# Assessment Committee Meeting – Minutes

January 22, 2016 | 11:00 - 12:30 pm |Library 329

Attendees: Jim Hatton, Kristin Nagy Catz, Craig Stillwell, Jamie Vener, Dorothy Ormes, Hart Wilson, Jody Waters, Rene Ordonez, John Taylor, Heather Buchanan, Dale Vidmar

1. Senior writing:
	1. Are we done? Some teams have not turned in their evaluations.
	2. Discussion of what we saw.
		1. We may want to revisit the standard conventions rubric.
		2. The library is in process for doing the information literacy evaluation.
		3. The paper in a foreign language was evaluated with the help of a person knowledgeable in that language.
		4. Self-reflective and creative writing senior writing can be problematic. We need a category of paper called “problematic”. The term “nonapplicable” was rejected. We spent some time discussing what we really wanted in the senior writing samples – really the best examples of senior work. Somewhere, according to our catalogue, seniors need to do some sort of research work. And that is what we want to see.
		5. Are we behind the curve? Should we be considering blogs for example?
		6. We need to determine why we have seen so many papers that need revision.
		7. We may start saving exemplars of senior writing.
	3. How should the report look? After brainstorming we will look at last year’s.
		1. We will want to separate our report for FUSE and Senior Writing.
		2. Is this year the year when we have some calls to action?
2. Oral communication survey – Reminder: we would like to get a survey done by mid-February. Jim will collate the results. – In progress
3. Planning for the CLA – Dale invited. We will be contacting programs to send cohorts of students. The programs will be picked at random.
4. Is Linkedin useful for our purposes? This is a place for students to post their good work and recommendations from their teachers. Also a way to keep track of alumni.

On-going (so we don’t forget)

* Portfolios
* University Studies – Houses are doing strand writing which is being assessed. Lee will report back to the committee. The University Studies committee is revising forms to be sure foundational skills are still being assessed.
* 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.

John is working on some kind of document or other means on what graduates have to learn for his program.