

OUTCOMES ASSESSMENT COMMITTEE MEETING MINUTES

February 4, 2016 - 12:00 pm AC Conference Room

Members Present: Rex Cogdill, Patricia Pulliam, John Cline, John Hansen, Joel Alworth, Michelle Landa, Jim Maffe, Josh McDaniel, Casey Debus and Sally Watson

Members Absent: Debbie Ochsner

Approve Minutes from December 3, 2015 meeting

Rex Cogdill made a motion to approve the minutes, and Michelle Landa seconded the motion. Motion passed.

Outcomes Assessment report and presentation

John Cline presented a PowerPoint presentation that he was working on to be presented to the Board on Tuesday. This presentation was one that had been used in the past for a few years. John felt that he should update the information and tweak the overall look of this with the recommendations from the group. The group indicated that the slides seemed to be a little wordy and it may be more eye catching and interesting if pictures and graphics were used in place of so much data. John welcomed the suggestions and will integrate the changes as needed.

Survey Results from the In-Service Faculty Meeting

John Cline handed out the results of the All-Faculty In-service meeting results. Six votes were counted to have the OA Assessment Committee continue only with its official purpose, and 18 votes to have the OA Committee try the new possibilities. Three chose not to vote.

John went over the handout pointing out a few of the comments gathered from the survey that were interesting and informational. One specific comment illustrated an interesting suggestion, it read as follows: *I like the idea of new teaching practices. Tie the outcomes assessment to classroom grades - the instructors know what needs to be covered and a passing grade means they (students) achieve the outcomes for that class.*

The group discussed ideas to examine new possibilities to improve outcomes and objectives; possibly have a meeting with interested faculty that wanted to participate in their program objectives. They could write appropriate outcomes for their classes with specific results. Michelle concurred that we definitely need more specific results and data to improve on our programs, such as Welding and the Nursing program for instance.

The comments were very informative and gave a clearer vision of where the Outcomes Assessment Committee should concentrate on their efforts. John Hansen felt we are just painting the surface of what this committee could accomplish. We need to dig deeper and create a more profound pattern of knowledge. He interjected that sometimes we need to look at the end product and teach backwards to get the result accomplished.

John Cline communicated that his brother is a Science professor at CSU and he would visit with him about how his college is dealing with objectives and outcomes. Michelle has similar ideas and experiences to share and will look into her previous educational information to share with the group the next time the committee meets.

Meeting adjourned.

OUTCOMES ASSESSMENT COMMITTEE MEETING
March 3, 2016 - 12:00 pm AC Conference Room

Members present: John Cline, Sally Watson, Josh McDaniel, Joel Alworth, Patricia Pulliam, and Casey Debus

Members absent: Rex Cogdill, John Hansen, Michelle Landa and Debra Ochsner

Approve Minutes

Josh McDaniel made a motion to approve the February 4th minutes; Casey Debus seconded the motion; motion approved.

Gift Card for CAAP Participants

John Cline informed the group of the request from Jo Ellen Keigley to fund the CAAP participants with a \$5.00 gift card to the student center for completing the CAAP. In the past, the Outcomes Committee has given a \$5.00 Student Center gift certificate to each student who completes the CAAP exam. Last year, the OA Committee gave out \$420 worth of certificates to the 84 students who completed the exam. John stated that in order to assist with the budget crisis, \$500 was taken from the OA Budget, leaving about \$1,100 still accessible. The \$420 would be affordable.

Patricia suggested instead of making it an option to complete and then the student gets the certificate; turn it around and rephrase it to be a “thank you” for completing it; that might make more students want to follow through. There is no enforcement for students to get this done. Casey interjected that if 84 students completed this last year that this was a significant accomplishment and that it would be a good idea to continue this practice. The committee agreed to fund this project this year.

Discussion of a new model for Course Assessments

John discussed the handout he created, “Objectives and Outcomes at EWC”. He pointed out the difference between Objectives and Outcomes with brief descriptions of each. Objectives being the intended results with brief statements and Outcomes being the actual specific results achieved. He continued to illustrate an example of his own “Painting” class objectives and outcomes statements and how they should be differently reflected. A definite division needs to be deciphered so we are appropriately addressing the Objectives then the Outcomes and making them clearer on our syllabi.

He informed the group that he spoke with his brother at CSU to see if other institutions have a better understanding of the Objective and Outcomes. He stated that even his brother was not clear on the concise vision and outcomes assessment practice. This assessment tool needs to have some kind of consistency and standardization to expound on in the future.

Discussion on the need for a standard format for outcomes on the syllabus was discussed further. The challenge would be to get all faculty to be on board and revamp their syllabus. In the handout, John outlines possible challenges that could come about, such as creating a lot of work for each faculty member, forcing an institutional clarification/redefinition of objectives and outcomes. John spoke with Aaron Bahmer regarding the possibility of creating a new online reporting tool.

In the handout, John stated a proposal. The college would need to map each course and have faculty write outcomes that line up with objectives. After that, decide what is needed on the syllabus; either Objectives, Outcomes or both. By doing this, it creates a new assessment tool that charts the specific assessments used in the course that produces each desired outcome. This, in turn, would be in line with one or more course objectives, each of the outcomes would then be lined up with the *Expected Student Outcomes* section of the EWC Catalog on page 25.

Patricia expressed that she has outcomes on her syllabus, but no objectives. We have no way to report outcomes from the syllabus. We are assessing outcomes working back to objectives.

Casey added from the Library side that there is a process called the ADDIE Model, used to develop classes. For example, instead of just saying "Checking out book", it would ask for more specifics in actions, for instance it might state, "A student is checking out specific books to special patrons". More in depth and specific information. ADDIE stands for *Analyze, Design, Develop, Implement and Evaluate*. Casey felt that if we pulled specifics into our objectives like this, it would be beneficial to the outcomes part of assessing.

John interjected that if we researched case studies with institutions, then we could present hard evidence to faculty to compare between old school methods and new school ideas. We need to convince others that this is not an intrusion on their academic freedom. The idea is not to make this a standardized method like high schools, but find successes that other institutions have had and show logical evidence.

Joel referenced a model objective/outcome design called Marzano's Backwards Design. It illustrates teaching from the end to the beginning method. Joel expressed that in his department/class it is important to show and educate students' different workforce skills to create a product that would be global; not just one skill and one job. He teaches skills so when they graduate, they are multi skilled in several kinds of welding techniques, not just one standard skill.

Casey concurred with Joel and believes that goals for specific areas would be beneficial for the objectives so the student could get specific employer outcomes needed, such as "TIG welding" for instance, if that is what the employer was searching for. Casey also expressed a need for modification for students. She expressed that some students believe a "C" gets a degree" attitude and are not more motivated to succeed and finish. It would be vital to add the "success of a student" in our current mission statement.

John suggested that for the April meeting, everyone could start to think about refining the terminology. This college needs to start innovating and coming up with more productive and useful methods of outcomes and objectives. He suggested using the handout as inspiration to create a useful tool for creating objectives and outcomes.

OUTCOMES ASSESSMENT COMMITTEE MEETING MINUTES
May 5, 2016 - 12:00 pm AC Conference Room

Members Present: Josh McDaniel, John Cline, Joel Alworth, Casey Debus, Michelle Landa, Debra Ochsner, and Sally Watson

Members Absent: John Hansen, Rex Cogdill and Patricia Pulliam

Minutes from the March 3rd meeting were read and approved. Josh McDaniel made the motion to approve minutes. Sally Watson seconded the motion.

John distributed a copy of his ART 2010-01 Art History I Syllabus. He informed the committee that he was trying to redo this form with the intent of creating specific objectives that would coincide with the outcomes of this course.

Discussion amongst the group concluded that the use of more specific words for objectives on the front side would make it easier to measure the outcomes at the end. Michelle interjected that these need to be clearer and specific for each individual objective. There needs to be a way to measure these at the end. One suggestion was to integrate a table that specifically states what the objective is and match it with what the outcome should be; measuring all of them that need reported. John is going to take these suggestions and rework this document and try and integrate more precise definitions, with specific wording and expectations.

A video was presented and viewed that Joel Alworth had found on line titled, "Writing Course and Assessment Plans Goals, Outcomes and Learning Outcomes". It illustrated the procedure and specific ideas of how and what the objectives/outcomes process should entail. The group touched base with pertinent issues that it brought forth.

Josh McDaniel informed the group that he attended a PLC workshop facilitated by Dr. Anthony Muhammad last February at the school district. He reiterated some of the topics that were discussed in the slides that might be useful in "selling" the outcomes assessment process to colleagues. These notes were saved on the "M" Drive, under the Assessment - Josh McDaniel folder if anyone would like to look them over.

Plans for the next academic year

John informed the group that we would plan on meeting in the fall, probably during the in service activities. Discussion will center on trying to implement new ideas to adjust and work with a possible new syllabus format with precise and defined objectives/outcomes.