# Assessment Committee Meeting – Minutes

October 30, 2015 | 11:00 - 12:30 pm |Library 329

Attendees: Jim Hatton, Craig Stillwell, Lee Ayers, Jamie Vener, Dorothy Ormes, Hart Wilson, Jody Waters, Vicki Suter, Rene Ordonez, Erin Wilder, John Taylor, Jeff Gayton, Heather Buchanan

1. We begin our senior writing assessment process for last year’s senior writing samples.
   * Schedule: Our ultimate goal is to have papers ready to score and the committee fully trained by the December break and with a goal of completing the evaluations by January 23 the date of our second meeting in the winter term. To this end we will use our meeting time November 13 (That would be Friday the thirteenth) for a norming session. Kristin will facilitate this including providing the practice sample papers. Since the Thanksgiving break uses up one of our meeting times we should reserve December 4 for a possible meeting. **Two people will be out of town for the norming session. Is there a possibility of recording the session? Jim will work with Kristin to figure this out. Kristin will get the sample papers out before the session.**
   * Samples: We want to include FUSE papers on this go-around. All FUSE papers from last year are on a moodle site. Jim will work with Rene on how many papers to use and then with Hart on choosing a random sample. Jim will also work with Rene to choose the senior papers once we have a final count. Kristin reports that the Arts division has not turn in any papers and that some programs have a low number of submission including chem(**corrected crim)**, comm, and psych. **Jim will work with Hart to organize the moodle site for a new year of senior writing assessment.**
   * Rubric: Jim will present the writing rubric that now includes Quantitative Reasoning. Thanks to Hart for taking this on. **We will work with the rubric as is with the thought that the QR section this first year will be a pilot and we will improve the rubric based on our experience.**
2. We begin initial steps toward developing as Oral Communication University-wide assessment.
   * Questionnaire: Jim will present a list of questions that we want to send out to the chairs in order to get a gauge of how many seniors are speaking, where and under what conditions. **The committee had substantial changes to the draft questionnaire. Jim will rewrite it and email to the committee for approval.**
   * Rubric: We will review an streamlined version of the oral communications rubric. **It might occur that a presentation may not have any follow up piece. We want to be able to leave that line item unrated if that it is so. We need an “audience engagement” line item. Jody and Hart will work on this.**
3. Our charge: Jim will bring a suggested revision to our charge and membership. Here is the old one. Jim will note that our website page in the senate section has been updated.

The Assessment Committee (AC) will oversee the institution, maintenance and development of student learning outcomes for the curriculum at Southern Oregon University.

The AC will be composed of seven voting members, one representing each of the following:  the School of Arts and Letters, the School of Business, the School of Education, the School of Sciences, the School of Social Sciences, Health and Physical Education, the University Seminar program, and the Library.  The chair of the committee will be elected from the voting membership of the committee.

The Associate Provost for Curriculum and Personnel, the Assistant Vice President for Enrollment Services and Director of Admissions, the Director of the Center for Teaching, Learning and Assessment (CTLA), the Director of University Studies, one member of the ACCESS center advising staff, a representative from Information Technology (IT), and one student will serve as ex-officio, non-voting members of this committee.  The Provost will designate one of the administrative ex-officio members as the administrative contact for this committee.

**We edited the ex-officio section. Jim will correct the draft charge and then ask Larry what to do with it.**

On-going (so we don’t forget)

* Portfolios
* University Studies
* CLA
* Communicating with our students – Language from the catalog:

**Assessment**

SOU is committed to improving the quality of instruction by assessing student outcomes. The University determines the progress of the learning process by relating outcomes to clearly defined learning objectives. During their collegiate careers, students actively participate in the outcomes assessment process. Student participation contributes to curriculum design and the evolution of the learning community.

1. Communicating with the programs: How do we do this best?

Accumulating List of Reminders to Programs.

**The issue here became “effective communication” with SOU programs. We concluded that it should be personal and it should be two-way. Our committee is ostensibly composed of representatives from the various divisions. We want to emphasize the idea of representation. Our members will personally communicate with divisions with reports on our activities and in particular any specific information for instance as listed below. We will be talking to the directors and if possible to the chairs within the division and even individual faculty members if necessary. We will solicit feedback from the division and bring such feedback to the committee by asking the chair for an agenda item. If the committee is addressing an item that might concern a particular division, the division representative can ask to table in order to obtain the division’s views.**

**We will begin this process by taking the following points to our division chairs and programs if possible.**

* We ask that programs, who are doing assessments that have possible university-wide implications and who want to bring their findings to the campus community at large, present their study to the assessment committee first for our review.
* It is possible that programs may want or need to place documents in TD that are not direct documentation for learning outcomes. Two such categories are syllabi and meeting minutes. Chris’s office will place such folders in each program’s documentation section.
* Programs need to be informed that whenever possible student names should be omitted from TD documents.
* Announce the opportunities for the faculty in the MultiState Collaborative (MSC). **Kristin has supplied a blurb.**
* The CIS has Webinar opportunities : EDUCAUSE Learning Initiative Course - [Learning Beyond Letter Grades: Exploring the Promise and Possibility of Assessment](http://www.educause.edu/events/eli-course-learning-beyond-letter-grades)
* Get the senior writing papers in!
* Is there anything the division would like us to be considering?

**Current Division Representatives**

**Jim – STEM, OCA (arts), HC (humanities)**

**John – SS (Social Sciences)**

**Craig – UGS**

**Jamie and Erin – DEHL (education, health)**

**Rene – BCE**

**Dotty - Library**