

OUTCOMES ASSESSMENT COMMITTEE Meeting Minutes

Team Name:	Outcomes Assessment Committee	Date:	
Process/Project:	Committee Meeting	Time:	
Recorder:	Stephannie Goerl	Place:	

Team Leader: Gillian Gabelmann		Meeting Facilitator: Stephannie Goerl			
Team Members:					
Dr. Rick Abel		Dana Allison	X	Janet Balk	X
Caicey Crutcher	X	Dr. Tim Folkerts	X	Vern Fryberger	
Jo Harrington	X	Dr. Gillian Gabelmann	X	LaVonne Gerritzen	
Stephannie Goerl	X	Ed Johnson	X	Teresa Johnson	X
Karen Kratzer	X	Lisa Peterson		Angela Sullivan	
Margaret Gabelmann	X	Gene Kingslien	X		
Guests:		Wynn Butler			

Topic #1: Fall 2007 CATs

Stephannie reported that the electronic CAT form has been updated according to the sub-team's recommendations. IT is researching the possibility of having some fields (instructor's name, course code and title, department, etc.). IT will update the Committee when information becomes available.

Wynn reported that the wording of the Survey Wizard CAT form also needs to be revised; Caicey Crutcher, the new Coordinator of Instructional Research, will be responsible for updating Survey Wizard instruments. Gene Kingslien and Wynn expressed concern that the Survey Wizard instrument will not be revised in time for launching prior to the end of Fort Riley's first spring cycle.

In addition, the BartOnline student survey needs to be aligned to match the student survey used in face-to-face classes. This also needs to be accomplished prior to the end of Fort Riley's first cycle. Both surveys will also need to be launched into eCompanion and hybrid shells.

- **Action Item:** Caicey will update the Survey Wizard CAT form.
- **Action Item:** Stephannie and Gene will review the BartOnline student survey to determine what revisions need to be made.
- **Action Item:** Wynn will send a copy of cycle dates and launch dates to Caicey so that she will know when to launch the instruments.
- **Action Item:** Wynn will give Stephannie administrative access to the Survey Wizard instruments.

Topic #2: Course Assessment Project Updates

Tim Folkerts, Course Coordinator for Physical Science, and Teresa Johnson, Course Coordinator for English Comp. I and II reported on the progress of their projects.

Teresa reported that fall 2007 was the first semester using the new rubric scoring method (competent/not competent). She reported the following results for Comp. I:

- 328 students Comp. I students were assessed;
- 10 instructors participated: 4 on-campus, 3 EduKan, 1 BartOnline, 4 associate (high school) faculty
- Average percentage reaching competent level across five categories – 82.6
- Category with highest percentage of competent students – Rhetorical Situation

- Category with lowest percentage of competent students – Conventions/Surface Errors

She reported the following results for Comp II

- 130 students
- 6 instructors participated: 4 on-campus, 1 EduKan, 1 Bartonline
- Average percentage reaching competent level across categories – 82.6
- Category with highest percentage of competent students – Voice and Tone
- Category with lowest percentage of competent students – Documentation

Gillian encouraged the English department to disaggregate data to differentiate and evaluate the results of face-to-face and online students as EduKan wants to see this kind of assessment data.

Tim reported that the Physical Science faculty met in January. They revised the Physical Science course (syllabus) competencies to align with the State of Kansas Core Outcomes Project competencies. They will begin reviewing their assessment instrument at the All-Faculty meeting on February 24.

- **Action Item:** Both Tim and Teresa will share their course project's progress with associate faculty at the February 24 meeting.
- **Action Item:** Tim will send the updated Physical Science syllabus to the Learning, Instruction, and Curriculum Committee for review and approval. Stephanie will help him through this process, as needed.
- **Action Item:** Teresa will update the data reports to compare face-to-face students' results with online students' results.

Topic #3: Degree-Level Assessment

The Committee continued its discussion of making degree-level assessment one of Barton's first AQIP initiatives. The Committee agreed that the first step in designing a direct measure of student learning at the degree level is to have faculty review and possibly revise Barton's General Education Outcomes. The Committee further agreed that the responsibility for facilitating these conversations lies within Barton's departments.

The next step is to decide on the best way to assess the outcomes, once the revised outcomes have been approved by the faculty body. Three methods discussed were

- Developing 1 hour capstone courses which would prepare students for degree-level assessment and would provide the venue in which the assessment would occur;
- Imbedding degree-level questions into online course finals/assignments and using eCollege's Learning Outcome Manager to compile and analyze results;
- Developing an institution-wide graduation exam which degree-seeking candidates would be required to take.

All three options have advantages and disadvantages – all will require work on the faculty's part.

- **Action Item:** Gillian will communicate with the department chairs about the faculty's assignment to review and revise (as needed) Barton's general education outcomes. The Committee recommended setting a due date of May 15 for this activity.

Gillian informed the Committee that the Higher Learning Commission will hold a strategy forum in the fall from September 30 to October 3. The Outcomes Assessment Committee needs to consider sending a member or members to the forum.

Topic #4: BartOnline 101 Course – Assessment Content

Wynn requested the Committee's assistance in revising the assessment portion of BartOnline's 101 orientation course for online faculty. His primary goals are 1) to ensure that the content of the course is in alignment with the institution's assessment plans and initiatives; 2) to provide training for online faculty on best practices, expectations, and resources. He envisions that the content of the assessment piece could be divided into categories, such as Plans and Policies; Training; Data; Resources.

- **Action Item:** Committee members should review the information posted in the assessment space of the Instruction and Student Services website to determine if existing documents can be used to build the BartOnline 101 assessment content. Any gaps in information or needs that are not met by existing documents will have to be created.