

**ASSESSMENT COMMITTEE MEETING MINUTES  
FRIDAY, DECEMBER 6, 2013  
8:00 A.M. – HARLESS LIBRARY LOGAN CAMPUS**

**PRESENT:** Kim Hensley, Chair; Cyndee Lowes, Steven White, Melissa Adkins, Verna Schwalb, Sheliah Elkins, Brandon Kirk, Beverly Slone, Dianna Toler, Guy Lowes, Past Chair, Dr. Debra Teachman, Vice President, Academic Affairs and Student Services; Pam Alderman, George Morrison, Steve Lacek, and Ruby Runyon, Recorder  
**Guest:** Anne Cline (Chair, Math Scoring Team)

**ABSENT:** Nicole Vineyard (family illness), Cindy McCoy (leave), and Miranda Blankenship, Student Representative

**CALL TO ORDER / APPROVAL OF THE MINUTES:**

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

Kim requested that the minutes of the regularly-scheduled meeting of September 13<sup>th</sup> and the special-called phone meeting of November 12<sup>th</sup>, 2013 be reviewed. Kim explained that due to the various faculty schedules a quorum for the November 12<sup>th</sup> meeting was not present but information and discussion continued with those present. The motion was made by Beverly Slone to accept the minutes as amended. Sheliah Elkins seconded the motion which passed unanimously.

**WELCOME:**

Ms. Hensley introduced and welcomed Dr. Debra Teachman as the new Vice President, Academic Affairs and Student Services.

**HIGHER LEARNING COMMISSION ASSESSMENT ACADEMY:**

Kim explained to the committee that the Higher Learning Commission Assessment Academy was on hold for the moment. Southern would be participating, but it would be at a later time. Preparations and a tentative plan on our part must be completed prior to sending a group for the Academy Training.

## **MATH AND WRITING SAMPLES:**

Kim requested the Assessment Committee members to ask in their department meetings for student samples that could be tracked for assessment scoring purposes to provide value-added information institution-wide. Kim explained that she was trying the following method with her own exams:

- Designating an essay and/or mathematical problem on every exam
- Include a designated space on the assignment for the insertion of the Student ID Number for tracking purposes with an emphasis of NO NAME on that page
- Inserting a scrap sheet of paper for the student to brainstorm as grammar and/or mathematical computation counts on the essay, therefore the student is receiving credit for content and grammar and/or mathematical computations
- Much needed value-added information can be obtained in this manner since she gives four (4) exams and two (2) lab exams per term
- Easily adapted to in-class quizzes
- Assignments needed to be dated and the course identified

In working with Chad Scott, Data Base Administrator, the students could be tracked by their Student ID numbers in Banner. Transitional Studies does some tracking but it is the very elementary stages.

The question is how does this Scoring Rubric information get put into Banner so that it can be tracked? One suggestion was to have Banner input as one of the Assessment Day assignments. Another was to add or designate a recorder to each of the Scoring Teams so that the information could be input after the Math and Writing Scoring Teams finished the rubric scoring. Since information input of Accuplacer or ACT Test scores is not a time-consuming job, the Rubric Scores could be completed immediately after each student's samples were finished by the team. The committee did note that the Rubric Score Codes would need to be developed and in place prior to the meeting of the Math and Writing Rubric Scoring Teams on Assessment Day.

Steve Lacek agreed to send electronic copies of the rubrics used by the Math and Writing Scoring Teams on Assessment Day. Since the rubrics have established standards, a process for implementing their use College wide could be one solution for assessment.

If the College does begin the efforts to track value-added information through the Rubric Scoring Teams, how do we facilitate a College-wide buy-in by faculty and students? Perhaps, the place to start is with the Assessment Committee members putting into practice the collection of value-added information. One suggestion was for students to be required to complete a "learning project" per semester and record the results in the database. Ultimately, the problem remains getting the information and applying it.

## **OLD BUSINESS:**

Steven White reported on his research about on-line course requirements and student preparedness.

- Southern's new instructional designer is Jacob Bolen.
- New Student Tutorials to address issues How to Log In to System and Problems with Computer Literacy
- Working on development of uniformity of all classes within BlackBoard
  - an initial assignment for all classes might be to upload a document
  - use of words to be consistent – Test/Exam, Quiz, Essay
- Southern does not have a Distance Learning Center to manage their on-line courses, other institutions do.
- Quality Matters Training is mandatory for those faculty who are teaching on-line courses and must complete their certification process.
  - Uniformity to assist students with what to expect for each course as to layout/presentation – tabs, links, syllabus location, etc. BUT not to teaching method, subject matter and/or teaching style

## **INSTITUTIONAL RECOMMENDATION FORM:**

The Institutional Governance System Recommendation Forms submitted to Executive Council on behalf of the Assessment Committee were denied for the reason of the overhaul of the Governance System for the College.

Form 1: Recommended the addition of the chairs from the Writing and Math Rubric Scoring Teams as voting members of the Assessment Committee.

Form 2: Recommended the creation of an Office of Institutional Research

Kim asked the committee if they wished for the paperwork for the committee expansion to be resubmitted to the Strategic Planning Governance Committee, which is currently charged with the task of reviewing and submitting a plan of Governance restructure for the College. Cyndee Lowes made the motion which was seconded by Sheliah Elkins. The committee approved.

After some discussion and in an effort to conserve time, Guy Lowes asked the committee if they would be willing to allow Kim with the assistance of Dr. Teachman, to resubmit the paperwork for the Office of Institutional Research or a technical support person. Current budget constraints would most likely prevent the creation of a new position but the request for a person assigned part-time might pass, especially in light of the reduction of hours for institutional research by Ellucian in their current contract with Southern.

Beverly Slone made the motion for Kim Hensley to act on behalf of the Assessment Committee with the assistance of Dr. Teachman to reword and submit the recommendation for the Office of Institutional Research or the assignment of a technical support person. Dianna Toler second the motion which was approved unanimously.

### **ASSESSMENT DAY – TUESDAY, MARCH 11, 2014:**

Kim asked the committee to review the 2013 Assessment Day Letter and Information Sheet for any corrections or changes, noting that the dates would change. With the current vacancies of the Dean of University Transfer and the Administrative Associate assigned to that office, Kim stated that she would work with Dr. Teachman to develop alternate contact persons for Assessment Day registration.

Dianna Toler, Director of Disabilities and Adult Services, noted that a statement should be included for those students already designated with disabilities. After a brief discussion, Dianna agreed to email a statement to Kim that could be incorporated into the Assessment Day Informational Sheet.

Kim once again thanked the returning members of the Assessment Committee for their work in 2013. She explained to the new members that for 2013, members went above and beyond to make phone calls to students about Assessment. Kim stated that she truly believed that the phone calls were the number one reason for the increase in assessment participation.

Based on that information, Kim stated that she would once again divide the list of students selected for participation in assessment and ask each member of the Assessment Committee to call the students. The question was asked if the Assessment Committee could use the *Remind 101* one-way messenger service. Calls can go out, but there is no return-call ability. Members who were familiar with the service were under the impression that requests for use of this service were currently being denied.

Kim mentioned the use of the in-house televisions for Assessment Day announcements but was informed that this option was only available at the Williamson Campus. The utilization of this service had been discontinued at the other campus locations.

Kim stated that Carol Cole as the Public Relations Specialist needed to be contacted about Assessment Day. Would someone want to contact her or should Kim as chair send Carol an email? Kim would email her.

Does anyone have other ideas or suggestions for Assessment Day 2014 or future dates? Is there an alternate to class cancellation for the day? In the past, a week was used. Not feeling that was successful, the one-day method was implemented. Now with so much technology available, is a full day the right fit?

Personnel are needed for Assessment Day, Tuesday, March 11<sup>th</sup>, 2014. For Assessment Day, there are many jobs: Campus Coordinators, Test Proctors (morning and evening sessions), Writing and Math Scoring Teams, and people to transport tests to and from campuses to name a few. Could some faculty work on Program Reviews as part of their Assessment Day assignment?

Do you want to attempt the Make-Up session again? If so, when? Who will proctor that session and where?

Faculty are needed to analyze data. Kim has discussed with Chad Scott, the possibility of the ETS information being pulled into Banner. The time frame to access last year's statistical information has expired but we still have the ability to review and look at it.

We will not be able to award Ipads as Assessment Day incentives this year. A decision made at the State level and with which Southern must abide. Therefore if funds are available for prizes, what should they be? Suggestions? Kim noted that she would try to obtain how much we could spend and what the prize limitations were.

A variety of reports can be generated through Argos. Do we need people to be viewers of these reports? If so, who?

#### **ASSESSMENT TESTING:**

Kim stated that her goal is pull the student list prior to Christmas Break or shortly after the beginning of January 2014. The plan is to use the same criteria as the 2013 testing. Steve Lacek did question the inclusion of at least one Transitional Studies student for 2013. Kim assured Steve that she would check with Chad Scott about the 2013 data.

#### **ASSESSMENT DAY 2015:**

Unofficially, Assessment Day 2015 is March 3<sup>rd</sup>. Can we better plan for it? What changes do we need to make?

#### **ADJOURNMENT:**

Cyndee Lowes made the motion to dismiss and Steven White seconded the motion. The motion carried by unanimous vote. The committee adjourned at 9:33am.

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Kim Hensley, Chair

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Ruby Runyon, Recorder