

Assessment Taskforce
August 27, 2008
2:00 p.m., Blue Room

Members present were: Elisabeth Barrows, Karen Jones, Kim Gold, Vicki Covington, Erin Riddle, Rhonda Davis, Robin Wiggins, Charles Wiggins, Pat Freeman, Jo James, and Kelly Dedmon.

Kim surveyed the group on good meeting times. Kim will let us know soon whether or not we will meet on September 15 or another more suitable time.

Kim discussed the campus-wide meetings which have traditionally been hosted by the taskforce. We may not be in charge of all campus-wide meetings in this academic year. The group was supportive of other taskforces taking responsibility for some of the campus-wide meetings.

Kim divided the group into smaller groups to explore topics associated with the taskforce mission. Next, Kim will type the thoughts and ideas of the group and send this information out to the taskforce for further reflection.

Compiled by Kim Gold:

Improvement of Student Learning Outcomes

- Get a clearer understanding of what SACS wants across campus in terms of student learning outcomes.
- Use data we already have to adjust and improve our programs and services.

Program and Service area assessment

- Clarify the relationships between the duties of the QEP steering committee, Assessment taskforce, Dr. Quinley's office, Academic Deans, and TALC Leadership.
- Continue to focus on assessment in service areas
- Verify validity of in-house assessment practices
- Communication channel to provide summative assessment results campus wide.

Employee and Student Self Assessment

- Provide resources for using rubrics
- Follow up with a report on previous year's rubrics (Information Literacy and Interpersonal skills)
- Invite an expert to share information on assessment
- Promote self assessment and portfolios

- Support Human Resources and ESP taskforce in performance evaluation for staff—self assessment and personal assessment (reflection)
- Find ways to make participation relevant
- Find ways to help people self assess in service areas
- Encourage incorporation of ACA reflection paper (and any other self assessments into portfolio reflection).
- Look at ACA reflections for non-completers
- Suggested template for self-assessment for new hires

Research and Evaluation of Best Practices

- Survey ICC employees to determine those involved in research projects, ie: dissertations, EDS, thesis, course development etc.
- Invite experts
- Take advantage of professional development opportunities when possible
- Worldview speakers—address diverse cultural and historical perspectives rubric
- Share information from CCSSE
- Compare 2 CCSSE reports
- Investigate Baldrige Award for Quality as a benchmark
- Explore best practices in “de-siloing” (Making a collective plan rather than a fragmented plan)
- Continue to research best practices in student portfolios
- Research practices in “closing the loop”

Improvement of the Assessment Process

- Use queries on Datatel to create a process for tracking the performance of Academic Development students in college level courses
- Ensure a proactive approach in providing professional development for personnel who have responsibility for assessment and SACS compliance.
- Review current assessments; focus on the type of questions asked (qualitative) to show competencies.
- Review timing/method of surveys (Assessment calendar)
- Better use collected data/information to close the loop and reflect in order to create new goals.

