

**Southern West Virginia Community and Technical College  
Assessment Committee  
Meeting of September 2, 2015 at 3:00 p.m. - Via ICR**

**Minutes**

- Members Present:** Kimberly Hensley, Chair, Regina Bias, Anne Cline (Chair, Math Rubric Scoring Team), Mary Hamilton, Dr. R. P. Upali Karunasiri, Cynthia Lowes, Matt Payne, and Christopher Ward (first 15 minutes only)
- Members Absent:** Excused - Larry D'Angelo (Chair, Writing Rubric Scoring Team), Nicole Vineyard and Student Representative (Vacant)
- Ex-officio Members:** Pamela Alderman (Director of Institutional Effectiveness) and Debra Teachman (Vice-President for Academic Services and Student Affairs)
- Faculty/Staff Present:** Steven Hall, Associate Professor/Division Head Healthcare and Business Programs, Steven Lacek, (Assistant Professor /Division Head of Social Sciences, Education, and Non-Traditional Programs, Melinda Saunders, (Professor/Division Head of University Transfer), & Sammie Cook (Recorder)

**1. Verification of Quorum and Call to Order**

Committee Chair, Kim Hensley declared a quorum present and called the meeting to order at 3:05 p.m.

**2. Approval of Minutes**

The minutes from the August 4, 2015 regular Assessment Committee meeting were presented to the committee for approval. A motion to accept the minutes as written with one change from Chris Ward was made by Anne Cline and seconded by Mary Hamilton. The motion carried unanimously. Chair Hensley declared the motion adopted and the minutes approved.

**3. Old Business**

**3.1. Assessment Workshop Logan Campus Friday, October 16, 2015**

Chair Hensley announced that Shannon LaCount will be hosting the event. She asked the committee to go to their divisions and push for this to ensure its success. Discussion included the need to announce that the event is open to all faculty and they are highly encouraged to attend. The time of the event to be announced. The schedule of 9 am to 4 pm with a lunch break was discussed so allowance was made for those who will be driving to Logan in the am and then home in the afternoon.

**3.2. Assessment Week  
Updates from Campus Managers**

- a. **Nicole Vineyard** – (absent from meeting today) – She was assigned to talk to Bill Cook (Dir. Of Operations/Boone Campus.) Will obtain Ms. Vineyard's report from her meeting with Bill Cook.



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**Anne Cline** – Talked to David Lord (Dir. Of Operations/Wyoming Campus. He was very happy and supportive. Will talk to Michael Hunter (Information Systems Technician) to discuss computer usage for the displays.

**Mary Hamilton** – Talked to Rita Roberson (Dir. Of Operations/ Williamson Campus). Said that she would help in any way she could. Gave permission to use the commons area.

**Dr. R. P. Upali Karunasiri** – Has not had the opportunity to speak with Randy Skeens as of this date. Will get with Mr. Skeens and report back to the committee at a later date.

**Kim Hensley** – Talked to Darrell Mitchem. Presentations for Assessment Week can be videotaped but will need to give advance notice so they can schedule someone to film the event. Talked with Gary Holeman and David Highland (Logan Campus). They confirmed that there would be approximately 3 to 4 computers available per campus that they could set up for use during Assessment Week for the kiosks.

Ms. Saunders confirmed that Boone has 4 computers already set up outside the administrative area and will not need any additional ones put in place on their campus.

Ms. Hensley requested permission from the Division Heads to use their Mondo Pads to provide a continuous loop of videos playing during the week. Ms. Saunders and Mr. Hall agreed. This will provide one Mondo pad for each campus with 2 available for Logan and Williamson.

She also suggested that some of the students can be on the various campuses to do their speeches in person. In speaking with Gary Holeman it was discovered that there is a the need for an electronic storage site with streaming capability. Southern does have a You Tube site that could be used for this. Ms. Hensley will meet with Carol Cole to discuss the possibility of providing a loop of the week-long event available on the website.

We still need to determine a deadline date for submission of all projects for the event.

We need a large format printer to use for the event. Steve Lacey advised that there is one located on 4<sup>th</sup> floor of Building C. Matt Payne will check with Carol Cole regarding use of the machine.

b. **Updates from Technical Personnel**

Arrangements will need to be made with Information Systems to transport the laptops and other equipment and ensure that they are secure with cable locks and cannot be stolen while at the various locations.

c. **Letter to Southern Personnel**

Chair Hensley thanked Regina for writing the letter that will be sent to all faculty. The letter describes the Assessment Week plans to the faculty that this is not additional work but broadcasting work they are already doing. A motion was made by Anne Cline and seconded by Mary Hamilton to approve the letter to go out to all faculty with a change as follows: Paragraph 3, between sentence 3 and 4 add the following statement:

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**“Release form will follow shortly. Please have all students’ sign who are participating.”**

The motion carried unanimously. Chair Hensley declared the motion adopted and the letter approved to go out the faculty.

**d. Release Form**

Chair Hensley asked if anyone had any changes to make to the release form as given to them at the last meeting. The suggestions were as follows:

- Steve Lacey – and “and/or” on line 3 to read “all pictures and/or videos” (need to tie pictures and videos together).
- Steve Lacey – change “legal assessment” on line 5 to read as “academic assessment”.
- Melinda Saunders – At the end of paragraph 1 add at the end “...otherwise revoke said authorization in writing **to the chief academic officer**”.

A motion was made by Anne Cline to approve the Release Form with the changes discussed and to proceed with presidential approval. The motion was seconded by Regina Bias. The motion carried unanimously.

**4. New Business**

**4.1. Elections**

Chair Hensley asked the committee if she could step aside as Chair of the committee while elections were being conducted. All agreed.

Dr. Teachman stepped in to run the elections for Chair and Vice Chair. Dr. Teachman asked for nominations for Chair of the Assessment Committee.

- Anne Cline nominated Kim Hensley as Chair of the Assessment Committee. A motion was made by Regina Bias to close nominations and this was seconded by Anne Cline. The motion carried unanimously.

Dr. Teachman announced that we have a new Chair and returned the meeting to Kim Hensley to continue.

Chair Hensley asked for nominations for Vice-Chair of the Assessment Committee.

- Mary Hamilton nominated Anne Cline as Vice-Chair of the Assessment Committee. A motion was made by Cynthia Lowes to close the nominations for Vice Chair and seconded by Regina Bias. The motion carried unanimously.

**5. Reports/Updates**

**5.1. Math Scoring Committee**

No report given.

**5.2. Writing Scoring Committee**

No report given.



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### 5.3. Divisions

**a. Division of Applied and Industrial Technology**

Matt Payne – There is nothing new to report. Would like to share that the IT Department is moving to a program called “Test Out”. Nine courses now have certification exams at the end of the course. This becomes their assessment at the end of the semester. Their final becomes their certification exam at the end of the course. Can leave the course with at least 9 certifications.

**a. Division of Healthcare and Business**

Nothing new to report.

**b. Division of Social Sciences, Education, and Non-Traditional Programs**

Mary Hamilton advised that they need to work on assessment tests for spring for education. Steve Lacek added that he, Mary Hamilton and Nicole Vineyard need to meet and work on the assessment tests for education and criminal justice. Will meet next week to get in place for spring.

**c. Division of University Transfer**

Chair Hensley advised that she had nothing new to report at this time.

Melinda Saunders, Division Head of University Transfer said that there are several science prerequisites revisions ready to go to C&I, paperwork is almost ready. Will have it ready for C&I next week. The objectives for the science courses have been updated.

English – The CoCurricular Mathematics Model is fully rolled out now.

Math – Not sure if she shared spring numbers with committee.

College Math 121A in the fall had a 40.8 success rate, in the spring. She will follow this information up with the full presentation of the material by email (see attached).

### 5.4. WV Assessment Council


Chair Hensley reported that there was nothing new to report. She had previously shared the speaker information with the committee.

### 6. Other

Assessment Committee will not be meeting on Governance Day (Friday, September 11, 2015) due to 3 members that will be out at a workshop. Today’s meeting is in lieu of the Sept 11<sup>th</sup> meeting.

### 7. Adjournment and Next Meeting


There being no further business, Chair Hensley asked for a motion to adjourn. Motion made by Matt Payne to adjourn. The motion was unanimously approved. Chair Hensley declared the meeting adjourned at 4:07 p.m. The next regular Assessment Committee meeting is scheduled for Friday, November 6, 2015 beginning at 8:00 a.m. on the Logan Campus, Building A, in the Harless Library.

  
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Kimberly Hensley, Chair

  
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Sammie Cook, Recorder

# Our Transition to a Co-Curricular Mathematics Model

## MOVING TO SCALE

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- ▶ Susan Baldwin, MA – Instructor of Transitional Studies
  - ▶ Steven Lacek, MA – Division Head of Social Sciences, Education, and Non-Traditional Programs
  - ▶ Lisa Redmiles, MA – Instructor of Mathematics
  - ▶ Melinda Saunders, MA – Division Head of University Transfer Programs

# Southern at a Glance

- ▶ Serve Boone, Lincoln, Logan, McDowell, Mingo, and Wyoming counties and surrounding areas
- ▶ Fall 2014 Headcount – 1858
- ▶ Spring 2015 Headcount - 1618
- ▶ Four campuses and one instructional site
- ▶ 65% - 75% of incoming freshmen place into developmental mathematics



# Our Evolution

- ▶ Prior to 2000: no organized developmental education program, primarily self-paced, open lab environment
- ▶ 2000: hired Dev. Ed. Coordinator and three lab managers
- ▶ 2000 – 2008: Dev. Ed. instructional lab managers, scheduled lecture/lab
- ▶ 2008 – 2014: Dev. Ed. faculty, course structures changed frequently, but remained lecture/lab



# Our Early Successes

- ▶ Developmental math class success rates steadily climbed to 75% - 85% completion rates for each of our math courses
- ▶ Students developed lasting relationships with faculty
- ▶ Organized a chapter of Chi Alpha Epsilon and held annual induction ceremony
- ▶ A working relationship developed between developmental math faculty and college-level math faculty – slowly.

# And Then...

- ▶ Developmental math courses success rates plateaued
- ▶ Subsequent college-level math courses saw little change in success rates
- ▶ State-wide push to reform developmental education
- ▶ After about 63 Complete College America workshops later, our attention turned to attrition points
- ▶ Then, another 37 workshops later we looked at our own numbers

# What We Found

- ▶ In 2012, 70.9% of our Developmental Math students successfully passed their class.
- ▶ From Fall 2010 to Fall 2011, 56.8% of those Developmental Education students did not return to Southern.
- ▶ Ultimately, only 18.8% of our Developmental Education math students completed their college level math class in 2 year (ending 2012-2013)
- ▶ Of the 206 Spring 2013 graduates 43 (20.9%) started in MT 090. Mean credit hour count was 90.3. Median credit hour count was 90.
- ▶ Of the 283 students who took MT 090 in the Fall of 2009, only 16 (5.7%) had graduated by the Spring of 2013. (That's four years.)



# How the Revolution Began

- ▶ Piloted various co-requisite partnership courses
- ▶ Technical math and liberal arts math targeted
- ▶ Small (2-8 students), self-selected cohorts with widely varying, non-conclusive results
- ▶ Linked courses but assigned grades independently
- ▶ Fuzzy partnership-separate departments
- ▶ No convincing evidence for or against

# But We Did It Anyway

- ▶ Yes, one more Complete College workshop (this time WITH the President in attendance)
- ▶ She declared us “all-in”
- ▶ Reorganization pulled the two distinct departments into one division--a math team was born-kicking and screaming
- ▶ No stand-alone developmental math courses
- ▶ “A” or “non-A” as the only paths

# How the Model Works

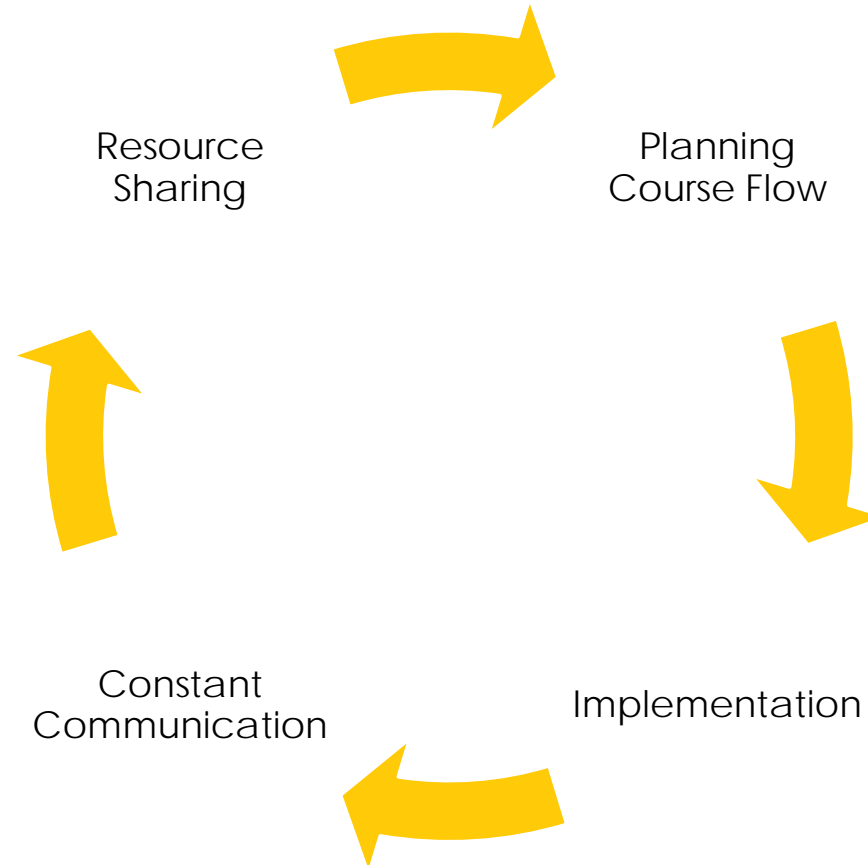
- ▶ Four gateway math co-curricular courses created
- ▶ Liberal arts (transfer); intermediate algebra; technical math; and algebra for allied health
- ▶ Prerequisites for non-A courses—19+ Math ACT or Accuplacer
- ▶ Non-A students—one instructor, 2.5 hours contact time, 3 credits
- ▶ A students—one or more instructors, 5 hours contact time, 3 credits



# A Day in the Trenches

- ▶ Not a tutor
- ▶ Not a lab manager
- ▶ Not a teaching assistant
- ▶ Not a facilitator
- ▶ What I do...

# Partnership Growth Through Teaching Teams



# Student Accountability

## How Grades Are Earned

- ▶ Required attendance and participation
- ▶ Policed by grading policy in "A"
- ▶ 70% "A" section requirement



# How We Maintain Our Standards

- ▶ Same course objectives
- ▶ Consistent Common Finals (same as MT 121 finals from before switch)
- ▶ Collaboration regarding assignments and assessments

# Extra Help For Struggling Students

- ▶ The role of Developmental Education Coordinators
- ▶ Developing partnership with Adult Education
- ▶ Peer coaches
- ▶ Other support options

# Finally, Here's What Happened

## College Mathematics for General Education Results

### Fall 2014

	MT 121A Enhanced	MT 121 Not Enhanced	Total
A/B/C/D	84 (40.8%)	45 (52.9%)	129
F	74 (35.9%)	22 (25.9%)	96
W	48 (23.3%)	18 (21.2%)	66
Total	206	85	291

### Spring 2015

	MT 121A Enhanced	MT 121 Not Enhanced	Total
A/B/C/D	75 (45.2%)	35 (63.6%)	110
F	57 (34.3%)	14 (25.5%)	71
W	34 (20.5%)	6 (10.9%)	40
Total	166	55	221

# Intermediate Algebra Results

## Fall 2014

	MT 123A Enhanced	MT 123 Not Enhanced	Total
A/B/C/D	33 (29.2%)	59 (59%)	92
F	42 (37.2%)	22 (22%)	64
W	38 (33.6%)	19 (19%)	57
Total	113	100	213

## Spring 2015

	MT 123A Enhanced	MT 123 Not Enhanced	Total
A/B/C/D	11 (15.1%)	15 (36.6%)	26
F	43 (58.9%)	20 (48.8%)	63
W	19 (26%)	6 (14.6%)	25
Total	23	41	114



# Technical Mathematics Results

## Fall 2014

	MT 124A Enhanced	MT 124 Not Enhanced	Total
A/B/C/D	15 (50%)	6 (46.2%)	21
F	11 (36.7%)	7 (53.8%)	18
W	4 (13.3%)	0 (0%)	4
Total	30	13	43

## Spring 2015

	MT 124A Enhanced	MT 124 Not Enhanced	Total
A/B/C/D	6 (22.2%)	4 (30.8 %)	10
F	14 (51.9%)	8 (61.5%)	22
W	7 (25.9%)	1 (7.7%)	8
Total	27	13	40

# Algebra for Allied Health Results

## Fall 2014

	MT 128A Enhanced	MT 128 Not Enhanced	Total
A/B/C/D	8 (28.6%)	13 (48.1%)	21
F	10 (35.7%)	10 (35.7%)	20
W	10 (35.7%)	4 (14.8%)	14
Total	28	27	55

## Spring 2015

	MT 128A Enhanced	MT 128 Not Enhanced	Total
A/B/C/D	1 (8.3%)	6 (33.3%)	7
F	4 (33.3%)	6 (33.3%)	10
W	7 (58.3%)	6 (33.3%)	13
Total	12	18	30

# Where We Are Going Next

- ▶ Focus on MT 121/MT 121A and MT 124/124A
- ▶ Shelving MT 123/MT 123A, MT 128A
- ▶ Implementing MT 130A for successful MT 121/MT 121A completers
- ▶ Continue to track and make adjustments as we progress
- ▶ Track repeaters for persistence to successful completion

# What Remains To Be Said

