

**Training Subcommittee Meeting**  
**Wednesday, April 9, 2003**

1. Training for the Development of Outcomes and Competencies (Thursday, June 12)
2. Training for Assessment (after Outcomes are turned in)
  - Academic
  - Support functions
    - Formative
    - Summative
    - Direct
    - Indirect
3. Data Utilization & Reporting Model (August, Professional Development Days)
  - How will this be used to make decisions
  - Contents of Reports
  - Methodologies
  - Frequencies
  - Use of demographics and statistics.
    - Charts and Graphics

Target October for completion of initial implementation process.

Committee meeting has been rescheduled for Tuesdays at 11:30 in the SU Conference Room

**Training Sub-Committee**  
**April 15, 2003**

AAC will email ALL EMPLOYEES regarding training schedule and content. The committee will ask Dr. Klabenes to direct all faculty via unit leaders to attend training sessions.

Danny will have a “mission to outcomes model” draft ready for the meeting this Thursday. We will need to separate program outcomes training from course competencies training.

Mary M. will get a three-hole punch and tape for the War Room and will ask Terry1 to email his course competency examples to the entire committee. Mary M. will bring MPTC examples to next Tuesday’s Training meeting.

A Training Sub-committee three-hour workshop will be held on April 24<sup>th</sup>. The new AAC Advisory Committee will be invited to the first hour of the meeting.

In order to ready the War Room for training sessions, Mary M. will ask Bob Seebeck to remove remaining stuff out of the room. The committee will ask Mary D. to finalize logo in time for training materials.

The cmte. determined that training sessions would be held unit by unit and will be conducted by committee members in their respective departments, with the exception of Gen Ed, for which several members will train this larger unit. Training will be held in the War Room and homework will be required of faculty ahead of time. Pen, paper, etc. with logo will be supplied with a place for notes in the back of the notebook.

**Structure for Program Outcomes Training:**

Suggest 5-10 outcomes per program

Differentiate between outcomes (30 min), competencies (45 min), and allow time for questions (15 min)

Training begins May 12 and May 16

Outcomes will be due to the AAC by June 12.

**TRAINING SUB-COMMITTEE MEETING MINUTES  
APRIL 22, 2003**

**FAQs for Advisory Committee**

1. Why assessment and why faculty-driven?
2. Why are you an AC Advisory group member?
3. What is the time line and when do you expect results?
4. How can you help the AC develop an assessment training strategy for OSU-Okmulgee?
5. What do we expect from you?
6. What students would you recommend?

**Agenda for Thursday**

1. History
  - a. Academic
  - b. Student Support
2. Answer FAQs
3. Ask for student members
4. Assessment Flow explanation
5. Develop Charge to the Advisory Committee

Meet during summer semester 7:00 am Wednesdays beginning May 8. Next meeting will be Friday, May 3 at 7:00 am.

**Need Equipment**

LCD

Food

Chairs

Paper

Approved Definitions in MVP folder

Logo on MVP folder

Flip Charts

Training Sub-committee Meeting Summary  
June 19, 2003

*Members Present were: Melissa Dreyer, Claire Pemberton, Steven Walker, and Mary Millikin-Davies*

*Members Absent were: Danny Claborn, Mike Paik, and Mike DeWitt*

**Phase II Training Presentation**

The first draft of the training presentation was reviewed for content. It was noted that the connection between the assessment of course competencies and program objectives needs to be clearly explained.

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

The following items need to be included in Phase II training 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

Training Sub Communications committee will make call to Unit Leaders to set up schedule for Phase II training during the week of July 14-18 in EGT Room 6. Training will be held in one-hour sessions like Phase I training.

Phase II training format should be:

1. Cookies and beverages
2. Overview of assessment types and uses and documentation (10 minutes)
3. Examples of Program Assessment Techniques with scoring and documentation (10 minutes)
4. Examples of Classroom Assessment Techniques with scoring and documentation (10 minutes)
5. Hands-on selection of assessments for individual program's objectives (30 minutes)
6. Training Evaluation

PATs will be due August 15<sup>th</sup> and CATs will be used as desired.

Phase III Assessment Report training will held in four sessions during Professional Development Days Monday, August 25 and Tuesday, August 26, 10:30 am – 11:30 am and 1:00 – 2:00 pm.

## **Training Sub-Cmte. Meeting Agenda and Minutes**

1. Possible additional training for Arts & Science faculty to develop formative assessments for Core Objectives
2. Writing email to Dr. Davis to provide catalyst for development of assessments in Arts & Science
3. Create Phase III training agenda
  - a. Form C
  - b. Student Portfolio
  - c. ?
4. Write letter from Model Sub-cmte recommendation

### *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*

**Training Sub-cmte Meeting**  
**August 14, 2003**

Present: *Bob Avakian, Mike Dewitt, Claire Pemberton, Melissa Dreyer, Danny Claborn, Jennifer Smith, Steven Walker, and Mary Millikin-Davies.*

Danny Claborn reported that Melissa Dreyer, Claire Pemberton, and he had met with Larry Davis during the week to work through questions and challenges posing a barrier to the completion of assessments tied to Core Objectives. Larry has agreed to support the use of iWebfolio, which provides multiple views of assessment results with single inputting of data, and Trakdat, which tracks student progress towards Program Objectives. Still to be facilitated is the networking of technical and A&S faculty to develop Core Objectives standards or benchmarks for uniform assessment.

It was recommended that we drop the leadership and teaming values from the original Core Objective since they are not truly campus-wide. We may also need to have a separate set of Core Objectives for AS degrees than for AAS degrees.

We need a blanket statement that addresses transfer students, stating that if they come in as transfer student and they have a "C" average, we begin assessing them from that point. If they don't, they will have to take some classes over. These issues will be voted on at the next full committee meeting.