

MINUTES OF THE ASSESSMENT COMMITTEE MEETING
April 8, 2008
MB 2J5

Gary Tucker called the meeting to order at 3:05 PM without a quorum.

Presentation:

Mr. Ray McCullar presented information on the outcomes assessment plan for history. The three Student Learning Outcomes for history are: 1) History program majors will demonstrate knowledge of historical research methods. 2) History program majors will demonstrate historical knowledge and organizational skills in presenting historical information by writing a fifteen page biography in the 2213 Great American Biographies course. 3) History majors will demonstrate factual knowledge of history, critical thinking skills, and essay writing competency with respect to historical material. All OCCC history program majors will have samples of their work collected in a portfolio which will be stored and maintained of the professor who teaches the capstone History 2303 Historical Research and Writing Methods. The portfolios are assessed as satisfactory or unsatisfactory by history program faculty.

Ray McCullar also presented the measures and criteria for success for these three outcomes. He also indicated he sent letters to all history majors informing them of the portfolio requirements and provided the committee copies of that letter.

A quorum was reached at 3:25 PM.

Voting Members in Attendance, Ms. Leaugeay Barnes, Dr. Steve Shore, Ms. Sara Mathew, Ms. Kathy Cupp, Mr. Ray McCullar and Dr. Susan Tabor.

Absent Voting Members: Ms. Brenda Breeding, Mr. Michael Boyle, Dr. Jo Ann Cobble, Ms. Rosemary Klepper and Ms. Pam Stout.

Non-voting Members in Attendance: Dr. Janet Perry, Ms. Vicki Gibson, Dr. Jim Schwark, Mr. Gary Tucker, Ms. Ruth Charnay and Ms. Catherine Kinyon

Approval of the Minutes: The motion to approve the corrected minutes of the March 11, 2008 meeting was made by Dr. Steve Shore and seconded by Dr. Susan Tabor.

Vote:

For 5

Against 0

Abstained 0

Motion Passed

Discussion:

Ms. Barnes presented information on Student-Centered Active Learning Environment for Undergraduate Programs (Scale up).

Educational research indicates that students should collaborate on interesting tasks and be deeply involved with the material they are studying. We promote active learning in a redesigned classroom of 100 students or more. (Of course, smaller classes can also benefit.) The social interactions between students and with their teachers appears to be the "active ingredient" that make the approach work. As more and more instruction is handled virtually via technology, the relationship-building capability of brick and mortar institutions becomes even more important.

Classtime is spent primarily on "tangibles" and "ponderables ". Essentially these are hands-on activities, simulations, or interesting questions and problems. There are also some hypothesis-driven labs where students have to write detailed reports. (This example is more sophisticated than most, but shows what the best students are capable of doing.) Students sit in three groups of three students at 6 or 7 foot diameter round tables. Instructors circulate and work with teams and individuals, engaging them in Socratic-like dialogues. Each table has at least three networked laptops. The setting is very much like a banquet hall, with lively interactions nearly all the time.

From: <http://www.ncsu.edu/PER/scaleup.html>

Discussion about the start of the HLC self study process.

Discussion of the possibility of a presentation on "the language of assessment" during Prep and Planning Week to provide a refresher for faculty.

Discussion of which division would present how assessment is working in the Division overall at the first meeting of the next academic year. Social Sciences volunteered.

Adjournment:

Ms. Barnes made the motion to adjourn and it was seconded by Mr. McCullar. Meeting adjourned at 4:35 PM.