# Assessment Committee Meeting – Minutes

April 15, 2016 | 11:00 - 12:30 pm |Library 329

Attendees: Jim Hatton, Craig Stillwell, Dorothy Ormes, Hart Wilson, Heather Buchanan, Lee Ayers, , Jody Waters, John Taylor

1. Working with Writing tutors – Workshop on our rubric? Other ideas? Should I invite Julie Helmandollar? Writing tutors take a 1 credit class each term. **Jim will invite Deb Brown to discuss adding training on our writing rubric to the curriculum.**
2. Oral communication survey – The committee will design a pilot process for a university-wide oral communication assessment. We will look at a proposed process document. Finals week ok**? We discussed the following points.**
* **We want to add back to the rubric a language usage item. Hart will do so and make other suggested wording changes.**
* **Jim will get the videos for norming from Dave Carter. If that doesn’t work, he will ask Garth Pitman.**
* **We will only be evaluation individual presentations.**
* **John will compose description of our process particularly the anonymity for students and programs for the teams to use when they approach programs and go to the presentations.**
* **The team members must attend the norming sessions.**
* **Scheduling the teams may be complicated since student presentations occur during finals week.**
* **Preliminary teams and preliminary assignments. The teams will contact the programs to schedule the evaluations. The teams will evaluate one USem SOAR presentation ( we will look at the schedule when it comes out) and one Senior SOAR presentation (program assigned as below). We expect adjustments to this table.**

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| --- | --- | --- | --- |
| Team | Program | Contact | Dates |
| Rene and Jamie | Biology (3) | Michael Parker  | Finals Week |
|   | Math (1) | SOAR | ? |
|   | USem | SOAR | ? |
| Craig and Erin | Psychology (3) | John? | ? |
|   | SOAN (1) | SOAR | ? |
|   | USem | SOAR | ? |
| Jody and Dotty | English | ? | Finals Week |
|   | IS (1) | SOAR | ? |
|   | USem | SOAR | ? |
| Jim and Heather | OAL (3) | Erik Sol | June 1 |
|   | Ed Deg Track (1) | SOAR | ? |
|   | USem | SOAR | ? |
| John and Hart | Business (3) | Rene? | ? |
|   | ES (1) | SOAR | ? |
|   | USem | SOAR | ? |
| Lee and Kristin | EMDA (3) | Miles Inada | ? |
|   | ? | SOAR | ? |
|   | USem | SOAR | ? |

1. 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. **Nothing on this.**
	2. Changing the rubric – Hart and Kristin with input from the USem group will recommend changes to the rubric. Progress? **Nothing on this.**
	3. We will firm up plans for the spring workshop. 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. **It will be on June 3 1 to 4.** **We want to include the following topics.**

**Reports on FUSE versus Senior, Senior Writing, Oral communications update, Accreditation, Dale working with Business, All other assessment orientated activities on campus (Jody)**

**A fun activity: Do a norming session using the oral presentation rubric.**

* 1. 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 did contact Mary Jane. She said she would get back to us after a library meeting. Mary Jane said the library will work it out to mark as exemplary. **We still need to discuss student privacy issues. Kristin will ask for teams to find exemplary papers.**
	2. 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. **Nothing on this**.
	3. **We were reminded by Kristin that we need to send out a call for senior papers for next year.**
1. 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. How did this go? **They are still working on getting enough students.**

**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.

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