# Assessment Committee Meeting – Minutes

November 10, 2017 | 11:00 - 12:30 pm |Library 329

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 – Quick review.
2. Timing
   1. This meeting
   2. Dec 1 – Norming **Will be held in the same room Lib 329**
   3. Dec 4 – Papers will be available **for members to evaluate**
3. Gather papers – Kristin in absentia – Deadline Nov 20. He had some possible discrepancy in the list of major and the list of programs that submitted papers. It turns out that Human Services majors are Psychology majors and that Honors and GSWS people are actually doing two capstone papers – the other one for their major. **Rene passed out the final list with numbers for each Major. We had 625 submissions, up from 601 last year and 545 the year before. We had 860 graduates according to IR.**
4. Get FUSE samples – Hart, Lee, etc? This has been done and Kristin’s student worker is busy redacting. **In the works.**
5. Pick samples – Rene – Senior information to Rene Nov 20 **See 1b. We will have 58 papers spread among 6 teams.**
6. Change rubric – discussion – review Jim replace the Information Literacy section with the latest version form the library.
7. Norming – Members will read and rate two papers individually. **Kristin will choose two middle of the road papers. We will use paper rubrics and come to the Dec 1 session with our assessments. If any person cannot make it to the norming session, they will meet with Kristin for the norming. We expect the meeting to use the entire hour and one-half.**
8. Assigning teams – Are we ready? **Jim gathered the disciplines each team can not assess from. How is that for a sentence?**
9. Set up moodle and qualtrics – Dec 4 Jim will work with Hart.
10. Watch for exemplars
11. Discuss what report should look like.
12. Discuss how to incorporate USem studies and MSC work – how to share and worthwhile sharing. It is possible that how we do this will depend on the new core theme endeavor.
13. Discuss closing the loop. We will skip this unless?
    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. The offer is still open.
14. Ideas from our May 19, 2017 Brainstorming session. We will keep these in mind as we work on student writing. We will skip this unless?
    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.)
15. Report on the MultiState Collaborative – Kristin will describe the process and SOU results and the future of the program. **Schools from thirteen states participated in evaluating papers (from embedded assignments) for writing, critical thinking, quantitative reasoning and ? using AAC&U rubrics. Only two from Oregon, EOU and SOU. We will be getting the results back and will be able to share with the disciplines. Our averages are much higher than the overall averages. This raises questions – Are our standards too high? Do we do a much better job of bringing our students along? Is this evidence that senior capstones are just that? The MSC grant money is gone and they are transitioning to a pay to play model.**

**The committee (Rene moving) voted to support continuation of our MSC participation. We particularly support more faculty getting involved with assessing papers from other schools.**

1. Other business

The items below will be addressed later.

1. 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?
2. Academic Assessment Reports - January
   1. Short report on program participation this year – Kristin
   2. Improvements to the process?
3. Perform institutional oral communication assessment - January
   1. Debrief – note that we got more assessments in the winter term
   2. Review report
   3. Plan
4. 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.
5. Standardize analysis of rubric data- Disappointing. Jim hasn’t given up.
6. Communicate to our students the work of the assessment committee. Our students already have some ideas.
7. 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.
8. 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.