# Assessment Committee Meeting – minutes

March 4, 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. University Studies Committee proposal to the senate – Any feedback, Lee? **Nothing further.**
2. Senior writing: **We had a vigorous, dare I say, passionate discussion about the state of senior writing on campus. We only got to parts a and b of this agenda item but our ideas fit some of the other item and are so listed.**
	1. Rene’s Information Literacy Analysis. **Dale will be presenting on good Information Literacy (IL) practice to the business faculty next week. Rene stated that this was part of the business department’s continuous improvement model for student outcomes. His goal is to have all business students reach the exemplary level for IL. We can think of this as a model or a pilot of how writing can be improved on campus. We suggested that Dale have a short presentation for the spring workshop. Rene showed us data that showed that students who wrote formal research papers got better IL scores. This precipitated a discussion of including prompts with senior sample submissions and/or strongly requesting polished papers, and the like.**
	2. Jim will outline “major” findings. **The committee is dissatisfied with simply filing reports. We are thinking about calls to action. One suggestion was a Strand “K” – senior level critical thinking with writing, speaking, quantitative literacy. John, Jody and Lee will come to the committee with a proposal.**
	3. Changing the rubric – Process?
	4. How to present to spring workshop? **Include a short presentation from Dale on his interaction with the business department. Another idea: Have groups work together to develop prompts that require critical thinking and IL skills.**
	5. Repository for exemplars?
	6. Calls to action? **One suggestion – Strand “K” – see above. Another – develop a proposal that professional development money be allocated for improving senior level writing.**
3. Oral communication survey – Reminder: we would like to get a survey done by mid-February. Jim will collate the results. – In progress.
4. Planning for the CLA – We will be contacting programs to send cohorts of students. The programs will be picked at random. – progress?
5. Library suggestion: Professional development targeting improvement of the capstone papers provide for faculty who teach Capstone classes or classes that provide the senior writing samples. This could be in the form of a workshop concentrating on but not limited to some of the following:
	1. - Review scores from the past two years.
	2. - Review guidelines for senior writing samples.
	3. - Disseminate and review the assessment rubrics.
	4. - Distribute and review samples of exemplary papers. Make papers available through the institutional depository to both faculty and students.
	5. - Set a modest goal for improvement and steps to accomplish the goal.

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. – see topic 1
* 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.