topic #2 - Degree-Level plans (Task Force Presentation)**

The Degree-level Task Force (Dana Allison and Jo Harrington), shared the Committee's plans for designing a process which will develop a direct measure of student learning at the degree level. This new initiative will involve embedded assessments/questions in selected courses, primarily those which participate in the Course Assessment Project.

Department Chairs and Committee Members reviewed and refined the Degree-level timeline. To summarize:

- ✓ Under the leadership of the Department Chairs, faculty will review the General Education Fundamental Outcomes. Department Chairs will then submit recommendations for any changes to Faculty Council Chair by the September Faculty Council Meeting (recommendations should be submitted by Friday, September 11).
- ✓ Faculty Council will establish a task force to review the recommendations and to prepare for the All-Faculty Meeting in October, at which time all faculty will have a chance for input prior to finalizing the document. (All agreed that task force membership should not be limited to Faculty Council and that the task force would benefit from having other faculty and Department Chairs serve.)

- ✓ During the fall 2008 term, department faculty will discuss which of their courses address these outcomes. In the meantime, OAC will work with the Office of Institutional Research to determine which courses enroll the highest percentage of sophomore students. This information will be used by the Committee to select new courses for the Course Assessment Project.
- ✓ Members of the math department have volunteered to pilot embedded assessment questions into their final exams. Information from the pilot will be used to assist in the development of a tracking system, tying assessment results to fundamental outcomes.
- ✓ By the end of spring 2009, faculty, with the assistance of Department Chairs and OAC, will have selected courses for launching full implementation of the embedded degree-level assessment plan. Faculty will work in the spring and fall of 2009 to develop and quantify questions.
- ✓ During summer and fall 2009, Department Chairs will identify any fundamental outcomes not satisfactorily addressed by the plan. If gaps are found, Chairs will meet with Course Coordinators and faculty to modify the plan accordingly.
- **Action Item:** Stephannie will revise the Degree-Level timeline to reflect the Committee and Department Chairs' recommendations.
- **Action Item:** Faculty Council will convene a task force to review recommended revisions to the General Education Fundamental Outcomes.
- **Action Item:** Degree-Level Assessment will be an agenda item at the fall All-Faculty Meeting.
- **Action Item:** Department Chairs will continue discussions with faculty about the Fundamental Outcomes, how or if they should be revised, and what courses target specific outcomes.