# Assessment Committee Meeting – Minutes

October 27, 2017 | 11:00 - 12:30 pm |Library 113 **Minutes in BOLD**

Attendees: Jim Hatton, ~~Kristin Nagy Catz~~, Craig Stillwell, ~~Lee Ayers~~, Dorothy Ormes, Hart Wilson, ~~Jody Waters~~, ~~Dylann Loverro~~, Christina Richardson, Shanell Sanchez, ~~Erin Wilder~~, Michael Stanfill, Rene Ordonez.

1. Perform institutional senior writing assessment.
2. Timing
	1. This meeting
	2. Nov 1**0**
	3. Dec 1 – Norming
	4. Dec 4 – Papers will be available **for members to evaluate**
3. Gather papers – Kristin in absentia – Deadline Nov 20. **The deadline is to give Kristin’s student time to redact student names. When we looked at the list of submissions so far and the list of grads we found some discrepancies. For instance, is Human Services a major or rather do people who get a Human Services certificate have a major whose writing we already capture? What GSWS?** **What about group projects? Jim and Kristin will discuss this.**
4. Get FUSE samples – Hart, Lee, etc? Asap **We need to get these so Kristin’s student can redact the student names.**
5. Pick samples – Rene – Senior information to Rene Nov 20
6. Change rubric – discussion – review **Dotty will send us the latest Information Literacy Rubric.**
7. Norming – **Jim described the general process. Another word for this is “calibration.”**
8. Assigning teams – today – odd number **The teams for this Craig and Erin, Dotty and Jody, Jim and Christina, Kristin and Dylann, Rene and Michael, Lee and Shanell, and Hart as a floater.**
9. Set up moodle and qualtrics – Dec 4 **We looked at the qualrics team report survey. We will call business plans technical writing. We will be sure the teams know which major their paper comes from. We will count number of pages excluding the reference list.**
10. Watch for exemplars
11. Discuss what report should look like. **We looked over the report. We also discussed how to give each program their results.**
12. Discuss how to incorporate USem studies and MSC work – how to share and worthwhile sharing. **We need to do this but how.**
13. Discuss closing the loop.
	1. Professional development – leveraging strategic planning
	2. Train writing tutors – Check with Julie and Deb **Julie would like the latest rubric to be made into a poster for the writing lab. She was not sure if the tutors were trained on it last spring but they will be.**
	3. Library’s plans - record
	4. Faculty development through MultiState Collaborative. J**im made the offer again.**

**Nothing further was discussed.**

1. Ideas from our May 19, 2017 Brainstorming session. We will keep these in mind as we work on student writing.
	1. Get feedback from people using our rubric.
	2. Address the mismatch between our requirements and actual submissions.
	3. Look at prompt – maybe only to see if potential submission is suitable.
	4. List which didn’t meet the criteria.
	5. FUSE – addressing QR?
	6. Poll the submitters about their revision process.
	7. Have a senior writing workshop at the instructional workshop. (Put on first agenda for next year.)
2. Organize three assessment workshops – There will be a ~~fall~~ now beginning winter workshop mostly about TracDat and adjusting to the new core themes. The ending winter workshop will have the results of the senior writing and oral presentation assessment reports and the spring as usual?
3. Academic Assessment Reports - January
	1. Short report on program participation this year – Kristin
	2. Improvements to the process?
4. Perform institutional oral communication assessment - January
	1. Debrief – note that we got more assessments in the winter term
	2. Review report
	3. Plan
5. Work with the university studies people as they design assessments for the integration strands. Jim will meet with Lee to discuss this. A possible disparity between our strands and the new themes may be emerging.
6. Standardize analysis of rubric data- Disappointing. Jim hasn’t given up.
7. Communicate to our students the work of the assessment committee. Our students already have some ideas.
8. SOU is participating in ETS pilot test of an assessment of civic engagement and cultural competency. There is difficulty finding students to take these tests as there was with the CLA.
9. We know that students are encouraged in some classes to express their thoughts via digital(video) media and in other ways. What can the committee do to assess these types of products for critical thinking and communication competency? We will work on this this year.