



Core Objectives Assessment Team (COAT)

Meeting Minutes

August 19, 2019
3:00 PM, CHEC 225

1. Approve April Meeting Minutes – Minutes approved.

2. New members – Introduction of new members.

3. Assessment Results – The numbers from assessment days have been tallied.

Personal responsibility numbers are not much different in terms of meeting a standard, and although this does not seem like much improvement, it is a little better than in past years. There is the possibility that personal responsibility is a little more difficult to assess and that the assignments are not being properly aligned. Empirical and Quantitative Skills, on the other hand, showed about a 10% increase. That could be due to the possibility that students have improved or assignments have been better aligned or the assessment method has improved or both, but it is something that the school will be pleased with, as this is the first time we have seen some improvement in the last three cycles. As we get better at this, we are finding better ways to assess/tweak the classes in a way that will give the students opportunities to show what they can do. The mean rating in Empirical and quantitative is usually above 2.5, so if the benchmark were to be set at 2.5, somewhere between those students that are still developing and the students who already have the Skills, this group would, on average, be meeting the benchmark. Overall, the results look favorable, but the whole idea behind accreditation and SACSCOC is that we are seeking improvement, so no matter how good the results are, we must keep striving to make them better. It seems we have hit a point where we have been able to attain reliable data, especially for Empirical and Quantitative Skills. If we compare the students in the 12 to 15 hours range to the 30+ hours range, there was an increase in the amount of students who were able to achieve 30+ hours and ratings of three to four, whereas the students in the 12 to 15 hour range had higher percentages in the one and two ratings, which is what would be expected as students take more classes they would theoretically have better Empirical and Quantitative Skills.

- 4. Assessment Day Feedback/Comments** - COAT members are encouraged to share their opinions about the assessment days to see where improvements can be made. A feedback suggestion is to have discipline leads send out sample assignments to show the adjunct faculty in hopes of getting more aligned assignments. A second suggestion was to have answer keys available for assignments to make sure that the correct answer was attained, especially for the math portions. The Empirical and Quantitative Skills rubric seems to be pretty good and something we can use for consecutive assessment cycles. The personal responsibility rubric will be looked and revisions considered based on assessment day feedback. Neal and Irene will send out feedback information to COAT committee members so everyone can look at it, particularly the rubric committee members.
- 5. Assessment Process Change Considerations** – There was a concern about the amount of paper that was used during the assessment process. The committee might have to look at online versions to go paperless to save paper. Another concern was that there were not a lot of artifacts to be assessed. This year we utilized a traditional process that had been handed down, so only 50% of the artifacts that were collected were chosen, and since there were not many classes up for assessment, there were not a lot of artifacts to be assessed. Once the entire core begins being assessed, this problem might be alleviated, but we can begin thinking about assessing more artifacts. With more faculty participating in the assessment process, we can start assessing more artifacts. A process can be formalized to have more artifacts to assess. Overall, interrater reliability was good and we scored about average, which was the way it was when we had two raters before. Last academic year, when a three-rater system was utilized, we scored moderate to good. Since we were doing well with two raters, the need for three raters was evaluated and it was decided that it would be fine to go back to a two-rater system this year. A different test was used in the two rater and three rater reliability analysis, so the analysis method between the two raters and three raters is different.
- 6. COAT term limits** – COAT membership consists of a three-year term. Typically, there is a limitation to how long a person can be on a committee. COAT is considering that a committee member can serve two terms, but then roll off. There needs to be a year break before they can be back on the committee. If this plan gets implemented, this year would be considered your “first term” and when the term ends, you have the choice of staying on for another three years, but then would have to roll off. Once you

choose to roll off, speak to your dean to find a good replacement. The argument against this is term limitation is that institutional memory is good to have, and there is also the fear that it might be difficult for someone who served many years on the committee might not be able to get back in COAT with new members entering. On the other hand, as new campuses open, different representation might be needed. The new positions and workforce programs will see new faculty being added to the college who might be interested in joining, so expansion might have to be the way to go. The Committee is encouraged to think about it and this will be revisited at a later meeting.

7. Subcommittee Goals – Committee members are welcome to join or leave subcommittees.

a. Rubric Review Subcommittee – The rubric subcommittee attempted to look at personal responsibility and teamwork at the end of last year, but time ran out. It proved challenging to change the rubric when it had not been used for assessment in the recent past. The goal this year is to look at personal responsibility, while it is still fresh on the mind and since comments have been received about it, to see how it can be polished up for the next cycle. Also, if time permits, Empirical and quantitative Skills and Critical Thinking rubrics will be reviewed to see if these rubrics are usable for the next assessment cycles. As the subcommittee works on the Critical Thinking rubric, the rubric will be polished and used in a mini mock assessment. Assignments from different disciplines will be pulled to see how versatile it is. There was a discussion about the wording in the Communication Rubric regarding the written, oral, and visual communication portion. There is some confusion as to whether all three are needed or not. At one point, there was a request for submission of videos or other forms of media so that Communication could be assessed. That is something that could be discussed, but the concern is regarding the anonymity of the student. COAT is toying with the idea for a waiver signed by the student to allow assessment of the assignment without anonymity.

b. Assessment Schedule Subcommittee – The subcommittee is moving along well. They have managed to put individual discipline schedules together and are trying to blend it to get a good mix of courses during each assessment cycles. ENGL 2342 was up for assessment, but since it has been terminated, the English department was approached to see if they wanted to swap ENGL 2341 for





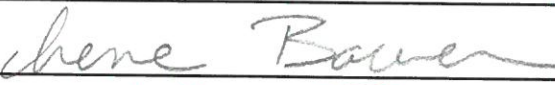





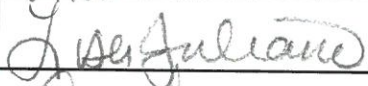





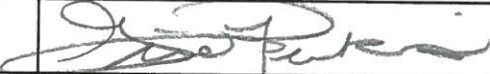
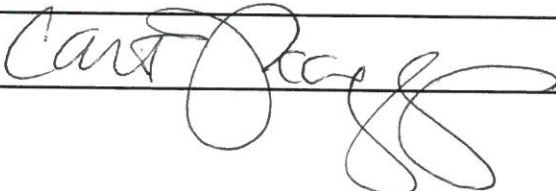
assessment, but the English faculty felt the course wouldn't be ready for assessment so they requested that it would be eliminated from assessment in Spring, but be added in a subsequent year. Committee members agree that it would be fine to take ENGL 2342 out of assessment and not be substituted with anything else.

- c. **Assignment Depot Subcommittee** – The link can be found at digitalcommons@collin. Faculty can use it as needed once assignments have been reviewed, approved and posted.
- d. **CARC** – Before the assessment emails are sent out, there are worksheets that need to be submitted for assignments, but there are no worksheets for communication and teamwork, so committee is asked to send them in. Please send to CARC subcommittee, chair, and co-chair. The email about which classes are being assessed this academic year is sent out after census, which is October 4th, but it was suggested that it might be better to send out after the first week of classes perhaps. Another suggestion is to send it out now so that it can be worked into a professor's curriculum. The assignment deadline for papers being turned in for CARC assessment should be moved to the end of September, perhaps the 27th. The deadline should maybe even be set for the 16th and if no assignments are submitted, then a two-week extension could be given.
- e. **Handbook Subcommittee** – As changes are made to membership, it should go into the handbook.
- f. **Branding Subcommittee** – New icons have already been used. A pamphlet was put together to introduce COAT to new faculty. These pamphlets will be disseminated this week at the adjunct faculty meetings. Committee members are encouraged to give feedback about what can be added to pamphlet.

8. Next Meeting, Tuesday, September 17th, 4pm, CHEC 225

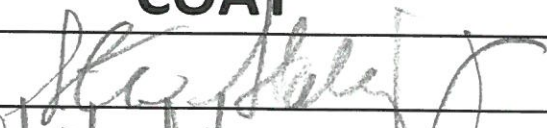

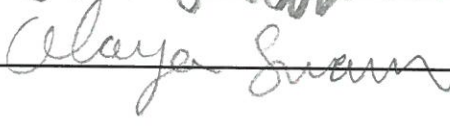
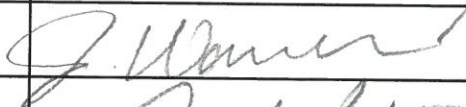
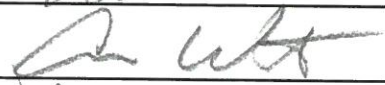
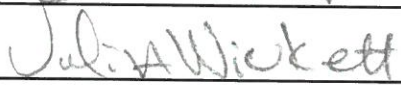
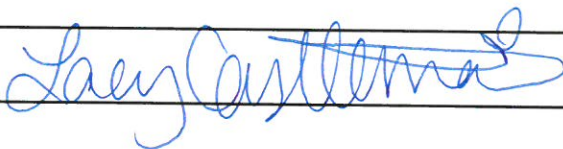
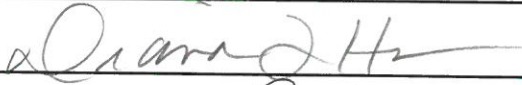
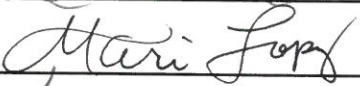
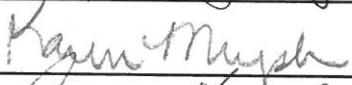
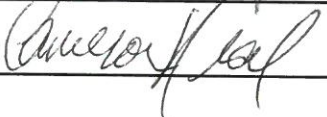
8/19/2019

COAT

2019-2020 Members	
Alexandrowicz, Neal	
Ardis, Bill	
Bailey, Mindi	
Bell, Ellen	
Bowen, Irene	
Brooks, Catie	
Bryant, Levi	
Bzostek Walker, Rachel	Sent email about absence
Courtright, Jeffrey	
Deshazo, Jillian	Sent email about absence
Eaves, Sharon	
Godbole, Aparna	
Juliano, Lisa	
Kenyon, Lynette	
McMillion, Tonya	
Miyamoto Walters, Melody	
Morgan, Jason	
Morgan, Nick	
Mulcahy, Courtney	
Newby, Karrie	Sent email about absence 
Perkins, Gina	
Rutherford, Kenya	
Scaggs, Carter	

8/19/2019

COAT

Stallings, Steve	
Starr, Clint	
Swann, Alaya	
Tahiro, Mohammed	
Warren, Jenny	
West, Aaron	
Wickett, Julia	
Young, Tyler	
Non-Members	
Castleman, Lacy	
Hardesty, Jon	
Hopes, Diana	
Lopez, Mari	
Murph, Karen	
Neal, Cameron	
Weasenforth, Donald	