

**CCAC Minutes**  
**Wednesday, October 16, 2013**

Election – Chuck Vehorn (Chair), and Anna DeVito (Vice Chair)

Ebenezer Kolajo –

1. The committee responded to the call for the expedited core assessment for SACS. We submitted the response in September, and now we are waiting for their answer. Bethany will be presenting the results so that we can review them and decide on what is next. What changes will be necessary and what will be the next step?
2. Take a look at the motions before faculty senate - one on a sampling processes and the other related to assessing on-line core curriculum courses. With respect to these two motions, Dr. Kolajo said that we need to develop a plan for going forward in that maintains consistency in the assessment process.

Dr. Kolajo supports processes that will simplify what we do, while still having meaningful assessment.

At the moment we don't have a valid assessment plan. We did have a staggered approach, but the expedited plan disrupted that. We need to develop an assessment plan that will carry forward for overall assessment of core. The impression that some department chairs have that every course, every semester would be assessed was based on the inertia brought on by the expedited assessment.

Last year's motion was for CCAC to develop a plan for working with areas and departments on revising the outcomes. Currently the Curriculum Committee of the Senate is addressing – how can a process be set up for reducing goals and outcomes? Margaret will report back to CCAC on curriculum committee discussions.

We had some discussion of the SCHEV competencies and SACS 30 hours which adds humanities and arts, social sciences.

BB – we can't really take a semester off without an ongoing assessment plan

Chuck – we need to be risk adverse in the process and assess everything this semester

EK – we need a new plan we know will be okay for us.

In reviewing the assessment results (tables presented by Bethany), the committee had various questions.

- SO-Is there a consistent definition of below, met, exceeded?  
Depending on the course, it could have been an exam or essay.
- Is SACS okay with that? SACS says it's up to each institution to define the levels.  
AD – a different accreditor wouldn't accept the data.
- 70 % of the students have to be at the competent level.
- We need to show that we have used the results to change the program, which we've done with the changes to the Core A assignments and outcomes.
- Do lots of As in a class indicate an issue? Grades vs. assessment data