

<b>Facilitator:</b> Jeremy Doolin	<b>Meeting Date:</b> January 6, 2016
<b>Meeting Location:</b> IP Video Rooms (Wheeling:411-EC, Weirton: 215-R, New Martinsville: 111)	
<b>Meeting start time:</b> 1:00 PM	<b>Meeting end time:</b> 2:30 PM

**Attendance:**

C. Baker, A. Barnett (IPV-WRT), A. Beatty, R. Berry, C. Blatt (IPV-NM), R. Brinkley, Britt, J., H. Buchanan (IPV-WRT), R. Carter (IPV-WRT), H. Coffield, F. DeCaria (IPV-WRT), J. Doolin, R. Edwards, G. Evans, D. Ferrell (IPV-NM), D. Fitzgerald, B. Fulton, M. Goldstein (IPV-NM), M. Grubor, D. Hans, C. Harbert, K. Herrington, C. Hippensteel, S. Hupp, M. Kahl, C. Kefauver, J. Keyser, J. Kriechbaum, A. Kuca, J. Lantz(IPV-NM), M. Marlin, M. Merz (IPV-WRT), L. Nelson, S. Owen, B. Peterman, D. Poffenberger, D. Raveaux, J. Reho (IPV-WRT), C. Rogerson, P. Roper, D. Ryan, P. Sharma, K. Silvestri, M. Stephens, D. Stoffel, C. Stokes (IPV-NM), M. Taylor, J. Tyburski, M. Watson, G. Winland (IPV-WRT), M. Wycherley

**I. Call to Order**

**II. Review and Approve Minutes:** Minutes approved by Owen, seconded by Stoffel, approved by all.

**III. Guests:**

Presenter	Topic
Hope Coffield	<p>Course Assessment as presented by Hope Coffield (20 min):</p> <ul style="list-style-type: none"> <li>➤ <b>Assessment of student learning should:</b> <ul style="list-style-type: none"> <li>• Begin in the classroom and be designed and implemented by faculty.</li> <li>• Measure what matters most.</li> <li>• Provide opportunities for multiple measures.</li> <li>• Engage students when they are highly motivated.</li> <li>• Be part of a cycle of continuous improvement.</li> <li>• Not be punitive to students, faculty or staff.</li> <li>• Align with the institution’s mission and vision.</li> <li>• Encompass course objectives as well as general education core outcomes.</li> </ul> </li> <li>➤ <b>The Course Assessment Process is as follows:</b> <ul style="list-style-type: none"> <li>• Division Chairs notify lead faculty of which courses are scheduled for assessment.</li> <li>• Faculty within a program or department collaborate to select general core education, course objective, and student learning outcomes; develop assessment items; and determine where assessment activities fall within the course schedule.</li> <li>• Lead faculty will submit a Pre-assessment Proposal Form to their Division Chair and ask other faculty teaching the same course to use the proposed activities and measures to assess the same outcomes.</li> <li>• Lead faculty then analyze data and submit completed Assessment Reports to Division Chairs and Program’s shared, Intranet Assessment folder.</li> <li>• Assessment Committee uses Assessment Report Peer Review Form rubric to provide feedback regarding the course assessments.</li> <li>• Evaluation of recommended changes to the course is built into the next assessment cycle or the information gained is used to otherwise “close the loop”.</li> </ul> </li> </ul>

	<p>➤ <b>What is New in Assessment?</b></p> <ul style="list-style-type: none"> <li>• We are folding the assessment of general education core outcomes into the existing course assessment process.</li> <li>• This year we request that all course assessments select a general education core outcome to assess. You can continue to evaluate course objectives - in some cases they align.</li> <li>• Proposal and Report forms have been updated.</li> <li>• Next semester (Fall 2016) the Office of Institutional Research will request your feedback in order to evaluate and continue to improve the assessment process.</li> </ul> <p>➤ <b>Spring 2016 Timeline:</b></p> <table border="1" data-bbox="545 632 1369 1530"> <thead> <tr> <th>Assessment Activity</th> <th>Deadline</th> </tr> </thead> <tbody> <tr> <td>Division Chairs notify lead faculty of which courses are to be assessed this semester.</td> <td>ASAP (if not already done)</td> </tr> <tr> <td>Lead faculty select general core education outcomes and course objectives to assess and submit Pre-assessment Proposal form to their Division Chair.</td> <td>January 22<sup>nd</sup></td> </tr> <tr> <td>Lead faculty asks other faculty teaching the same courses to use the proposed activities and measures to assess the same outcomes and return results by the end of the semester.</td> <td>February 5<sup>th</sup></td> </tr> <tr> <td>Participating faculty send results and recommendations to lead faculty responsible for submitting the report.</td> <td>May 13<sup>th</sup></td> </tr> <tr> <td>Lead faculty compile, analyze data, complete, and submit assessment report to the Division Chair.</td> <td>September 15<sup>th</sup></td> </tr> <tr> <td>Assessment Committee uses Assessment Report Peer Review Form rubric to provide feedback to faculty regarding the course assessments</td> <td>Fall 2016</td> </tr> <tr> <td>Office of Institutional Research requests faculty feedback in order to evaluate and improve the course assessment process.</td> <td>Fall 2016</td> </tr> </tbody> </table> <p>➤ New assessment documents attached to email, sent out to faculty on Wednesday, January 6<sup>th</sup> 2016, as well as are posted on Assessment Documents site.</p> <p>➤ The Spring Course Assessment schedule for Spring 2016, Spring 2019, and Spring 2022 has been emailed, as well as copied and passed out to all faculty in attendance on Wheeling campus.</p> <p>➤ Please contact your assessment committee for any questions or assistance at any time.</p>	Assessment Activity	Deadline	Division Chairs notify lead faculty of which courses are to be assessed this semester.	ASAP (if not already done)	Lead faculty select general core education outcomes and course objectives to assess and submit Pre-assessment Proposal form to their Division Chair.	January 22 <sup>nd</sup>	Lead faculty asks other faculty teaching the same courses to use the proposed activities and measures to assess the same outcomes and return results by the end of the semester.	February 5 <sup>th</sup>	Participating faculty send results and recommendations to lead faculty responsible for submitting the report.	May 13 <sup>th</sup>	Lead faculty compile, analyze data, complete, and submit assessment report to the Division Chair.	September 15 <sup>th</sup>	Assessment Committee uses Assessment Report Peer Review Form rubric to provide feedback to faculty regarding the course assessments	Fall 2016	Office of Institutional Research requests faculty feedback in order to evaluate and improve the course assessment process.	Fall 2016
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Dr. Carry DeAtley	Academic Updates as presented by Dr. Carry DeAtley:																

	<p>Changes to the Strategic Plan will be sent out to Division Chairs once completed.</p> <p>Regarding advising, meeting with division chairs and advisors, looking at issues and ways to eliminate them. States that advising is a lot of work, but beneficial.</p> <p>Discussing prior Learning Assessments, forms are being redone, making a bit different. More conversation was made about promoting “experience” to possibly cover course requirements for promotion in ranks. Currently ranks are as follows:</p> <p>Masters + 15 credit hours = Assistant Professor          Masters + 30 = Associate Professor          Masters + 60 = Full Professor</p> <p>Each of the following areas will be further discussed in meeting to be held very soon regarding strategic planning. Our strategic plan encompasses four main goals:</p> <p><b>Goal 1:</b> <i>Student Success</i> - Improve the success of students by increasing college completion.</p> <p><b>Goal 2:</b> <i>Workforce</i> – Meet the workforce demands of employers and enhance economic development efforts in West Virginia.</p> <p><b>Goal 3:</b> Provide access to affordable community and technical college education in all regions of the state.</p> <p><b>Goal 4:</b> Ensure fiscal stability to effectively deliver comprehensive community and technical college education.</p> <p>Under each of these goals are actions to ensure that each of the goals are met on a regular basis. Again, once completed and updated with changes, the plan will be forwarded on to Division Chairs.</p>
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**IV. Discussion/Decision Items:**

Topic		Content
1.	Promotion Policy Changes (Kathy Herrington)	<p>Kathy suggested changes, Dr. Riley refused. It is of best interest of the new faculty at Instructor level to look at changes in the promotional policies. Promotion Committee needs to get together and meet soon. No one applied for promotion as of 1/6/2016. Associate Professor, Assistant Professor, and Full Professor require three years between each promotional level. Associate Professor =Master’s degree + 15 continuing hours of education, Assistant Professor =Master’s degree + 30 continuing hours of education, and Full Professor= Master’s degree + 60 continuing hours of education. Guidelines are in HR website, under the Promotion Policy. Instructional Specialist however, is brought in at different ranks... the job descriptions can come from DeAtley.</p> <p><b>The Promotional Policy can be found using the following steps:</b></p> <ul style="list-style-type: none"> <li>✓ Go to Northern Website</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Select “Offices and Services” at the top of the screen</li> <li>✓ Select Human Resources on the left-side of screen</li> <li>✓ Select “Rules, Policies, and Procedures”</li> <li>✓ Select “Administrative Procedures”</li> <li>✓ About halfway down list, select “Faculty Promotion Criteria and Procedures”</li> <li>✓ Print off the 10 page document, as it includes details and documents for your Promotional Portfolio</li> <li>✓ Applicants are encouraged to begin preparing Promotion Portfolios at the beginning of the academic year in which the application will be made. It is the responsibility of the applicant to insure that the Promotion Portfolio is complete and includes supporting documentation for the promotion in rank criteria.</li> </ul> <p>Discussion was made about the following:</p> <ul style="list-style-type: none"> <li>• Accepting work experience for promotion???</li> <li>• What about placement at ranks when hired... place limits/criteria as far as promotion goes?</li> <li>• Lowering credit hours for ranks?</li> <li>• Why have to wait until 4<sup>th</sup> year to apply and obtain promotion in 5<sup>th</sup> year????</li> </ul> <p><b>Policy needs to be revised....</b></p> <p>Mary Ann Merz motioned and it was second by Russell Edwards, to create a sub-committee where rank does not matter, giving newer faculty (instructors) the opportunity to give feedback in revising the promotional policy. Rita Berry says someone from the instructional specialist should be on it as well. Meredith Wycherley says to include all ranks.</p> <p>Decided by all to include “at minimum” the following on the sub-committee:        2 Informational Specialists, 2 Instructors, 2 Assistant Professors, 2 Associate Professors, and 2 Full Professors.</p> <p><b><u>Volunteers included:</u></b></p> <ol style="list-style-type: none"> <li>1. Russell Edwards-IS</li> <li>2. Jennifer Kriechbaum-IS</li> <li>3. RJ Carter-Instructor</li> <li>4. Joyce Britt-Instructor</li> <li>5. Lori Nelson-Instructor</li> <li>6. Meredith Wycherley-Instructor</li> <li>7. Chris Kefauver-Associate Professor</li> <li>8. Delilah Ryan-Associate Professor</li> <li>9. Dave Stoffel-Assistant Professor</li> </ol>
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**V. Committee Reports:**

Committee	Topic
Curriculum	<p>Curriculum Updates and Approved Proposals as presented by Kathy Herrington:</p> <ul style="list-style-type: none"> <li>✓ West Liberty stop offering Global Community class, taking out was recommended by Albert, N., however decided to keep, but offering only once per year.</li> <li>✓ 2+2 Criminal Justice on hold for now.</li> <li>✓ Business studies changed course titles and descriptions.</li> <li>✓ Paralegal program changed sequencing of some courses.</li> <li>✓ Computer and CIT changed course titles and descriptions.</li> <li>✓ Associate degree program in cyber study (to be new).</li> <li>✓ Welding made some changes along with other technical programs (welding, petroleum, mechatronics, chemical operator, advanced manufacturing, and instrumentation process technology), change mechatronics to advanced manufacturing), and to increase enrollment, looking to add things in NM.</li> <li>✓ Human services (state wide curriculum being changed for that) child care and human services field placement hours increased.</li> <li>✓ West Liberty changed curriculum for elementary and secondary education, so now accepting for 2+2 new courses of hours.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ New community education program at West Liberty for students entering into specified fields of education including: museum, coach, camp counselor, and education leadership/faith based education. No changes required on our end of things.</li> <li>✓ Associate in Arts programs changed where students needing more concentration ELECTIVES (combined ARTS/SOC SCIENCES, and ENG/HUMANITIES), and restricted electives added.</li> <li>✓ For next year, inform Kathy this month or will not go into effect until Fall of 2017!</li> <li>✓ Future Curriculum Committee proposals will be presented on the projector in the Presidents Board Room to save on all the extra copies being made.</li> </ul>
Retention	<p>Withdrawal Dates as discussed by Joyce Britt:          Do we want to have one day that you need to add a class?          Statistically, late comers never finish anyways. Consensus agrees that they may only registers through the end of the first week only!</p> <p>From CJ: last day to drop class with grade of W is... and the last day to withdrawal from the college is...          Does it make more sense to say this is the last day you can drop a class.</p> <p>Charlene says in business and computer area that you have part of term classes... from financial aid perspective, it will do a lot of red flags if totally withdrawing. If student completed first part of courses, it does not matter if completed first half or not, they lose total grade for semester! Students are being encouraged to do whatever they have to do from now until February 16<sup>th</sup> at 5 pm.</p> <p>Marion says student came to day one and went down to drop the class, now the student has to pay \$721 because they started the class... even if only one day!</p> <p>How do other schools handle these dropping/withdrawal situations? Going to look into this more.</p> <p>Joyce asks again... do we need to have two withdrawal dates? Jeremy says, if there is no good reason for the two dates, can we make one date.</p> <p>Donna says make it the last date to withdrawal for both (about two weeks before end of semester)...</p>

	Joyce will take back information....
Distance Education	Sharma is asking, regarding Distance Education, we need ideas for issue with copying content for online courses... in future if happens, we are getting lots of early entry students in Math, English, and Sociology... what are your thoughts on that issue? Will continue to discuss more in next meeting.

**VI. Next meeting:**

Meeting date:	2/26/2016
Meeting start time:	1300 (Executive) and 1330 (Faculty Assembly)
Meeting end time:	1430

Much Sincerity,  
 Jody E. Tyburski, MSN  
[jtyburski@wvnc.edu](mailto:jtyburski@wvnc.edu)