# Assessment Committee Meeting – Minutes

April 1, 2016 | 11:00 - 12:30 pm |Library 329

Attendees: Jim Hatton, Craig Stillwell, Jamie Vener, Dorothy Ormes, Hart Wilson, Heather Buchanan, Dale Vidmar, Lee Ayers

1. Oral communication survey – The committee will design a pilot process for a university-wide oral communication assessment. **We will follow the same format as the senior writing evaluations. Norming and Teams of two. We expect to have 6 teams to look at 5 oral presentations each. We thought we could use a video tape of our students (CCJ online degree requires them from students) for the norming. We thought the norming session could consist of us viewing the video(s) as a group. We will use the SOAR presentations that we see as a sort of standard since the presentations will generally have been based on specific prompts and been practiced. Jim will produce a document that will delineate all the steps we will use for our pilot study.**
2. Senior writing:
	1. We will hear a proposal from our subcommittee (John, Lee, and Jody) on a strand “K” – senior level critical thinking with writing, speaking, quantitative literacy. **This is evolving out of the General Studies endeavors. One option would be something that reinforces our capstone requirements. We might expect something next fall.**
	2. Changing the rubric – Hart and Kristin with input from the USem group will recommend changes to the rubric. **In the works.**
	3. Ideas for the spring workshop: So far: 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. **Also include a report on the FUSE-Senior Writing study that Lee’s group is doing. Maybe a summary of all the endeavors on campus that have to do with writing and assessment including the Curriculum Design Academy and the Reimaging the First Year. Something about the new and improve writing tutoring center.**
	4. Repository for exemplars: Did we decide on S: drive or to use the library repository for capstone papers? **We will use the library depository for capstone papers for our exemplar reservoir. Jim will contact Mary Jane.**
	5. Develop a proposal that professional development money be allocated for improving senior level writing. **We are looking for a pot of money and then we could build incentives to get a group of faculty involved with senior writing**
3. Planning for the CLA – We will be contacting programs to send cohorts of students. The programs will be picked at random. – progress? **We need 40 more students. Dale will work with Kristin and Jody to come up with more classes of students to invite.**

**Nothing more**

1. 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.