

Assessment Committee
Meeting Minutes: March 5th, 2015

Attendance:

Diego Baez
Geoff Martin
Mike Davis
Derek Lazarski
Akbar Ebrahim
Kim Steffen
Helen Valdez
Cari Lynn Hennessy
Sweet Mordi
Joshua Garcia Jones
Marwan Amarin
Joy Walker
Kate Connor

1. Approval of February 5th Minutes

- Minutes approved

2. Assessing Teaching & Learning in the Classroom

- **Rationale & Presentation Guidelines – Geoff Martin**
 - A discussion about the name will be continued in the future
- **Presentation: College Success assessment – Diego Baez**
 - In his midterm, Diego had students roleplay school roles to discuss how to reduce the budget of the school in the first day, and then did one-minute presentations and a short answer exam
 - Final portfolio contains 3 units: Welcome to College, Career Exploration, Academic Planning. Committee member asked how students were assessed on notetaking, which is primarily through the short answer exam. This prompted a conversation about how and when students should take notes and what the point of notetaking is.
 - Shared data about underperforming sections depending on the days and times of the schedule. Committee members asked questions about doing this analysis for other subjects, about weekday mornings and evenings, and about whether Friday and Saturday should be combined in the data
 - Data showed that there were higher success and retention rates with the portfolio in non-LC, non-cohort classes

3. Administrative Assessment – Adjunct Assessment (Dean Stewart)

- Three documents were shared with the committee
 - An email sent to the adjunct to be assessed
 - An adjunct self-reflection form
 - A rubric used to assess adjuncts
- After the observation, the adjuncts are invited to discuss the assessment with the assessor
- This was not done by the Office of Instruction on a regular basis up until a three semesters ago even though it has been done consistently throughout individual departments
- Adjunct assessments are ideally done in the middle of the semester
- Student evaluations are not included or taken into account

- Evaluations are returned to Department Chairs, who then act accordingly
- Suggestions given on adjunct assessments are very specific and taken into account for future adjunct orientations

4. Assessment in the Disciplines

- Working toward developing a department-level assessment plan for multi-section courses
- This semester working with Social Science and CIS
- Course assessment and classroom assessment are different – a common instrument is used to evaluate the *course*, not the student (i.e., a standardized test across all sections of one Chem course to see what questions students do better on)
- The purpose is to standardize the course to protect the grading integrity of the class while also creating dialogue about what and how teachers are teaching
- Humanities department did an excellent job of this last semester
- If deficits in courses are determined, departments can work with Academic Support to create supplemental instruction to address these deficits

5. General Education Assessment

- Spring 2015: Written Communication
 - Sample sizes and confidence intervals – Cari
 - One-stage stratified cluster sample – each department will be sampled depending on size of writing classes in the department
 - Gave estimates on 10%, 5%, and 4% samples and confidence intervals for each
 - There are concerns about certain instructors not being able to comply – the Committee would draw a different sample from the department (Because an adjunct is the teacher and not every class has a heavy writing component). Also, if two classes are selected and one cannot comply, the other will still be chosen.
 - Instructors cannot volunteer their section; courses must be selected at random.
 - Unit of measurement will be the class, not the student (i.e. the N will equal the number of classrooms, not the number of students).
 - **Committee decided on 5% (~345 students) as the sample size**
 - Immediate Logistics – Geoff & Joy
 - Letter to Faculty
 - Quotes around the word “artifact” will be removed
 - Instructors whose sections are selected will submit their writing samples to...
 - The letter will be stapled to a manila envelope and put in the instructor’s mailbox
 - Printing Rosters
 - Printing Labels
 - Student ID numbers WILL be attached to barcodes
 - Reading Logistics – Geoff
 - Two days in May?
 - Selecting Faculty Readers – will be determined in April. More readers means higher participation, faculty development, and productivity. Less readers means more accuracy.

6. Closed Meeting (Faculty Only)