

**Assessment Committee**

**Thursday: May 1, 2014**

**12:30 – 2:00 in the Clocktower**

**Minutes**

**Members Present:**

**Chair Stefanie Forster**

**Claudette Dupee**

**Angela Nadeau**

**Rita Perron**

**Nancy Phythyon**

**Guest:**

**Nicholas Gill**

**Recorder:**

**Joy Locher**

**Agenda**

1. Call to Order

**The meeting was called to order by Stefanie Forster**.

2. Approval of agenda

**Rita Perron requested an addition to the agenda to discuss changing the day the committee meets in the fall. Claudette Dupee made a motion to accept the agenda with the amendment, seconded by Nancy Phythyon, and passed.**

3. Approval of February 2014 minutes

**Claudette – motion to approve, Nancy – 2nd, passed**

4. New Business

4.1 Discussion with Nick about Assessment and IR

**Nicholas Gill took the floor to discuss ways that IR could provide information for the assessment committee to measure expectations against outcomes. Published reports are on IR’s SharePoint page and include Federal/State, Annual Reports, and established reports. Jenzabar is an institutional relational database containing history and current. For example, Nick described a report that he will develop for the ECE/EDU chair to measure expected outcomes by analyzing the progression of students through the program looking at classes taken by semester. Jenzabar is presently being used by the seven colleges with 7 different versions to allow anonymity and independence. The versions don’t talk well together but with the employment of DataMart, a method is being created to export large sets of data to Augusta to pull centrally. Fall 2014 will provide the 1st mass report.**

**Nick discussed tracking developmental math and English over time. He also discussed the present way graduation rates are determined compared to a more holistic approach. Strict interpretation of graduation rates for Federal tracking includes only those who do not change their major and complete in 3 years at one school. Anyone who switches programs, transfers in or out, or takes more than 3 years to graduate is not included in graduation rates. The National Student Clearing House can help track those who were here but may have transferred and graduated elsewhere. Stackable certificates can improve the perceived institutional success rate.**

**Nick expects that DataMart will be a great tool for measuring outcomes. Claudette asked if the U of ME system was more uniform than the community college and Nick said it uses a more central management of data. However, he was optimistic that a more homogenous use of Jenzabar will appear and until then DataMart is the work around.**

**Claudette asked Nick how IR can help with institutional outcomes. Nick responded that the committee needs to decide what measures are necessary to analyze expectations/outcomes (grades, success rates, retention). For example, Quantitative Competence could be assessed by looking at the persistence of students in college level vs. developmental math. This led to discussion regarding the new Accelerated Math Program (AMP). Successful completion of the course will allow a student to register for a 100 level math course. AMP students could be compared to those who took 098 but not AMP to assess outcomes. Rita suggested that the committee pick one PLO and see what happens using data. It is difficult to compare with other MCCS colleges or assess some of our students' math competence because other colleges have different measures of success in a developmental math course. For example, YCCC requires a C and SM requires pass. Although all use the Acuplacer, the scoring system may be different. Nancy spoke to the ethical implications of allowing a student to transfer prerequisite credits for a class when the prerequisite may not have prepared them.**

**The committee spent a great deal of time discussing the way that the AMP program could be assessed. After the summer program runs, the fall semester can be assessed. Rita suggested that because other 098 students who took the course in spring would not be as fresh as those who just took the summer AMP, the committee use summer 098 students as a comparison. For comparison purposes it will be important to note that AMP students are assigned a math tutor but 098 students are not as well as the benefit of the positive relationship that the AMP cohort may establish. Nick provided a handout of *The College of 2020: Students* to the committee which is also on SharePoint.**

4.2 Discussion on Previously Published PLO’s

**The submitted PLOs have been edited into the AY 14-15 catalog. The committee raised the concern that what the PLOs are different from what is happening in the classrooms. Another question arose as to who looks to see if an instructor is teaching to the PLOS. Stefanie said that she has been asked to develop an academic assessment plan that can include measuring the PLOs success in some meaningful way. Stefanie posed the question of whether the assessment committee should be a working group rather than an advisory group. She leans towards working.**

**The committee also discussed instructors are not always teaching to the curriculum committee’s approved course outlines. The outlines should be tied to the PLOs. Claudette pointed out that the Noel Levitz and CESSIE suggest discrepancies. Angela discussed how the BHS program, due to its mandates from the Muskie Center, is “clean” in this aspect.**

**Because Ro-Jean Straw is excited about assessment (which is key to success) and because her ECE students have a learning portfolio (artifact), Stefanie thought that Ro-Jean and the portfolios might be useful to assess how well students are doing. Digital Media also provides in its PLOs a measureable component because the students have to complete a portfolio.**

**Based on committee discussion, it was agreed that Digital Media and both of it concentrations need to be revised. Stefanie will talk to Mike Lee about it as he is working full-time but not back in the classroom. It was also agreed that Medical Assisting be revised which may stimulate changes in Health Studies. HIM needs to be created.**

**Rita suggested that it would be helpful for each PLO to name which courses in the program address that specific PLO. Discussion followed that the general education courses, at minimum, address all PLOs. The committee discussed what department chairs do to oversee/measure PLOs. Program Reviews to the system is one tool.**

4.3 Committee Membership for AY 14/15

**AY 14-15: Stefanie, Claudette, Nancy, Annette Tanguay, Samuel Kelley, Charles Galemmo**

**Stefanie Forster who is willing to convene the first meeting until a chair is elected. Rita wishes to return if the day can change to Thursday. Stefanie will check to see if any of the new members have a conflict and get back to the committee.**

5. Old Business

5.1 Review of Communication Rubric and discussion on next steps

* **Quantitative Competence was chosen for next AY’s rubric focus. Claudette – motion, Nancy 2nd, passed.**
* **It was agreed that Stefanie will take the Communication Rubric to College Council for endorsement. Stefanie will take to Mike Lee & Matt Kaszubinski about revising the 3 Digital Media Programs’ PLOs and creation of HIM’s.**
* **Claudette has asked Lisa Crothers (Ethics) and Joe Foster (Intro t Lit) to test the Communication Rubric. Stefanie used it and reported that it not only worked, it showed her where her students were deficient aiding her in her teaching content. Rita tried it and thought it worked well.**
* **The committee decided that next year’s rubric would be developed for ILO Quantitative Competence and will also go with the idea of assessing the AMP. Angela can provide curriculum and objectives for AMP. The committee liked the idea of using Nick as a resource.**

6. Announcements

7. Adjournment

**Rita Perron – motion to adjourn, Claudette 2nd, passed**