

MEETING OF THE ENTRY-LEVEL ASSESSMENT COMMITTEE

12:30 PM, September 19, 2019

Main Building, Room 1X4

Leslie Jones called meeting to order at 12:35 PM.

Present: Stephanie Miller, Amanda Williams-Mize, Janet Perry, Kim Jameson, Thomas Harrison, Max Simmons, Greg Parks, Jerry Ludlow, Ken Harrelson, Lisa Buckelew, Traci Boren, Kamille Souttee, John Helton, Leslie Jones, Makenna Green Garrison

Absent: Liz Largent, Stacie Warner, Donna Chambers, Glenne' Whisenhunt

Leslie welcomed the committee. She addressed that the purpose of the committee is to discuss entry-level assessment for the entire College. Entry-level placement concerns all areas of the College, not just Math and English. Leslie mentioned that the committee affects her history courses as well. We are all affected by entry-level assessment.

Makenna addressed that the committee has changed its structure. Instead of discussing results all year, the committee has moved to establishing a specific time to discuss results from the past year and then focusing on the future and student success for the rest of the committee meetings.

Leslie led in introductions of committee members. Makenna showed the Moodle course and the documents it contains for the committee. Makenna also showed the committee how to access ELAC documents on the website and Portal.

Leslie asked for a motion to approve the minutes from April 18, 2019. Lisa made a motion, and Greg seconded the motion. The committee approved the minutes then by silent assent.

Leslie asked Dean Harrison to address his entry-level assessment information from the past year for English. Dean Harrison discussed the companion course for English Composition I. This course is not punitive for students; instead, it is an added benefit for student success. He indicated that many students are seeing the value of additional help in the companion course from their instructors. Multiple measures for assessment are used to place students into ENGL 1011 English Composition Companion. AVP Kim Jameson addressed that it is important to consider all indicators for student success and that advisors work with students to look at all placement factors, such as high school GPA, prior work, test scores, etc. Ken asked if the companion lab is a 1000-level course. AVP Jameson mentioned that the lab class has changed. It used to be an accompanying course where students were learning college-level material along with the English Composition I course. However, now it is more focused on equipping students with needed writing skills and thus will become a 0-level course to align with the criteria outlined by the Oklahoma State Regents for Higher Education.

Leslie asked Dean Simmons to discuss his entry-level assessment information from the past year for Math. Dean Simmons discussed results for MATH 1513 College Algebra. This course has been the class with the heaviest enrollment. The overall success rate for the course went up. There were more students in the course, and more were successful. For MATH 2013

Introduction to Statistics, the success rate increased. MATH 1533 Pre-Calculus's success rate decreased. The success rate has gone down a bit for MATH 1503 Contemporary Mathematics. High school performance, developmental math sequence, ACT, and internal testing are all methods being used to place students. Dean Simmons addressed work on the co-requisite courses. AVP Jameson asked if students have to place at a certain level to take the co-requisite lab or if students can take the lab if they want. AVP Jameson noted that many students in English wanted to take the lab for the extra assistance. However, it can be difficult to assess success when students needing the lab and not needing the lab are all in the same section. The co-requisite concept has developed over time since the early Achieving the Dream models for co-requisite education.

Getting completely clean data is difficult for assessment. Even if the students are all completely coded, Stephanie noted that instructors can still sign off on blue forms for registration. Also, Stephanie mentioned that the system may not indicate clear results if transfer work is not included. AVP Jameson noted from Institutional Effectiveness that the data does not list all of the key elements. If an indicator is listed as primary, it can be any of these things being used to place students. The placement results from English and Math are not totally clean data because there are always considerations behind the numbers as the College works to assess students.

Leslie asked how many lab sections were being offered for Math. Seven lab sections for 0531 for Pre-Calculus are being offered now with some piloting of the 0481 lab for Functions and Modeling. Also, there will be 0481 lab sections in the spring. Makenna asked about when lab sections would be available for MATH 1503/2013. Dean Simmons mentioned that lab sections for MATH 1503/2013 will be piloted in the spring.

Meeting adjourned at 1:17 PM.