



EXECUTIVE DEAN OF INSTRUCTION

Date: December 15, 2005
To: Ed Assessment and General Education Committees
From: Beth Pitonzo
Cc: Dr. Silverman
Subject: Joint ED Assessment and Gen ED Meeting Minutes of December 15, 2005

Approved

Present: Jim Arnold, Gerry Barra, Jack Brook, Stephanie Cram, Dave Garlington, Tim Green, Chris Jackson, Julia Longbrake, Elizabeth Milliken, Lee Mitchell, James Nystrom, Tim Polly, Beth Pitonzo, Kari Rothi, Wendy Schissel, Jack Schommer, Teri Tong and Amy Widger

Absent/Excused: Chad Bartlett, Daryl Harrison-Carson, Paula Gubrud, Keith Maneval, Doug McCarty, Paul Morris, Joyce Sherpa and Shannon Valdivia

Guests: Leslie Allen, Sherri Lynn Bottari and Larkin Franks

Call to Order

Beth Pitonzo called the Joint Ed Assessment Committee and General Education Committee meeting to order at 2:06 P.M.

New Business

Introductions (Group)

The Ed Assessment and General Education Committee members took a few minutes to introduce themselves by stating his or her name, division or area represented and the committee on which he/she is a member.

Overview of Process – What are the changes, how do they intersect? (B. Pitonzo)

Beth presented an overview of the accomplishments that need to be completed in the next year or so. She handed out a document entitled *Outcomes! Outcomes! Outcomes!*; which explains how General Education, Ed Assessment, Standard 2, Curriculum Committee and Institutional Effectiveness all relate to each other. Beth briefly described the following areas:

General Education/Related Instruction – For the past 2 ½-3 years the General Education Taskforce has been working on establishing general education requirements. The taskforce has established general education requirements with very broad outcomes for Communication, Computation/Mathematics and Human Relations. There can be two tiers of general education requirements... one set of common elements for the AAS degree and another level of general education requirements for transfer degrees (AAOT, AS and ASOT).

Educational Assessment – Involves looking at the curriculum at the program-level when developing student learning outcomes. Student learning outcomes may differ widely from program to program and are written specifically for that program. Program-level outcomes should be linked to the Board goals.

Course Student Learning Outcomes – These are the most specific of the outcomes. Specific course outcomes may support both general education and/or program-level outcomes as well as provide very specific content outcomes unique to a particular class.

Curriculum Committee – The Curriculum Committee will make sure that the course outlines and outcomes reflect the ties between general education and ed assessment.

Standard 2 – Standard 2 is the instructional standard from the Northwest Association of Colleges and Universities. Eighty (80) percent of what we need to report to the commission is what this group will be doing. Currently, there are nine (9) Standards Committees already meeting on campus. The Standard 2 Committee will begin at a later date.

Institutional Effectiveness – This process looks at the efficiencies and effectiveness of the institution (MHCC) related to Board goals. This is separate from student learning outcomes. We are required to do both processes (Ed Assessment and Institutional Effectiveness) for accreditation.

The document also included General Education information, definitions and the timeline/action plan for the Gen Ed Taskforce.

After the overview, Beth thanked everyone for attending today's meeting and appreciates their willingness to serve on the committees.

Beth had promised the group that she would provide examples of what other schools are doing in regards to ed assessment and general education outcomes. She provided a packet of information and reviewed the packet's content areas as follows:

- ✓ Regional & State Policies pertaining to Educational Assessment and General Education
 - Standard 2 Excerpt – NW Association of Colleges and Universities.
 - Senate Bill 342 – Requires a review of the AAOT and definition of student learning outcomes. A seminar, facilitated by Ruth Stiehl, entitled *Student Success & Retention: One System for Oregon Students* will be held on February 9 & 10 at Portland State's University Place. The seminar will be looking at degree level outcomes. Three folks from today's group will be asked to participate in the seminar.
- ✓ Supporting Documents for Ed Assessment
 - Educational Assessment Oversight Committee – Charge and Timeline
 - MHCC College Goals and Board Priorities
 - Current MHCC Ed Assessment Indicators
 - MHCC's Current List of Programs
 - Examples of AS Program Level Outcomes for Ed Assessment
 - Green River Community College
 - Examples of AAS Program Level Outcomes for Ed Assessment
 - Austin Community College
 - Examples of AS and AA Program Level Outcomes for Ed Assessment
 - California State, San Bernardino
 - Examples of AAS Program Level Outcomes for Ed Assessment

- Green River Community College
- ✓ Tools for Ed Assessment
 - Example rubric
 - Example survey to assess transfer performance
 - Example employer survey
 - Example graduate survey
- ✓ Supporting Documents for General Education
 - General Education Taskforce Charge & Timeline
 - Current MHCC General Education Proposal
- ✓ Examples of General Education Outcomes
 - Delta College
 - Green River Community College – Wellness
 - Central Arizona College
 - Gainesville College
 - Austin Community College
 - California State, San Bernardino – Basic Skills Areas
 - California State, San Bernardino – Breadth Areas
 - Rocky Mountain College
 - Linn-Benton Community College

Future Meeting Times (B. Pitonzo)

Beth asked the group about the possibility of the two committees meeting simultaneously in different rooms on the same day or meeting after one another. She asked the group to give his/her winter term schedules to Diane and Sherri Lynn to review (while the meeting continued in progress) for a possible meeting day.

After review of the schedules it appears that Monday or Wednesday from 7:30-8:30 A.M. or Friday from 3-4 P.M. would be the only available meeting times for the majority of the group. It was determined that future meetings will be held on a Friday from 3-4 pm. A meeting notice will be sent out when a meeting date has been decided upon.

Update on General Education Taskforce (GETF) Activities, Changes & Challenges (G. Barra)

Gerry reported that the General Education Assessment proposal document dated May 17, 2005 is included in everyone's packet. The GETF has primarily focused on developing outcomes and assessments for the AAS degree and some institutional requirements. The challenge has been in trying to write outcomes that are assessable.

The GETF will be working with new members on the following action plan during winter and spring terms 2006:

- Developing outcomes for science/math/computer science; social science; humanities; HPE; speech communication; transfer-level math and writing.
- Finalizing critical thinking, technology and information literacy outcomes and methods of assessment.
- Reviews assessment methods for newly developed outcomes.

- General Education Student Learning Outcomes are adopted for publication and assessment measures are slated for implementation.

The accreditation visit is scheduled for Fall of 2007; therefore, all gen ed information must be submitted in early spring of 2007 to be included in the 2007-2008 catalog.

Gerry stated that she is looking forward to working with the new committee members.

Update on Educational Assessment Activities, Changes & challenges (T. Polly)

Tim provided a handout entitled *Floriculture Technology Program-Five Columns*.

The action plan for the Ed Assessment Committee (EAC) is as follows:

- Clarify the purpose of both Institutional Effectiveness and Educational Assessment and separate the processes in which they are done. This would include a review of existing indicators to determine which process they best support. (Fall 2005)
- Re-define the membership of the Educational Assessment Committee as outlined in the previous section. (Completed – Fall 2005)
- The Educational Assessment Committee meets and establishes a new “Statement of Purpose” as outlined above. (Fall 2005)
- The Educational Assessment Committee in collaboration with the Executive Dean of Instruction and Research and Planning, defines the list of programs (both transfer and professional-technical) that must undergo assessment. (Early Winter – January 2006)
- The Educational Assessment Committee develops a procedure and template, based on the Nichol’s model that guides Educational Assessment Coordinators and their faculty in developing a list of program/degree-level student learning outcomes and associated assessment measures. (Winter – February 2006)
- A subgroup of the Educational Assessment Committee trains the Educational Assessment Coordinators on the procedure and timeline for completion. (Winter – March 2006)
- Identified programs/degrees complete student learning outcome and assessment development and submit completed templates to the Educational Assessment Committee. (Spring – April 2006)
- The Educational Assessment Committee reviews the submitted templates to ensure consistency, validity, and linkage to established Board of Education mission, vision and goals. (Spring - May 2006)
- Program-level Student Learning Outcomes are adopted for publication and assessment measures are slated for implementation. (Spring – May/June 2006).

Q & A (Group)

Beth asked the group if they had any questions or concerns.

- Not everyone (Jim Arnold, Teri Tong and Elizabeth Milliken) received the Nichols Workshop materials. Materials will be sent to these individuals.
- Julia Longbrake and Amy Widger need specific portions of the Nichols Workshop materials.
- Yes, we will be doing program-level and general education outcomes at the same time.

Adjournment

There being no further business, the meeting adjourned at 3:06 P.M. The next meeting, as yet to be determined, will be held from 3-4 pm on a Friday in January 2006.

Recorder: Diane Van Hise

BP/dv

EA: EA Min 12-15-05