# Assessment Committee Meeting – Minutes

May 27, 2016 | 11:00 - 12:30 pm |Library 329

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

1. Debrief the oral presentation pilot study so far
	1. Problems with SOAR schedule and scheduling – missing programs, instructors, year. **We found that scheduling our visits was a problem – getting the time and date information, presenters not there, distinguishing from group or individual, etc. Hart has access to the moodle site where all the SOAR info is accumulated so she can help. We also need to talk to the person in charge of the panels since they often have individual presentation.**
	2. Scheduling the program visits. **– A reminder. The members present seemed to have it in hand.**
	3. Don’t forget to use the disclaimer  **- Send the declaimer to the faculty member in charge before the visit to their students’ presentations.**
2. CLA progress – Awaiting the report. **No news.**
3. Agenda for the spring workshop **Somewhere along in here we reminded ourselves that we would be resuming the “normal” academic program reviews next year. We talked about the ones this year being much more intense.**

Agenda

Spring Assessment Retreat

Friday June 3rd, 2016

1-1:30 Panel of exemplary programs- prepare a few minutes describing your process for the exemplary piece.

1:30-1:45 USem- data from matched pairs of FUSEs and senior writing Lee Ayers and Jim Hatton

1:45- 2:00 Senior Writing- Jim Hatton

Oral communication- Jim Hatton

2:00 Jody and Kristin- all assessment activities on campus including CDA, reimagining the first year, support programs, MSC, LO&A

2:30 Accreditation Process and highlights- Jody Waters

1. Report to the Senate – any guidance **We want to emphasize the collaboration with the University Studies committee. We feel that more and more people have bought into the assessment paradigm. We want to be thinking about how to include the students more.**
2. Results – FUSE versus Senior Writing – Same students – Jim will describe progress in locating the **a**ppropriate statistical tests/effect size so far. **Our goal is to have standard statistical tests for each of our students. We think the ability to give FUSE evaluations for individual students in a program could help programs test if their writing courses are effective.**
3. What do we want to be doing next year? **Program Review, Senior Writing, Oral Presentations**

TO BE CONSIDERED NEXT YEAR ->

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. **Next fall.**
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. **Next fall.**
	2. Changing the rubric – Hart and Kristin with input from the USem group will recommend changes to the rubric. Progress? **Next fall.**
	3. 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. **We must have the student’s permission. It is all set up.**
	4. 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. **Maybe bring in outside speakers.**
	5. We were reminded by Kristin that we need to send out a call for senior papers for next year. How did this go?
3. 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 **– On-going**
* 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.