# Assessment Committee Meeting – Minutes

May 13, 2016 | 11:00 - 12:30 pm |Library 329

Attendees: Jim Hatton, Craig Stillwell, Dorothy Ormes, Hart Wilson, Heather Buchanan, Lee Ayers, Jody Waters, Kristin Nagy-Catz, Jamie Vener, Rene Ordonez

1. Organize for the oral presentation pilot study
   1. Review moodle site – **The Team results will be entered here on a Qualtrics survey.. A revised worksheet was applauded.**
   2. Go over team assignments and schedule SOAR visits – We spent a lot of time trying to find USEM SOAR presentations to attend. In the end we had Jim and Heather for May 19 between 3:30 and 5:20 (Craig will get back to them), Jody and Dotty on May 19 from 2:30-3:30 and Lee and Kristin on May 17. If members can’t find a senior presentation that fits their program, they should just find another one but notify all the members to avoid duplication. This turned out to be much hard than we envisioned and we will need to work on this part of the process next year.
   3. <http://www.sou.edu/soar/presentation-schedule.html>

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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. Disclaimer – John Taylor
  2. Rene’s Mexico experience – they used our Rubric! **Rene came back with a nice set of data for master’s students. Jim will incorporate the information into our accreditation report and we will use the information when we make our pilot study report.**
  3. Norming session – lead by Kristin – **We just briefly looked at another presentation. We agreed that if the student is just reading their presentation, that would result in low Nonverbal communication scores.**

1. CLA progress – **One hundred students were found.**
2. Agenda for the spring workshop - Kristin

The following items are not expected to be gotten to.

1. Results – FUSE versus Senior Writing – Same students – Lee – **Jim started looking at the results. He is not sure that effect size is the proper way to compare results. He and Rene will work on this.**
2. 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.
3. 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?
   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. How did this go?

1. **Reporting to the Senate?**

**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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