COE Assessment Committee Meeting Minutes
October 16, 2017

Present: Helen Berg, Will Blackwell (via Skype), Ty Cashion, Judy Cook, Karla Eidson, Christina Ellis, Julie Herron, Tori Hollas, Sylvia Huntsman, Elizabeth Lasley, Cynthia Martinez Garcia, Vicki Mitchell, Jannah Nerren, Andy Oswald, Karin Perry, Nancy Stockall, Gene Young

- Meeting began at 2:02.
- Dr. Nerren welcomed the group and then asked for introductions of committee members.
- Dr. Nerren asked the group to resume the work of the proposed Dispositions Assessment.
- Dr. Nerren shared the following:
  - Hand-out distributed with feedback that had been collected from units since the September meeting. She asked for any other feedback that committee members had brought from their respective units.
- The group discussed the proposed Dispositions Assessment and had the following comments and broad concerns (See addendum below with detailed comments from committee members and their respective units.)
  - Cultural differences existed in some of the items.
  - “Appropriate sense of humor” was particularly concerning; it is subjective.
  - Some of the items are bundled.
  - Some items are difficult to assess objectively.
  - Perhaps the instrument should be vetted by SHSU legal counsel.
  - Other comments were grammatical or formatting issues.

- Action items:
  - Committee members will begin to consider the implementation plan for the COE Dispositions Assessment and will send any recommendation to Dr. Nerren.
  - Dr. Nerren will send a poll to set the November meeting

Addendum: Committee members feedback from units

- I like the draft disposition form because most of the items are measurable. When instructors measured the old dispositions, they had to decide if students demonstrated an “attitude of reflection and thoughtfulness” or a “commitment to literacy, inquiry, and reflection.” Those traits were impossible to measure. During Data Day on April 5, Jenna showed us a compilation of disposition scores across cohorts across time. At every measurement point, almost 100% of each cohort was meeting every disposition.

The Center for Assessment
We partner with faculty, students, and community members to enhance EC-20 learners’ growth, foster faculty efficacy, and fulfill the College’s responsibilities to Texans.
This is a very important aspect of our assessment and I’m glad this committee is taking care of this. My suggestion is if we can create a fillable form. The word “form” in MS Office also means that it can be automatically submitted online and the data collected or deposited at a database. We did this in another school and it worked. I’m just thinking aloud here.

I actually don’t think these are all that bad. They are fairly stock. My only suggestion would be that the instructor evaluations accompany only field experience courses and student teaching. As you know, in special education we have lots of students in courses who are not licensure candidates. Also, it would be very difficult to complete for online courses.

Form D mentions 3 questions in the instructions, but there are actually 5 questions on the survey.

Form D isn’t really an abbreviated form as much as it is a compression of the previous forms.

Some of the items are subjective, and instructors would likely interpret things differently.

Will these forms be in an electronic format? An electronic format would facilitate completing the forms and collecting the data.

This will take too much time for the information that will be generated.

The amount of data that this will generate will be overwhelming.

The request that the instructor complete Form D for each student and for every course will cost a lot of time, and would possibly lead to forms being hastily completed with all “Yes.” This data, in turn, would not be very useful. Instead, could Form D be used only in cases where there was an issue noted? (And consequently, “no news is good news.”)

A student that did have an issue, perhaps in the middle of the program, they wouldn’t have a stack of Form D documentation from previous classes declaring that there was “no issue” in the past.