

ASSESSMENT COMMITTEE
MINUTES

November 16, 2014
3:00 p.m. B137 (PDR)

Members Present: Tyler Billman, Jason Fitzgerald, Chad Flannery, Jerri Harbison, Dana Keating, Allan Kimball, Danielle Kizziar, Robbie Lindhorst, Anita Lowery, Terry Lucas, Greg McCulloch, Stacy Moore, Amy Murphy, Scott Reed, Jennifer Roehm, Gina Sirach, Karen Weiss

Members Absent: Lori Cox, Lisa Hite, Karen McConnell, Cathryn Watkins

Others Present: Gary Jones, Cara Lehman

Dr. Keating called the meeting to order at 3:00 pm. The following information was discussed.

Today's meeting was to review how we approach assessment. Gina Sirach and Karen Weiss attended an Assessment Workshop at SIU in Carbondale this fall and want to pass along what they have found this year while reviewing our assessment plans.

Karen Weiss talked about the different sessions she attended at the SIU conference and how we can use the information to help our process. She stated SIU was developing a course outline for their academic advisors but we were ahead of the process there since SIC already has one. Tyler noted this has been useful for staff changes and making sure students are receiving consistent advisement. A handout from the SIU-C conference was distributed to the group.

Gina Sirach spoke next about problems she has noticed while reviewing this year's assessment plans. Problems here include:

1. When someone is leaving their position at SIC, we need to get their assessment info and/or results so we can continue the plan.
2. Outcomes for plans are not always student-focused.
3. Means need to be very detailed.
4. Summary of Results should also be very detailed.
5. Everything on the plan should be measurable.

A list of challenges was distributed to the group showing current problems and how we can correct them.

Next, the group divided into individual groups and discussed what are our strengths, challenges, how the challenges can be addressed, suggestions for improvement, and how to include adjuncts in the assessment process. Once each group had a chance to discuss these topics, they were reviewed by the whole group.

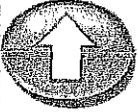
Gina Sirach closed the meeting at 4:15 p.m.
Respectfully submitted by Cara Lehman

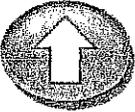
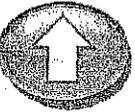
BLOOM'S TAXONOMY & TWITTER

CREATE	<ul style="list-style-type: none"> - Invent a Twitter application - Create a fake but accurate Twitter profile for a historical or literary figure - Remix trending tweets with video and music to create a PSA
EVALUATE	<ul style="list-style-type: none"> - Combine multiple tweets on a single topic into a story - Criticize a Twitter user's argument - Predict trending words and phrases based on current Twitter trends and world news - Convince someone on a topic based purely on tweets for evidence
ANALYZE	<ul style="list-style-type: none"> - Compare & contrast Twitter to other forms of social media - Analyze tone in different tweets - Examine bias in different tweets - Diagram a web showing connections between popular/trending tweets
APPLY	<ul style="list-style-type: none"> - Give an example of a tweet for an assigned political leader - Illustrate popular/trending tweets - Paraphrase a book, poem, or text using 140 characters
UNDERSTAND	<ul style="list-style-type: none"> - Summarize tweets on a relevant topic - Translate tweets in other languages - Estimate the number of tweets a user will post based on previous tweets per day - Rewrite tweets in your own words
REMEMBER	<ul style="list-style-type: none"> - Follow relevant Twitter users (historians, scientists, etc.) - Define major elements of Twitter (tweet, hashtag, etc.) - Observe geographical trends in tweets with <u>TrendsMap</u> - Match political tweets with political parties

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Revised Bloom's Taxonomy Process Verbs, Assessments, and Questioning Strategies

Level of Taxonomy	Definition	Process Verbs		Assessments		Question Stems
Creating 	Generating new ideas, products, or ways of viewing things Designing, constructing, planning, producing, inventing	Act Arrange Assemble Combine Compose Construct Create Design Develop Devise Formulate	Generate Improve Infer Invent Imagine Plan Predict Prepare Revise Show Write	Advertisement Poem Blueprint Cartoon Collage Film Formula Invention New game	Newspaper Painting Plan Play Song Story Video	-Can you design a...to...? -Can you see a possible solution to...? -How would you devise your own way to...? -What would happen if...? -How many ways can you...? -Can you create new and unusual uses for...?
Evaluating 	Justifying a decision or course of action Checking, hypothesizing, critiquing, experimenting, judging	Argue Assess Choose Compare Conclude Criticize Debate Decide Defend	Determine Evaluate Justify Prioritize Rate Recommend Support Tell why Value	Conclusion Debate Editorial Investigation Judgment Opinion	Recommendation Report Survey Verdict	-Is there a better solution to...? -What do you think about...? -Do you think...is a good or bad thing? -How would you feel if...? -How effective are...? -What are the pros and cons of...?
Analyzing 	Breaking information into parts to explore understandings and relationships Comparing, organizing, deconstructing, interrogating, finding	Calculate Categorize Classify Compare Contrast Diagram Differentiate Discover Distinguish Examine Experiment	Group Interpret Investigate Order Organize Question Relate Research Sequence Solve Survey	Chart Checklist Database Diagram Graph Illustration Investigation	List Outline Plan Questionnaire Report Spreadsheet Summary	-Which events could not have happened? -How is ...similar to ...? -What are some other outcomes? - Why did ...occur? -What was the problem with...?

Level of Taxonomy	Definition	Process Verbs		Assessments		Question Stems
Applying 	Using information in another familiar situation Implementing, carrying out, using, executing	Adapt Apply Calculate Change Compute Demonstrate Dramatize Draw Experiment Illustrate	List Make Manipulate Practice Produce Sequence Show Solve Teach Use	Demonstration Diagram Experiment Illustration Journal Lesson Map Model	Performance Poster Prediction Presentation Report Scrapbook Simulation	-Do you know of another instance where...? -Can you group...? -Which factors would you change...? -What questions would you ask of...? -From the information given, can you develop a set of instructions about...?
Understanding 	Explaining ideas or concepts Interpreting, summarizing, paraphrasing, classifying, explaining	Ask Calculate Convert Describe Discuss Explain Give examples Identify Locate	Observe Recognize Report Research Retell Review Summarize Tell	Debate Definition Dramatization Example Explanation Label List	Outline Quiz Recitation Reproduction Story Problems Summary Test	-Can you write in your own words? -How would you explain...? -What could happen next? -Who do you think...? -What was the main idea...?
Remembering 	Recalling information Recognizing, listing, describing, retrieving, naming, finding	Choose Cite Define Describe Give example Group Know Label List Listen Locate	Match Memorize Name Quote Recall Recite Record Repeat Select Underline	Definition Fact Label List Quiz	Reproduction Test Workbook Worksheet	-What happened after...? -How many...? -What is...? -Who...? -Can you name...? -Which is true or false?

Assessment Challenges

Outcomes:

Instructional

- **Students will demonstrate** competence in reading.

Vs

- Instructor will evaluate reading competence.

Non-Instructional

- **Students will demonstrate** an increased awareness of their grade point average and completion rates at mid-term.

Vs.

- Financial Aid employees will discuss the importance of GPAs with students.

Means:

Instructional

- Students will be assigned an article, entitled "Bug Patrol, Preventing IV Infections," during the fall Assessment Day in October. Upon completion of the reading assignment, students will issued a post multiple choice test. Students will be reassigned the same article and multiple choice test at the end of the program in June/July. Entry and exit level exam scores will be compared.

VS

- This class will focus on reading. I will present a variety of articles to determine level of reading comprehension.

Non-Instructional

- The Financial Aid Office will mail letters to students who submitted a fall appeal reminding the student of the terms and conditions of their probationary status. Students must complete a signed form indicating they have spoken to their instructors regarding their midterm grades.

VS

- The Financial Aid Office will discuss GPA and completion rate information with students.

Summary of Results:

Instructional

- The result of the Pre-Test indicated a score of 11.6 correct out of 15 multiple choice questions. The resulting average was 77%. The Pre-Test was administered to 56 incoming PN students. The Post-Test was administered during the summer 2014 semester to 42 exiting PN students. The

results indicated a composite score of 12.1 correct out of 15 multiple choice questions. The resulting average was 81%. The resulting increase of 4% did not meet the projected 10% required for success. However, an increase was noted at 4%. One potential contributing factor when comparing Pre & Post-Test results is the noted lack of student motivation. Students often voice a desire to receive some form of an academic reward for completion. When informed that the purpose of the exercise is to assess their improvement in reading, many negative comments and lack of interest are noted

Vs.

- Students did poorly on reading assignment.

Non-Instructional

- Students did not return the form at the desired level. Reasoning could be because our office did not provide an incentive for returning the form or a punishment for not returning the form. Our office sent 70 letters and received only 16 back, which is a 22% response rate.

Vs

- Minimal responses were received

Assessment Analysis

1. What do you see as our greatest strengths in assessment?
2. What are our greatest challenges in assessment?
3. For each challenge identified, how can we address it for improvement?
4. List 3 suggestions for improvement in the assessment process.
5. Describe ways to strengthen adjunct faculty involvement in the assessment process.