Final

ASSESSMENT AND TESTING COMMITTEE MINUTES
December 8, 2005

Members Present:

Maria Moten, Co-Chair, Registrar's Office
Nancy Rice, Co-Chair, Math Faculty
Vicki Atkinson, STU DEV Faculty Orientation Coordinator
Vickie Gukenberger, ACA AFF Administrator
Hazel Rilki, IT Administrator
Michele' Robinson, Faculty-at-Large
Karen Froelich, Transfer Program Faculty
Matt McLaughlin, Admissions Administrator
Lin Cui, ESL Program Faculty
Daniel Corr, AVPAA
Jean-Louise Gustafson, Reading Faculty
Tanya Bergman, Assessment/Testing Coordinator
Eric Rosenthal, STU DEV Administrator

Members Absent:

Kurt Neumann, English Faculty
Dawn McKinley, Career Program Faculty

Members are encouraged this year to send representatives in their absence, as we are projecting some significant changes in policy that might affect all areas.

NOTE; Two (2) absences will result in a request for a department replacement for the absent committee member.

Meeting was called to order at: 3:11 pm

Agenda:

I. REVIEW OF MINUTES

A. Minutes from 9-22-05 meeting were reviewed and approved as read.
B. Minutes from 10-27-05 meeting were reviewed.
1. Question: What is being done with regard to Kurt Neuman's (English Faculty) absences from the meetings? It was reported that the Dean of that department's division has been notified of the need for a replacement. Nancy Rice indicated that she would also send an e-mail to the Oversight committee indicating a replacement from English was needed.
2. Minutes were approved as read.

II. SUB-COMMITTEE REPORT-A&T Subcommittee Recommendations

A. A draft of the recommendations was circulated and some background information was shared. (The subcommittee had been charged with re-vamping the current A&T policy. ERP had a major impact on the produced recommendations. The sub committee's intention was to be more comprehensive (PT vs. FT) in terms of who we test here at Harper.)

B. Suggestion that the wording for EXEMPTIONS in the draft document read: *"Enrollment in a certificate program that has been identified by program chairs or coordinators, in conjunction with Division Deans, as exempt from assessment."*—accepted by the committee and will be updated.

C. Clarification was made that with regard to this document, our goal is at the enrollment point of the 12th hour, not at completion of the 12th hour.

D. Things we've learned:
   1. ERP can implement a "hard stop" where students who attempt to register without pre-reqs will be stopped.
   2. Programs have also been asked to review pre-reqs since the system can stop enrollment due to those pre-reqs.
   3. If the course has "consent of the instructor" it will hold up student enrollment, so the pre-req needs to be definite.

E. *QUESTION*: If enrolled in a pre-req course while trying to enroll in a new course (semester to semester), will it stop them from enrolling? *RESPONSE:* Co-reqs won't stop enrollment, but pre-reqs may stop it. We are testing this part of the system out.

F. *QUESTION:* Do you know how many additional students would need to be tested with the implementation of this 12th hour "hammer"? *RESPONSE:* No

G. Group agreed that we would be more comfortable with some additional data in this area.
   1. # of additional development reading and English students we would be looking at.
   2. # of part time students, in any given semester, that hit the 12 hour issue. This way you could simply break down ESL, development reading, etc.
   3. How many credit students enrolled in fall would hit the 12 hour threshold in spring, which have not had math, English, or reading OR have been tested?

H. Some of the *EXEMPTIONS* identified were:
   1. Exempt certificate programs
   2. Students with prior Associates or higher degree
   3. Minimum ACT scores indicating equivalency to college level English & Math
   4. Acceptable grade in qualifying college level English and Math courses (in other words, demonstrating efficiency in reading and writing skills and proficiency in college math.)

I. Goal is for ESL to have their own process in system to track applicants or set of rules so ESL policy could govern their path.

J. *NOTE:* On the Exemptions page—when we say "Basic skills" we are referring to COMPASS

K. *QUESTION:* What will we connect to the assessment? (orientation, advising, etc.) *RESPONSE:* Today we assess and counsel. As the revision is written it does no more than test. *CLARIFICATION*: This is just Phase I, so the other elements have yet to be developed.

    L. It is expected that more part time students will need to be counseled and testing center dynamics may change. Currently the ratio of part time to full time is approximately 70:30.

    M. It was suggested that the first bullet on the draft be revised to read: *"Students will be required to complete the assessment tests in English, reading and math prior to registration for the 12th cumulative credit hour."* <u>NOTE:</u> The 12 hours <u>does</u> include remedial courses.

    N. *<u>QUESTION:</u> Could we "grandfather" people in? <u>RESPONSE:</u> We need to have further discussion on this.*

    O. *<u>CONCLUSION:</u> We really need a clearly defined purpose for requiring this testing.* ***Maria agreed to collect some additional data (based on our discussion in item "G" above) and she will bring it back to the committee so we can better define the draft document.***

III. ESL POLICY & PROCEDURES – Establish date for discussion

    A. ***ESL Policy & Procedure*** document will be ***topic for 1-26-06 meeting.***

    B. Committee members are to read draft document prior to the meeting.

IV. MISC.

    A. Maria will try to bring data regarding the A&T draft document to the meeting on 1-26-06 as well.

Meeting was adjourned at: 4:23 pm

V.   **Meeting Schedule** – will be 2nd and 4th Thursday of the month at
3:00 pm – Room: X250b

February 9, 2006
February 23, 2006
March 9, 2006
March 23, 2006
April 13, 2006
April 27, 2006
May 11, 2006

Respectfully submitted,
Michele' Robinson, Secretary