# Assessment Committee Meeting – Minutes

January 10, 2014 | 11:00 – 12:10 pm |Library 329

Attendees: Jim Hatton, Dan DeNeui, Craig Stillwell, Jamie Vener, Dorothy Ormes, Hart Wilson, Sue Walsh, Erin Wilder, Kyle Ragsdale

1. Dan DeNeui discussed the evolving design for the student advising process. Our committee stressed that student outcomes should the organizing theme for student advising, that is, that students should ideally choose classes because the classes help them meet university and program learning outcomes rather picking classes to simply meet requirements. Dan and Jim will stay in contact and when the Advising task forces reaches the point of developing job descriptions and/or training, the assessment committee will be included in the process. We thought that the University Studies committee probably should be involved in the process also.
2. Unfortunately Peg can’t make the meetings because of a class. Jim will ask Peg if she can find a one term replace from the fine arts or other program.
3. Based on Jim’s discussion with Chris Stanek, the easiest way to store the capstone papers will be as PDF files with file names equal to the student’s ID numbers. File submissions will come through the program offices. The committee will discuss the system for doing this next meeting.
4. We looked at a draft copy of Program Review guidelines and evaluation rubric. The guidelines need to have a section on response to last year’s feedback. This will be added and the document forwarded to the programs. Jim and Kristin will develop a questionnaire about what data is being collected and give it to the programs in the middle of the term. We will use that information to inform our winter assessment workshop. We want to include the house and potential houses and the honors program in our workshops.
5. Under Craig’s guidance we compared the FUSE rubric to our Institutional Capstone Evaluation Rubric (ICER). Item A1 on the FUSE rubric corresponds to the first rubric on the ICER, A3 correspondes to the fourth, the two B3 items correspond in order to the fifth and sixth rubrics on the ICER. We can move ahead with the ICER.
6. We discussed how the FUSE information literary rubric could evolve into a senior writing information literacy rubric. The librarians will be doing this evaluation. Dorothy will work with Dale to adapt a senior writing information literacy rubric to include non-formal-scholarly writing.