

# COMMITTEE FOR THE ASSESSMENT OF STUDENT LEARNING

## MINUTES

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**Date:** October 8, 2018

**Time:** 3 p.m

**Chair:** Robin Singleton

**Recorder:** Jessica Tippy

### **In Attendance**

Ginger Berry, Deanita Hicks, Brenda Holifield, Ron Hutto, Robin Singleton, June Walters, Melissa Watkins, Shauna Winchester, Gary Yarbrough

### **Welcome and Introductions**

Ms. Singleton called the meeting to order. Melissa Watkins was introduced as a new committee member, replacing Tonya Pankey for Allied Health. Jessica Tippy was introduced as the recorder for the committee.

### **Approval of Prior Minutes**

The minutes from April 20, 2018 meeting were presented to the committee for approval. Ms. Holifield made a motion to accept the minutes as written and Mr. Hutto seconded the motion.

The motion carried.

### **Report on Faculty Assessment Meetings**

Ms. Walters reported that Ms. Singleton and she have met with most faculty, except for Aviation and Allied Health faculty, in one-on-one or department assessment meetings. The meetings were to discuss with faculty the importance of assessment, answer assessment questions, and review existing assessment reports. The discussions were productive and valuable and there was notable improvement in individual assessments. During the reviews, it was noted that final exams/papers were mainly selected for the key performance indicators. Ms. Walters emphasized that these assessment tools are a good starting point to identify student learning shortfalls, but that there should be additional benchmark key performance indicators throughout the semester. Division assessment meetings should focus on course success rates while the assessment committee looks at the program level. Ms. Walters asked that all divisions keep records of the division meetings that are occurring for assurance documentation.

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### **AA/AGS Program Learning Outcomes (PLOs)**

Ms. Hicks reported that a departmental committee chaired by Lance Morris was created to continue the development and revision of the previously submitted PLOs. After the committee silently review the revised PLOs, Ms. Singleton noted that PLOs should be measurable to evaluate how successfully students are achieving the outcomes. Ms. Holifield asked how each program course was being linked to each PLO. Ms. Hicks responded that certain courses, for example Art Appreciation, would only be linked to one PLO and Ms. Berry noted that CLOs should be linked to PLOs and not ILOs but instead CLOs to PLOs to ILOs.

Ms. Robin asked what types of key performance indicators might be used to assess the PLOs. Dr. Yarbrough replied that the CLOs would need to be linked to the PLOs first in order to determine the type of assessment needed.

### **2017-2018 Proficiency Profile Results**

Ms. Singleton reviewed with the committee the 2016-2017 rubric ratings for the Institutional Learning Outcome, Communication Fluency. Students were rated on five criteria identified as audience consideration, effective prose, disciplinary conventions, sources, and syntax/mechanics. It was noted that the majority of students received a rating of 2 on the Communication Fluency rubric. Dr. Yarbrough stated that KPI's in courses do not allow students to demonstrate level 3 or 4 performance as the assignments create a performance ceiling at level 2, which is what would be expected of sophomore-level students.

Ms. Singleton stated that schools are now using raters to evaluate students' work as opposed to instructors rating their own students. She noted that this is considered best practice. For the time period corresponding to the rubric ratings, Ms. Singleton also presented Proficiency Profile results for writing and student perspectives from the Community College Survey of Student Engagement (CCSSE) on how much the College has contributed to their writing/speaking skills.

The results presented for the 2017-2018 Proficiency Profile showed the percent of students who scored proficient in three levels each of Reading, Writing, and Math. ANC's results were compared to other community colleges within the United States and a five-year trend for ANC was also presented. The results also included an item analysis which showed the number and percent of students who scored proficient on concepts within each level.

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### **Other Business**

#### **Member Terms**

Ms. Singleton proposed that 2-year rotating terms be adopted for faculty members serving on the committee. This would mean that one faculty member out of each division would serve this year and rotate off the committee and the second member would serve again next year with a new faculty member from the division.

Ms. Hicks and Dr. Yarbrough both expressed their concern that it would compromise the work of the committee. Dr. Yarbrough further stated that the CASL committee requires special knowledge and training to provide meaningful support. Ms. Holifield stated that if departmental assessment meetings are occurring, then the new faculty that would be added to the committee should already have some basic knowledge of assessment and bring fresh ideas to the committee. No decision was made on this proposal at this time.

#### **Election of new Chairperson**

Ms. Singleton called for recommendations for a new chairperson. Ms. Hicks recommended Dr. Yarbrough as chair. Ms. Berry made a motion to accept the recommendation and Mr. Hutto seconded the motion.

The motion carried.

#### **Announcements**

Ms. Singleton announced that the Fall Assessment Institute conference will be on November 1<sup>st</sup> at The University of Central Arkansas. For those that would like to attend, the registration fees can be paid out of the assessment budget.

Ms. Berry asked if the developmental co-requisite teachers that are not on the committee could attend. Ms. Singleton and Ms. Walters stated that there would not be any issues regarding their attendance.

**Meeting was adjourned at approximately 4:00 p.m.**