

**Minutes from Model Subcommittee Meeting  
April 11, 2003**

*Present: Danny Claborn, Dolph Hayden, Terryl Lindsey, Steven Walker, Mary Millikin-Davies*

The committee reviewed its task for the coming year and identified three separate models for development:

1. Mission to Outcomes and Competencies Model
2. Assessment of Outcomes and Competencies Model
3. Data Utilization and Reporting Model

To prevent confusion, the currently developed MVP model was renamed the Assessment Process Flow.

Mission/purpose statements at the program level are derived from the division level, which flow from the college mission. Because there has been confusion whether to write mission/purpose statements at the division level and/or the program level, Danny agreed to send divisions detailed mission statement instructions with a time extension.

The committee agreed to develop a sample model for a faux program of study, Fishing Technology. The first outcome will be to [1] Catch fish.

The committee will reconvene next Friday at 11:30 in the War Room.

**Model Sub-cmte Report**  
**May 5, 2003**

- Developed a schemata of the Strategic Planning process to present to Training Sub-Cmte (See white board in War Room)
- Wrote Training Objectives for all three training sessions. These are listed below.
  1. Know the history and rationale of the OSU-Okmulgee assessment process.
  2. Use the correct terms for planning and assessment.
  3. Construct (write) Strategic Goals.
  4. Construct (write) measurable Program Objectives.
  5. Develop measurable competencies that enable the accomplishment of program objectives.
  6. Develop assessment tool to measures success of training.
  
  7. Know types and uses of assessment methods.
  8. Identify and/or design effective assessment of competencies and objectives.
  9. Determine appropriate documentation of assessment.
  10. Develop assessment tools to measures success of training.
  
  11. Use appropriate reporting forms and formats.
  12. Analyze assessment results.
  13. Recommended needed changes based on assessment results.
  14. Develop assessment tool to measures success of training.

Model Sub-committee Meeting Summary  
June 16, 2003

**Phase II Assessment Service Manual inserts (handouts).**

1. Description of competencies with explanations
2. Summary of Powerpoint overview of assessment (CATs vs. PATs)
3. List of each unit's program objectives to match with assessments (have inventory)
4. FAQs (add what is the difference between CATs and PATs)
5. Resource List
6. Terminology

**PATs Inventory**

*(Direct Measures)*

Capstone Evaluation

Internship Evaluations

Progress Charts, Task Lists, or Objectives List

Certification Exams

Portfolios

*(Indirect Measures)*

Graduate Exit Interviews

Student Satisfaction Inventories

Student Evaluations of Course and Faculty

A discussion took place regarding the difference between assessment and grades. Check-off lists are often documentation of

**REPORT FOR MODEL SUB-COMMITTEE MEETING**  
**Monday, July 7, 2003**

1. Create/Review/Modify Phase II training handouts
  - a. List of each Unit's program objectives to match with assessment inventory  
*Hand out to each unit during training*
  - b. Resource List *In Phase II packet*
  - c. Terminology (PATs and CATs) *Add to Phase I mat'ls in Competency #3 section*
  - d. FAQs *In Phase II packet*
  - e. Form C *In Phase II packet*
  - f. Student Portfolio (for student and advisor to keep track of) \* *In Phase II packet*
  - g. Description of competencies with explanations *In Phase II packet*
  - h. Summary of PowerPoint overview of assessment *Laptop*
2. Determine who will assess Core Objectives? (Gen Ed or Tech?) *Both, but Gen Ed is mandatory and Tech is optional*
3. Create Student Portfolio \* *See attachment*

\* Portfolio is Form C in student-friendly version

PATS Inventory

*(Direct Measures)*

Capstone Evaluation

Internship Evaluations

Progress Charts, Task Lists, or Objectives List

Certification Exams

Existing Portfolios

*(Indirect Measures)*

Graduate Exit Interviews

Student Satisfaction Inventories

Student Evaluations of Course and Faculty

**Model Sub-Committee Meeting  
Agenda  
August 4, 2003**

**Phase II Follow-up**

1. Develop example assessments for several programs of study
  - a. Arts & Science
    - i. Core Objective(s)
  - b. Construction
  - c. et al.
2. Prompt programs/offer assistance (email)

**Phase III Training**

3. Who trains whom?
4. What areas will be covered?
5. What specifically will be covered? **PORTFOLIO**
6. How will it be covered?

## **Example of Core Objectives Assessment**

### **(2) Demonstrate logical, systematic problem-solving techniques.**

There are several ways to assess this objective. Here are several examples that we think will help you develop your assessment methods.

Scenario, ENGL 1113 Comp I:

The Formative Assessment of this objective could be an assignment where students use their learned skills to evaluate a document for flaws.

A Summative Assessment of this objective could be the final exam of this course.

The criteria for the formative assessment would be that 80% of the students who complete this project

Portfolio

First: You must determine who and where this objective is addressed. This objective is present in all of our students' educational experiences. Therefore, its assessment can be composed, developed or even take many forms.

Second:

## **Model Sub-committee Report**

### **August 4, 2003**

*Attendees: Steven Walker, Terryl Lindsey, Danny Claborn, Mary Millikin-Davies, Kathryn Shurden, and Michael Freeman.*

1. Suggested content for email to campus faculty regarding the development of assessments for Program and Core Objectives
  - a. In identifying appropriate assessments, consider combining existing projects and portfolios
  - b. Remember that we are only looking for a first draft on August 14 and not finished product
  - c. We have until the time when we submit NCA Progress Report to revise our assessment plan , they can revise it
  - d. Syllabi assessment scan differ unless it's a PAT
  
2. Discussion ensued regarding the development and implementation of assessments as follows:
  - a. Some faculty have changed assessments midway through the semester. The syllabus is a contract and cannot be changed during a semester, but they can be changed in between semesters.
  - b. Assessments should stay unchanged throughout the annual reporting period. with regard to P.A.T.s and assessments, these can and should be modified as needed at the end of each reporting period.
  - c. The first group of students to be assessed with our new assessment plan will be the Fall 2003 student cohort. The first assessment report will be titled "Version #1."
  - d. The committee will ask Dr. Avant to communicate this to the academic units.
  
3. The Student Portfolio should be developed with the following parameters:
  - a. Program Objectives and Course Competencies Section
    - i. Syllabi from each class
    - ii. class portfolios
    - iii. self-assessment of skills and competencies from in each class
    - iv. Career Passport
    - v. Capstone work
    - vi. Internship evaluations?
  - b. Challenge: It is easy for students to NOT keep up portfolios on a timely basis
    - i. Students can house the portfolio with their advisors
    - ii. A group of faculty will need to evaluate all portfolios at the end of the program
  
4. Phase III Assessment Training will include:
  - a. Student Portfolios by Danny Claborn

- b. Reporting of assessment of objectives
  - a. Once Arts & Science have identified formative assessments for Core Objectives, this should be added to the Portfolio

Next time we meet, we will create a publishable Student Portfolio Matrix and other strategies for assessing Program Objectives, including a uniform scoring sheet for student presentations within the same division.

**Model Sub-Committee Meeting Report**  
**August 11, 2003**

Present: *Dolph Hayden, Steven Walker, Terryl Lindsey, Danny Claborn, Mary Millikin-Davies, Michael Freeman*

Absent: *Mary Dickson and Kathryn Shurden*

Danny Claborn updated the group on the status of the proposed software for assessment data collection and reporting. We are waiting to hear from [1] SCT regarding cost and [2] Dr. Avant and Dr. Wiggins regarding inclusion of this software usage into the OSU system. Lori Smith will also be consulted.

Members of the committee agreed to add Melissa Dreyer's feedback into the communique to Arts & Science for effective development and implementation of assessment of Core Objectives. These concerns should be taken into consideration when developing Phase III assessment materials and processes.

Mary Millikin-Davies will provide a draft of Phase III training handouts by next Monday for review and revision.

Danny Claborn is collecting Capstone projects for examples of summative assessment in Phase III training. Training will encompass the importance of including multiple measures of both summative and formative assessment. For instance, Graphic Design requires an extensive student portfolio that assesses the objective concerning student creativity. However, other summative measures are needed to assess all objectives (e.g., The "Viscom Difference").

Training will also include: [1] the next steps in the process after Phase III training; and [2] a reminder of the Big Picture.

**Model Sub-Cmte Report**  
**Monday, August 19, 2003**

*Members in attendance: Steven Walker, Terryl Lindsey, and Mary Millikin-Davies*

**The following was determined as necessary for Phase III assessment training materials.**

1. Write examples of Form C until TrakDat
2. Create an intermediate paper version of TrakDat for next Monday.
  - a. Four columns: yes, no, level of performance, benchmark
  - b. Look at TIED Okstate.edu for example of portfolio
3. Student Portfolio Checklist
  - a. Capstone: research, presentation, major project, photos of major projects
  - b. Cornerstone materials (Career Planning)
  - c. Other Formative Assessments
  - d. Other Summative Assessments
  - e. Work Experience and Internship Evaluations
  - f. Mission Statements
  - g. Program Objectives
  - h. Course Competencies/Syllabi
  - i. Certifications
  - j. Accomplishments
  - k. Current transcript
  - l. Letters of Recommendation
4. Box Description of data collection and Assessment Results
  - a. Examples (either or both formative and summative)
  - b. Indicate method of data collection (i.e., direct measure of PAT, written report, embedded assessment/CAT)
    - i. List Assessment examples here PATS/CATS
  - c. Give examples
    - i. Meets standard
    - ii. Exceeds standard
    - iii. Fails to meet standard
    - iv. Did not apply
  - d. PP will look like the handouts with more details

## Model Sub-committee Meeting Report Monday, September 08, 2003

To guide the full Assessment Committee in directing the college in review and refinement of assessment of student learning via Form C, the Model Sub-committee agreed upon the following criteria for assessment of program objectives. Each assessment should clearly describe:

1. Where the assessment will take place
  - a. Which course (if applicable) or the testing location to identify the setting
2. When the assessment will take place
  - a. Which course (if applicable) to identify the sequence in the program
  - b. Should tell “during ...”
3. How and how much
  - a. # or %
4. What the assessment measure is
  - a. Name or description
5. Whether the measure is formative and summative
6. Assessment of Core Objectives must be included

An example of an appropriately stated assessment is:

*80% (how many) of students who complete the CAT electrical schematic reading portion of the CAT Electrical Fundamental course (where and when) will effectively troubleshoot 75% of schematic troubleshooting scenarios (how much and assessment measure).*

Sub-committee members agreed to modify the units' assessments for them, and then ask units to agree or change as they wish. This will expedite the development and refinement process.

It was agreed that the next steps will be:

1. Add a Threaded Discussion to Lotus Notes for a question and answer vehicle.  
Provide instruction to faculty with clear expectations (e.g., no flaming)
2. Anticipate for reporting software. Allow software developer to train campus.
3. Revisit student evaluation of course and faculty to connect with assessments and mesh with new employee performance appraisal system.
4. Develop a student satisfaction inventory that can be implemented both electronically and paper
5. Begin process of assisting student support units in developing assessments.