Assessment Committee

Members Present: Rick Edgington, Mark Silkey, Robin Ruyle, Stacey Frazier, Cathy Moore, Pam Stinson, Lisa Nordquist, Kathleen Otto, Shannon Cunningham, Teresa Tully, Todd Ging

Next meeting: Fall 2016

1. Announcements

Entry-Level student placement- Identify Replacement for COMPASS

COMPASS will no longer be available after 11/30/2016

- Current Practices
  Math: Entry-ACT/COMPASS, EXIT- Common Final
  Reading: Entry- ACT/COMPASS, Exit- LEXILE/COMPASS
  Writing: Entry- ACT/COMPASS, Exit- COMPASS
  Science: Entry- ACT/COMPASS, Exit- (in Reading) LEXILE/COMPASS

Mid-Level General Education Assessment- Review Changes by General Education Subcommittee

A. Critical Thinking
   1. Select, analyze, interpret, evaluate and defend a claim (orally and/or written) using a range of source materials
   2. Be able to generate/demonstrate original ideas
   3. Ability to apply information to a variety of new situations

- The courses we will specifically be assessing in the fall include:
  General Biology, General Chemistry, Business Ethics, Art and Music Appreciation, Composition I, Digital and Finance Literacy, Computer Concepts, Health Education and Wellness College Algebra

B. Communication Skills
   1. Critical Reading & Textual Analysis Skills
   2. Writing Skills
   3. Competency with Technological & Communication Tools

C. Cultural & Societal Awareness
   1. Historical & Political Knowledge
   2. Awareness of the Needs of Various Communities, Beginning with the Local Level

D. Mathematical & Scientific Reasoning
   1. Skill in Data Analysis and Interpretation
   2. Problem- Solving Skills
   3. Environmental Awareness

E. Consumer & Personal Wellness
   1. Personal Finance
   2. Knowledge of Wellness, Fitness, and Nutrition
      - This will all begin in fall of 2016 – this is all we are doing for next year. So 2 to 3 years on critical thinking. Then, next year we will add communication skills.
      - Due to the length before each competency will be addressed in the rotation, do we have suggestions as to how to continue to encourage/address the other competencies and/or diversity?

   I.   Program Outcomes (Exit- Level) Assessment- Review
         To evaluate outcomes in the student's major--Each division evaluates the outcomes for the majors within their division

II. Disseminating information of placement recommendations to enrollment advisors
How can we provide up to date information to advisors about student placement, unmet prerequisites? Can IT update or provide a way to block the enrollment of students in courses they are not eligible for in Campus Connect?

2. Discussion

The committee discussed the elimination of the COMPASS test as of November 2016, the rationale behind the Oklahoma State Regents policy concerning all students sitting for the ACT exam and the use of COMPASS to challenge course placement. The committee spent a good amount of time discussing the possibilities, ramifications, and perks of using the ACT Residual tests as a replacement to the COMPASS. The need to ensure this new testing is articulated with Oklahoma State University was also discussed. The possibility of using a holistic approach by scrutinizing high school transcripts and high school End of Instruction Exam results was also discussed. The committee voted to adopt the practice of using the ACT Residual for a placement challenge to the ACT. The motion passed and will begin spring 2017.

The committee discussed the option of moving the third general education competency "Cultural and Societal Awareness" up in the revision rotation or adding a statement about diversity awareness to the syllabi. The committee felt the best option would be to utilize the input and efforts of NOC's Diversity Officer/Coordinator of International Students and Institutional Designer/Coordinator of Professional Development in order to create professional development opportunities addressing cultural sensitivity and respect of diversity.

The committee also discussed program assessments within each division of the college and the need to make sure the technology utilized during student enrollment meets the needs of advisors.