**Sinclair Community College**

**Assessment Committee Meeting**

**9:30 am April 21, 2017, Room 2334**

**Members Present**: Michelle Abreu, Chad Atkinson, Janeil Bernheisel, Nadine Cichy, Michelle Cox, Jared Cutler, Angela Fernandez, Emily Garber, Cari Gigliotti, Shaun Huang, Larraine Kapka, David McFadden, Heidi McGrew, Jessica McKinley, Reece Newman, Derek Petrey, Jennifer Romero, Ann Soltysiak, James Sosebee.

**Members Absent**: Heidi Arnold, Kara Brown, Julia Clark, Jennifer Day, Lonnie Dorgan, Dona Fletcher, Candace Moody, Chris Murphy, Jackie Myers, John Porter, Katie Walker.

**Topic**: Welcome / Team Reports

**Discussion**: Division Assessment Coordinators / Team leaders recapped year’s accomplishments in Team Reports (attached below). Additional discussion: Members suggested the more OTM classes we can get the new Cultural Diversity / Global Citizenship rubric into, the better, though it is going to be very challenging for AA.S programs where there is only room for two humanities. Ann suggested incorporating it into General Psychology to improve numbers of students reached. Heidi pointed out multicultural content is already embedded in many STEM classes and suggested creating workshops for chairs / coordinators in divisions where it is more difficult to embed at present. Members suggested finding course / assignments not just in Soc. and Psych. but in Political Science and Economics. In response to questions about Team 3’s report on transfer reports in Dawn Portal, Chad explained RAR’s definition of “transfer” and noted RAR puts on a monthly info. series in the library for those who wish to learn more about how to run these reports.

**Topic**: Suggested areas of concentration for AY 2017-2018

**Discussion**: Cari suggested a workshop where participants could see everything involved in an assessment project a department or program successfully implemented. She referenced a project Michelle Cox gave a presentation on earlier in the year. Jennifer and Heidi said participants could then create their own project and follow through with it, that it wouldn’t have to be a huge project and we could probably use or adapt rubrics already created. Nadine pointed out that the CTL probably still has books and other resources for “Transformative teaching strategies” that would be of benefit when putting such workshops together. There was lengthy discussion concerning the difference between Critical Thinking and Quantitative reasoning and whether or not to separate the two and create Quantitative reasoning outcomes and how often we should revisit our current outcomes. In response to a question from Michelle Cox about how the committee communicates with departments / programs, Derek pointed out the CTL Assessment website hasn’t been revised in over 2 years and that any changes we make to it would not have to go through Marketing. He also mentioned there will be separate breakout sessions at Learning Day Fall 2017 for first-year faculty and chairs, with an opportunity for the committee to tailor workshops specifically for those constituencies. Nadine wanted to know how we could better communicate with programs of a more qualitative nature (those who “work in paragraphs”) and Jessica suggested we should do some social media outreach using the very innovative and successful approach the leader of that office has adopted recently.

**Follow up**: Assessment Coordinators will meet May 22nd to review these suggestions and determine AY 2017-2018 goals.

Meeting was adjourned at 11:00 am.

Submitted by Chuck Freeland

**Action Item Team Reports**

**Action Item # 1 Team Leader Annual Report AY16-17**

**Team Focus/Goals 2016-17**

* 1. Educate departments regarding the changes made in the shift from service learning, value citizenship, etc., to the new cultural diversity and global citizenship (CD&GC) college wide learning outcome. Education via email or in person was discussed.
  2. Review and make necessary changes to the rubric used in the pilot after the team meeting with Sociology/Geography/Social Work instructors set for early spring 2017 to discuss their pilot outcomes and understand their suggestions moving forward.
  3. Send out draft or final rubric to the department chairs to request their projects/course assignments for assessing the required CD&GC outcome to better understand how they could apply the rubric.
  4. Request departments submit their data from the assessment of CD&GC.
  5. Revisit the list of multicultural courses and approved OTM courses to determine if they could assess the outcome.
  6. Research how other universities are handling and assessing CD&GC.
  7. Understand program requirements to better understand how they can evaluate CD&GC.

Team’s Leader: Michelle Abreu

Team Members: Heidi Arnold, Janeil Bernheisel, Nadine Cichy, Angela Fernandez, Dona Fletcher, Chuck Freeland, Emily Garber, Candace Moody, Chris Murphy

**Actions for #1:**

* Held five meetings
* The team developed an educational letter that was sent out on February 3, 2017, by Jared Cutler which communicated updated information to the department chairs and assistant Deans concerning Sinclair’s CD&GC college-wide learning outcomes.
* The Division Assessment Coordinators also communicated further during their division’s leadership council meetings.

**Actions for #2:**

* Team One met with Sociology, Geography, and Social Work department on February 20, 2017, to discuss the CD&GC pilot that was run fall of 2016.
* First and foremost, team one and the Assessment Committee expresses its profound thanks to the Sociology, Geography, and Social Work department for its hard work on the pilot and its continued commitment to the important work of assessing Cultural Diversity and Global Citizenship.
* Dona sent Jared Cutler the rubric numbers from the pilot. The data was not available for review during our meeting however, the group who ran the pilot stated that the data would show that students were competent with CD&GC. They wanted us to keep in mind that there was some faculty discretion used to apply some of the rubric statements on the current rubric reading which the department believes needs many changes.
* Team One met with members of the Sociology, Geography, and Social Work department to discuss their recently completed pilot of the Cultural Diversity and Global Citizenship outcomes in four courses – Cultural Anthropology, Race & Ethnicity, Human Geography, and Cultural Competence. Members of the department, after careful consideration of the pilot results and materials, recommended changes to the rubric to reflect the following:
  + Recognition of diversity within cultures as well as between them.
  + Concentration on empathy and cultural humility, rather than on conflict, as seems to be emphasized in the current rubric.
  + Expansion of assessment levels to exemplary, proficient and developing / beginning to reflect the process of strengthening cultural competency.
  + Separation of outcomes focused on “professionalism” from those focused on diversity.
* There was also some discussion of revisiting the outcomes themselves with the altered rubric serving as a guiding document. It was decided that members of the Sociology, Geography, and Social Work department and Team One will meet again for an extended session with the Assessment coordinators to plot and execute next steps.
  + Instructional Council has been notified of the pilot findings and our interest in working together to create a CD&GC rubric that can be used by all faculty to assess the general education outcome.
  + On April, 6, 2017 from (9:00 – 10:00 am), we decided to put together a Doodle Poll to assess which dates worked for a summer workshop, as well as, which team one members were interested in working with the Sociology, Geography, and Social Work department this summer to revamp the CD&GC rubric for final approval by the Curriculum Committee and Instructional Council fall 2017.
* A workshop “CD&GC General Education Objective and Rubric Rewrite” was submitted and approved by the CTL to run on Wednesday, May 17, 2017, from 8:30 am – 2:30 pm.
  + The goal of this session is for members of the pilot group and assessment team one to adjust the wording dealing with cultural awareness, knowledge and understanding diversity and culture, and have a skill/interaction demonstration section.   
      
    We are going to address recommended changes to the rubric to reflect the following:
  1. Recognition of diversity within cultures as well as between them.
  2. Concentration on empathy and cultural humility, rather than on conflict, as seems to be emphasized in the current rubric.
  3. Expansion of assessment levels to exemplary, proficient and developing / beginning to reflect the process of strengthening cultural competency.
  4. Separation of outcomes focused on “professionalism” from those focused on diversity.

During this session, the team will rewrite the current CD&GC Objectives and revise the CD&GC rubric, and plan for next steps to present to Instruction Council and the Curriculum Committee during their first 2017 fall meeting. It is our hope that we will be able to select a course that is willing to run a mini pilot assessing the new CD&GC General Education objectives using the updated rubric fall semester of 2017.

**Action Item #3**

* We are hopeful that in the spring 2018 semester we will be able to send out the final rubric that was developed summer 2017 and approved in the beginning of fall 2017 to the department chairs to request their projects/course assignments for assessing the required CD&GC outcome to better understand how they could apply the rubric.

**Action Item #4 – 7 to be addressed Fall 2017 – Spring 2018**

* Request departments submit their data from the assessment of CD&GC.
* Revisit the list of multicultural courses and approved OTM courses to determine if they could assess the outcome.
* Research how other universities are handling and assessing CD&GC.
* Understand program requirements to better understand how they can evaluate CD&GC.

**Team Focus for Next Year:**

* Create a process to identify and approve general education and/or program/department courses that will meet the CD&GC outcomes. Identified courses will be required to provide evidence/artifacts, and assessment data to demonstrate mastery of this outcome in order to be approved.
* In fall 2017, identify general education courses that meet the CD&GC general education outcome.
* In spring 2018, release the updated objectives and rubric to all Sinclair faculty through the repository with a list of the general education courses that meet the outcome and work with programs/departments who do not have a general education course that meets the outcome.

**Resources Needed:**

* Several of the following questions remain:
  + - * What will be our process to review courses that may meet the CD&GC outcomes? (Course syllabus, project rubrics, etc.)
      * Can we explore how many Sinclair students take the pilot courses to meet the outcome?
      * Do all of the rubric criteria have to be met to meet the outcome?
      * Can assignments be tweaked to meet all of the data points on the rubric?
      * How will we train faculty on the use of the final CD&GC rubric in courses that we identify which could meet the outcome?

Q&A tool for use?

Fall Faculty Profession Development Day workshop?

**Action Item # 2 Team Leader Annual Report AY16-17**

Goals:

* Analyze Pilot Data from COM/ENG SOC to identify process improvements, accuracy, and meaningful use.
* Plan pilot for three remaining GEOs (Computer Literacy, Information Literacy, Critical Thinking.

Results:

Used sub-teams to work with various departments to evaluate available data and make changes as required.

* Minor tweaks to English rubrics - this has moved from pilot phase to full collection phase.
* Significant rework with COM faculty with major pilot in spring 2017.  Data still needs to be evaluated but all indications are that this is ready for full collection phase.
* Work with faculty on the Global Citizenship rubric with the intention of doing a more extensive pilot in Fall 2017 (with more than just SOC faculty).
* Math piloted the critical thinking rubric this spring in Calculus 1 classes.  Brought about significant discussion on whether this is math literacy or critical thinking with a group to further evaluate this next year.
* Piloted a computer literacy rubric in MET 1131 and held discussions with BIS and HS about expanding this to cover BIS 1120 and ALH 1100 (I think those are the right numbers).  Work is delayed due to the deployment of Office 16 and the HS move but will resume in the fall.

**Action Item # 3 Team Leader Annual Report AY16-17**

**Action Item 3:**

1. Revise and update assessment website to reflect current general education outcomes and assessment working including:
   * Committee work including annual reports/program reviews
   * General education assessment at Sinclair Community College (history/vision)
   * Student and employer satisfaction data on general education outcomes.
2. Identify process for aggregation of students transferring to four-year institutions and how data can be assembled, disaggregated, and communicated to programs.

Team’s Leader: Jackie Myers

Team Members: Chad Atkinson, Jared Cutler, Jennifer Day, Christie Flesher

**Actions for #1:**

* Held three meetings
* The team looked over the template designed by a subcommittee in the prior academic year, suggested some slight modifications
* Christie Flesher, who is designated with keeping the Provost’s webpage updated, completed the transformation of the current webpage to the new template design, sent it to Marketing for approval
* New webpage went live March 22, 2017
  + Annual Reports for the Assessment Committee still need to be linked to the webpage
  + History of general education assessment at Sinclair Community College is not on the website currently

**Actions for #2:**

* This data is available through Dawn Visual Analytics
  + The most comprehensive one is in: Reports>Enrollment>Subsequent Enrollment
    - This data can be filtered by Division, Department, Program, School, and year
* Another report available through Dawn Visual Analytic
  + You can look at the Degree Fact Dashboard (Reports>Degree Audit>Degree Fact Dashboard)
    - This data can be filtered by Division, Department, Program, Degree/Certificate/Short-term Certificate, and year
    - The Graduate Detail tab has details about those graduates who subsequently enroll
    - The name of the institution is not available in this report

Many THANKS!!!! to the work put in by Christie Flesher in editing the old webpages!!!

**Resources Needed:**

* Where do we find the history of General Education at Sinclair Community?
  + Archives?
  + Do we want to explore this and add to website?