

## OUTCOMES ASSESSMENT COMMITTEE MEETING

August 19, 2015

2:00 pm, Room T131

Members Present: Chris Wenzel, Josh McDaniel, Debbie Ochsner, Joel Alworth, Rex Cogdill, John Hansen, Michelle Landa, Kimberly Russell and Sally Watson

Members Absent: Casey Debus

Approval of minutes May 5, 2015.	John Hansen moved to approve the minutes. Chris Wenzel seconded the motion. Minutes were approved.
2015-2016 Action Plan Handout	John Cline passed out the Action Planning Worksheet for the 2015-2016. John suggested everyone examine these and at our September meeting we would look further into forming sub-committees and go over them one by one.
Persistence and Completion Academy	<p>Kim discussed briefly about the upcoming presentation on Thursday, August 20<sup>th</sup>, when the HLC Mentor, Doc Arnett, would be here at In-Service to examine our processes and procedures. His function will be to examine the current data already provided to him with the application, ask questions from each division meeting and clarify what our goal will be to complete the process in the next few years. He will help us determine what we need to know about “why do students stay and leave”; what can we actually do to affect change.</p> <p>Processes already in affect are the use of drop cards with a comment section, but we need to change this process. We need to examine, counsel and evaluate a better process for understanding the “why”. We need to focus not on National HLC statistics, but our own outcomes and set baselines and strategies to work on. Kim will compile the results of the visit with HLC and EWC and provide a report on his findings by September 30<sup>th</sup>.</p>
Key Finding for CCSSE	Kim Russell provided the Community College Survey of Student Engagement - EWC 2015 Key Findings Report. Items in the report discussed the information based on a three - year cohort of participating college in all core survey analyses. The current cohort is referred to as the 2015 CCSSE Cohort 2013-2015 throughout all reports. The five CCSSE Benchmarks were as follows: Benchmarks of Effective Educational Practice, Aspects of Highest Student Engagement, Aspects of Lowest Student Engagement and the 2015 CCSSE Special Focus items.
CAAP Results	The CAAP Tests handout indicated the average of Eastern Wyoming College’s 84 AA and AS Spring 2015 graduates was higher than the national average on the CAAP Testing writing math and Science, but lower than the national average in reading and critical thinking. This will be part of OA Report in October and November.
SENSE Update	Bring SENSE up at HLC. We can’t afford it and need to be taken out of application.
CATS, Program Assessments to be completed	On the handout that Kim provided, there were 38 programs and only 6 have turned their assessments in. Discussion was made to involve the instructors on how to do get more participation in this; possibly provide a training session. John Cline indicated there was a “how to book” in the library on CATS. In order to facilitate the effectiveness on getting faculty to complete their assessments, there was discussion about possibly tying this completion to their evaluation. Josh McDaniel projected that it would help with the compliance if instructors were given more training tools to get it done. Not everyone has an

	<p>understanding about CAT and the reasoning behind the techniques</p> <p>Michelle interjected the idea that we need to get faculty to understand that this is not being used against them, but let them know that this is a valuable tool to use and be excited about. She explained that they can take what you are already doing in class, so as not to create a completely new project. She has an example she could share from her teaching.</p> <p>A mission statement and clarity of why and what we use this information for would be helpful.</p>
Review current committee membership- membership for 2015-2016	John Cline examined the members and will work on getting member slots filled. Joel Alworth membership ends in 2015 – he will need to be replaced unless Joel can serve another term. Also, we need a business and technology division member for a term of 2015-2017.
Set meetings for remainder of the year	1 <sup>st</sup> week of each month; Thursdays at 12:00pm, AC Conference Room. John Cline will contact Sally with new member's names and she will set up reoccurring meeting dates for all members.
	Meeting was adjourned at 3:05pm.

## **OUTCOMES ASSESSMENT COMMITTEE MEETING MINUTES**

November 5, 2015 - 12:00 pm AC Conference Room

Members Present: Casey Debus, Josh McDaniel, Patricia Pulliam, John Hansen, Joel Alworth, Michelle Landa, Kim Russell, John Cline, Debbie Ochsner and Sally Watson

Members Absent: Rex Cogdill

### **Approve Minutes from September 3, 2015, meeting (No October Meeting Held)**

John Hansen made a motion to approve the minutes, and Josh McDaniel seconded the motion. Motion passed.

### **Report on Persistence and Completion Academy Conference in Chicago**

John Cline informed the group about the trip to Chicago. He expressed that there was a need to find a direction to take as a college to fill our data gaps, identify who are the students that are leaving and why they are leaving. John shared an experience that happened to him recently. One of his advisees was leaving school for personal family reasons. He expressed that even though he knows, the information/reason does not get documented anywhere. There is no other place to go with the information and no way to track it. He believes advisors are a real valuable source of information and it would be helpful to create a standardized process. Advisors could take this information and implement it back into the data so there was a tracking path to analyze.

The HLC attendees created a poster for a visual source and this will be presented to the board. John Cline will get it printed to show the transition that is happening and the work HLC has done and display it throughout the college.

Kim Russell conveyed that she discovered that our data is primarily all academic and other areas, besides academics need addressed.

### **Expected Student Outcomes in Catalog**

John Cline, Kate Steinbock, Peggy Knittel, Ellen Creagar and Patricia Pulliam worked on the Expected Student Outcomes in the Catalog. This will eventually replace CATSI. Further discussion was made about the clarity of the six outcomes. John asked why Communications has 2 outcomes. John Hansen stated that they are redundant and feels we could either delete one or streamline both and make one statement out of both. The group agreed that the second statement was much clearer.

Michelle expressed that the Constitution statement was a bit vague. John Cline expressed that this was mandated by the state, and it is still measurable. Michelle stated that the conjunction "and" was not correct for these statements and should be separate outcomes. The group agreed to separate the statements to read as follows:

- *"Graduates will develop knowledge of U.S. Constitutions".*
- *"Graduates will develop knowledge of the Wyoming Constitution".*

### **Preparing for CAT, and Course Assessment reporting**

John will meet with Aaron to develop the new CATSI on the website. John expressed concern that he sends out emails with little success to motivate and remind people to complete their reporting. Sometimes a faculty member would volunteer to assist anyone if they needed help putting one together. There needs to be a new and better plan to get attention to this assessment reporting. John feels the reason faculty do not complete theirs' is primarily because of procrastinating or just not remembering to do it and some faculty in the past thought it was a waste of time.

Michelle projected an idea to write this process for course assessment into their schedules. Faculty could build time at the beginning of the year into their schedule as part of the course. A way to get proven outcome, would be to assess the same course year after year with consistent results one way or the other.

Patricia Pulliam demonstrated that she may start the year with her assessment, and then go back at midterm, repeat questions and analyze the results that she may need to do something different in the next semester; a check system sort of affect.

Josh suggested instead of using the word "change", make it "refine our teaching procedures and information". John Cline suggested "improving in instruction" as a possible statement also.

John Cline expressed the real need to have an all faculty mandatory assessment development training for about an hour. Get everyone on the right track, do some in-depth training, and involve them in the discussion about the importance of reporting.

Josh had a possible idea to start this up with a pilot group to measure the success. Michelle would like to work on how they are going to measure this data for future professional development and bring that to the faculty as "going good to great"

### **Library ProQuest Research Companion – Casey Debus**

Casey Debus talked with the group about a program called *ProQuest Research Companion*. This was built to help students do more effective research and to support faculty as they teach the core information and principals of finding, evaluating and using information. There is a video on line that gives an overview of the power of a research companion. There are 80 short videos that are organized into 9 learning modules that answer questions like "how do I choose a topic? For example. Casey informed the group that she would be happy to discuss this with them anytime if they need more information.

Michelle suggested Casey send this information out to all faculty in an email.

John Cline made a motion to adjourn the meeting. John Hansen seconded the motion.

**Outcomes Assessment Meeting  
September 3, 2015, 12:00pm, AC Conference Room**

**Members Present:** Josh McDaniel, John Cline, John Hansen, Michelle Landa, Kim Russell and Sally Watson

**Members Absent:** Rex Cogdill, Debbie Ochsner, Joel Alworth, and Casey Debus

**Approval of Minutes:**

John Hansen moved to approved minutes from August 19, 2015, and Kim Russell Second motion.

**Membership List:**

Debbie Ochsner would like to stay with committee. John Hansen and Debbie will represent the Arts and Humanities Department. John Cline emailed Rick Vonburg to see if Joel Alworth would be willing to continue with the committee.

**Strategic Plans:**

John Cline went over the Action Planning worksheets.

**Goal #2 – *Continue finding ways to complete the assessment loop and communicating outcomes to constituents*** effectively and productively. John Hansen stated that our results and awareness of this information is important and we need to come up with ways to effectively distribute the OA Report. Possibly a one page snapshot of our outcomes on a pamphlet or section in the school newspaper; “Facts at a Glance” caption. Michelle is going to meet with Tami Afdahl and Zach Smith on September 9<sup>th</sup>, and it was suggested that we have a representative from OA in that meeting. John Hansen volunteered to be the representative.

**Goal #3 - *Continue to work on improvement in all CAAP (Collegiate Assessment of Academic Proficiency Test) areas and maintain levels above the national average.*** This test measures how much you know about a particular subject, and is also used to determine how well your college and teachers do to educate students overall. This information can help faculty to see weak spots in their programs, and compare themselves to colleges nationwide.

Discussion and options to continue with this goal were discussed. Josh expressed that faculty may have some resistance to pursuing this because of the time involved to encourage and follow up on this goal. Do the students really understand the purpose and need for this? Some faculty would find this useful, but maybe others don't want to change or know the results.

**Goal #4 - *Develop college-wide initiatives to improve student reading scores.*** Michelle expressed that it may be a hard sell to faculty because there may not be a way to pinpoint who needs help. The data that would target those areas may be too broad. We don't want to get in the mode of being “data rich and info poor”. If we work with the HLC Persistence and Completion Committee, this can be covered in one of the topic areas, and will not duplicate efforts. This group can be a subset - subcommittee.

**Goal #6** – *Participate and assist with the EWC Quality Initiative (QI) Project – HLC Persistence Academy required for continuing accreditation.* There was a general consensus that instead of creating a separate Goal for OA, that the committee would also work with the HLC Committee to continue Goal #6, as an OA Subcommittee.

**Reimplementation of CATSI for Outcomes Assessment purposes.**

John Cline and Aaron Bahmer are working together to develop the five areas of competencies: *Communication Skills, Analytical & Quantitative Reasoning, Technology Skills, Social Awareness, Information and Literacy* to be instigated back into our syllabus information. The syllabus now needs some authenticity with a list of skills and ownership at EWC.

Josh McDaniel expressed awareness that programs like the Tech programs may not fit in a perfect syllabus format. There could be a loose correlation in those programs. An idea would be to develop college wide initiatives for Spring CATS scores.

John Hansen moved to adjourn the meeting. John Cline Seconded the motion. Meeting adjourned.

## **OUTCOMES ASSESSMENT COMMITTEE MEETING MINUTES**

December 3, 2015 - 12:00 pm AC Conference Room

Members Present: Joel Alworth, Debbie Ochsner, Rex Cogdill, Josh McDaniel, Casey Debus, John Cline, Kimberly Russell, Michelle Landa and Sally Watson.

Members Absent: Patricia Pulliam and John Hansen.

### **Approve Minutes from November 5, 2015, meeting**

Casey Debus made a motion to approve the minutes, and Josh McDaniel seconded the motion. Motion passed.

### **Outcomes Assessment Annual Report**

The Outcomes Assessment Report is in progress and the sections are being compiled. This report will be sent to the Board in January and sections need to be finalized and updated. Kim and John are working on the majority of report. The report will be sent via email to Committee by Dec. 21<sup>st</sup> for review. If there are any changes or additions, they need to be completed by January 4<sup>th</sup> at 4:00pm.

### **History and Future of the Outcomes Assessment Committee**

John Cline expressed that he worked under Kate Steinbock for about a year with this committee and was asked to take over as the chair. John feels that his involvement may need to be developed as he is feeling a bit undertrained on what the Outcomes Assessment Committee is supposed to be accomplishing. John indicated the need to have some direction where the committee is going. John shared that although Kim may complete reports, such as SENSE, the reports are just completed and nothing is done with information. There is no direction or indication that goals are being met.

Michelle asked if this committee was effective and questioned what would this Outcomes Assessment Committee need to accomplish to continue to be effective. Michelle indicated that she felt last year's report was excellent and very well put together.

John Cline feels, from his perspective, that we need to improve CATS. He feels he can bring enthusiasm to the CATS process as part of the committee. John questioned whether this committee was functioning only in the academic field. If the Institutional Research for Outcomes Assessment is to be effective, it needs to encompass more than just academics. John feels this committee can be more useful and informative if it incorporates more areas of the college.

Debra Ochsner suggested incorporating a common read for the college as a whole, such as a "Critical Thinking" project in every class and it could be measured more accurately than a lot of different assessments.

Casey Debus indicated that she has been on this committee for 4 years now. Generally the committee looks at the surveys, reports, etc. reviews them, makes a plan, but never seems to get to the process of improvement.

Michelle articulated that we need to figure out a strategic plan for the committee to see what each of the committee members wants out of their involvement. There may be a possibility of having 2 to 3 people work on critical thinking and start measuring it. It's important to get all faculty on board and offer help to those that need assistance. Michelle suggested that if anyone needs training in this field, then that is the direction we should move towards. If this process is working, then there is no sense in reinventing the wheel.

John suggested to the committee to brain storm over Christmas break about ideas to craft this to our interests. Representatives are needed from other parts of the college, such as on the occupational side, Welding and Vet Tech to get a better rounded idea of what is needed.

Joel Alworth indicated the he uses advisory boards around the State for guidance in his welding courses.

Michelle questioned if there was a charter for this committee. To the committee's knowledge, there was not one established. Michelle indicated the need to create one to have some direction and to know what this committee is all about.

John suggested we ask different departments to see if they would like to be on the committee. We need to create more objectives in a broader way. John feels that this committee needs all faculty's suggestions and recommendations. There is concern that the faculty may feel as if their academic freedom is being taken away, but let them know that the assessments will be an enhancement to assist them in their daily practices and methods in the classroom.

There will be an all faculty meeting to discuss Outcomes Assessment, possibly the last day of in-service, to involve all the faculty on how to create meaning and focus on what direction to go with OA and create a charter with everyone involved.

Meeting adjourned.