



EXECUTIVE DEAN OF INSTRUCTION

Date: January 27, 2006
To: Ed Assessment Oversight Committee
From: Beth Pitonzo
Cc: Dr. Silverman
Subject: ED Assessment Minutes of January 27, 2006

Approved

Present: Jim Arnold, Chad Bartlett, Larkin Franks, Doug McCarty, Elizabeth Milliken, Lee Mitchell, Tim Polly, Beth Pitonzo, Jack Schommer, Teri Tong and Amy Widger

Absent/Excused: Daryl Harrison-Carson, Tim Green and Wendy Schissel

Call to Order

Beth Pitonzo called the Ed Assessment Oversight Committee meeting to order at 3:06 P.M and welcomed everyone. Beth reminded the group that the General Education Assessment Taskforce is meeting at the very same time today as our committee

Review of Previous Minutes

Beth asked the group to review the minutes of the Joint Ed Assessment Oversight Committee and the General Education Assessment Taskforce held on December 15, 2005. The minutes were reviewed and approved.

Actions:

- ✓ M/S by E. Milliken and T. Tong to approve the minutes. Approval was unanimous.

Review Current Committee Membership (B. Pitonzo)

Beth reported that Larkin Franks has replaced Paula Gubrud on the EAOC.

Define List of Programs/Degrees to be Assessed

Beth reviewed an overhead of MHCC's list of Programs of Study, which includes Associate of Applied Science, Associate of General Studies and Certificate programs in addition to the transfer programs (Associate of Arts – Oregon Transfer Curriculum Guides, Associate of Science – Oregon Transfer Curriculum Guides, Associate of Science – Curriculum Guides and Direct Transfer Curriculum Guides).

Who will have to do program-level outcomes? Every program on the list for AAS degrees will have to do program-level outcomes. The first three areas under the transfer programs will need assessment on how we bundle them. We might have to assess each transfer group and we will also have to look at the numbers of students in the programs. The transfer sub-committee members who are working on the transfer programs will meet with Tim Green for preliminary work. (Transfer group: Chad Bartlett, Daryl Harrison-Carson, Doug McCarty, Elizabeth Milliken, Jim Arnold and Lee Mitchell).

Action:

- ✓ Beth will pull the transfer sub-committee members together next week to meet with Tim Polly and Tim Green for preliminary work.

Review Nichol's Process/Method for Identifying Program-level Exit Outcomes including Specific Examples from other Colleges

Beth reviewed the following overheads of the examples of material included in the Nichols Workshop from Fall In-service 2005:

The focus – of our student outcomes is on academic program improvement and student work used to reflect program effectiveness.

The What? and Why? – The **What** describes what we intend students to know (cognitive), think (affective), or do (behavioral) when they have completed a degree program. The **Why** is because it is required. It narrows the assessment effort and provides a market for assessment results. We will be developing discipline specific outcomes.

Suggestions for Evaluating Statements of Intended Education Outcomes –

- Consistent with MHCC's Board Mission and priorities
- Reasonable with respect to ability of students.
- Reflective of key concepts
- Clear with accomplishment ascertainable
- Singular (one assessment). An example of a singular assessment would be: Draw a graph. Not develop, draw and interpret a graph.
- Rotated when validated

Two-Year College Program Covering the First and Second Year of the Baccalaureate Degree – The College Parallel (General Education Program) is an assessment of what students learned in general education at a two-year college. The Transfer Program (in Major) is assessed primarily by information from 4-year institutions with a potential for locally-devised means of assessment.

Two-Year College General Transfer Program – This example shows the expanded statement of institutional purpose, which includes the mission statement, institutional goal(s) and program intended educational outcomes.

Floriculture Technology Program – This example shows the expanded statement of institutional purpose is program specific towards the Floriculture Technology Program and lists the institutional goal and educational outcomes for the program.

Action:

- ✓ The committee requested that the overheads be sent electronically to them. Diane will send out.

Draft and Approve a Process for Outcomes Development

Beth reviewed an example of a “long list” of program-level outcomes for an AS in Biology, the list includes 22 separate outcomes.

Beth reviewed an overhead of the Long List/Short List Concept Form. The first step for program faculty will be to come up with a “long list” of program-level outcomes and fill out the form. The second step will be to pick 3 or 5 outcomes for a “short list” to focus on next year and then the EAOC will assess and review each list to ensure consistency.

The group determined that program faculty should return the filled out draft “long list” by the first week of Spring term, April 7. If they could determine a “short list” in that time, too, it would be great, but not necessary at this time.

Beth suggested that it would be good for the EAOC members to meet with the Ed Assessment Coordinator(s) for each of his/her area and to go over the information received today (in a train the trainer mode).

The group requested that the Long/Short List form be sent electronically to the EAOC.

Beth reviewed the 5-column Program Assessment form, which will be used by program faculty to assess the 3-5 program-level outcomes determined on the “short list”. Column #1 includes MHCC’s mission statement and institutional goals; column #2 will list the 3-5 outcomes derived from the “short list”; column #3 will list the assessment and criteria; column #4 will list the summary data and column #5 will list the use of the results.

Beth asked Diane to send the 5-column form to the EAOC.

Actions:

- ✓ Diane will send the Long List/Short List Concept form to the EAOC.
- ✓ Program faculty will submit “draft” of completed Long List to EAOC by April 7th.
- ✓ Diane will send the 5-column Program Assessment form to the EAOC.

Propose Timelines and Assign Tasks

Beth suggested the following timelines:

- The transfer piece must be done first. A meeting will be scheduled for next week with the transfer folks and Tim Green. The area meetings with transfer faculty should take place by Feb. 24th. Transfer areas include:
 - Business
 - Humanities
 - Science
 - Social Science and Mathematics
- Professional Technical EAOC members will meet with area AAS Ed Assessment Coordinators by Feb. 24th. (Tim Polly, Jack Schommer and Teri Tong will meet with their area coordinators.
- Jim Arnold will also meet with AAS Business Ed Assessment Coordinator.
- Doug McCarty and Lee Mitchell will meet with Environmental Health & Safety, Fisheries and Natural Resources Technology coordinators.

- Amy Widger will meet with ABE/GED and Human Development folks.
- “Draft of Long List” due by first week of Spring term (April 7th)
- EAOC will review list
- Long and Short List due by May 26th.
- EAOC will review both lists.

Other

Teri Tong suggested that program faculty might be able to glean outcomes from a professional overseeing body (such as in the Dental Hygiene program) that has already developed and prescribed outcomes for students.

Adjournment

There being no further business, the meeting adjourned at 4:10 P.M. The next meeting will be February 24, 2006, 3-4 p.m. in the Board Conference Room.

Recorder: Diane Van Hise

BP/dv
EA: EA Min 01-27-06