

Outcomes Assessment Committee  
Meeting  
Sept. 5, 2008, 3:00 pm TLC

**Approved Minutes**

Persons Present: Jonathan Lindzey (Chair); Jim Bean, Stephen Coval, Josh Drouin, Rick Van Dyke, Brett Everhart, Rob Franz, Steven Granich, Elizabeth Gruber, Steven Guthrie, Ray Heffner, Mark Jones, Annik Kerszberg, Betsey Manlove, Jim Meek, Kurt Rublein, Dan Shaw, Elsa Winch, Thomas Wynn, Judith Yoho.

Approval of Minutes from 4/11/08. Approved with the addition of three names to the minutes: Rick Van Dyke, Ray Hefner, Judy Yoho.

Elect Secretary – Agreed to rotate secretarial duties. Steve Guthrie volunteered to be first.

Meeting Times -- Next meeting Friday, Oct 10, 3:30

Reports/Updates from Sub-Committees and University Writing Committee

1) Writing Committee (WE)-- Rick Van Dyke

Summarized his Writing Assessment report of 9/5/ 08. A brief summary of some discussion points:

- Most students do not know whether they are taking a WE course. As a corollary, faculty or the committee somehow need to get that information out. In addition, many students don't realize that WEs are an important supplement to (required) composition courses.

It might help if students realize they need to take 4 writing courses to graduate, instead of thinking they only need to take one. Perhaps the "overlay" concept does not convey that message.

- 2008 data was much better than 2007 because of changes made to the rubric and to the training.
- We have only 1 year of decent data (2008). There is a one level discrepancy between 2007 and 2008, possibly due to the smaller sample size for 2007. We need another year before we start doing any assessments.

Even though the sample size is much better, the sample is highly skewed and non-representative.

- Although ideally, WE courses should be taken throughout the college career, in practice that is not possible. Many departments cluster them primarily in the senior year.
- An observation not in the report was the amount of time it took to tabulate student biographical data.

A suggestion was made that the Student Biography sheet be put on Scantron. This would make it much easier to tabulate data.

2) Discussion of Waypoint; Assessment Efforts Generally; and Critical Thinking (CT) – Jim Bean

Some presentation points follow:

- We are waiting for more guidelines from Middle States regarding what questions we want answered.
- Also we need to ask ourselves what we want answered
- We need a commitment from faculty about assessment.
- Waypoint is a good tool, and people who use it like it. [Waypoint is electronic program for using assessment rubrics for writing assignments.]
- 50 faculty members are trained to use it.
- Jim Meek passed out a master rubric related to critical thinking. It was based on other rubrics.
- Also passed out were a Philosophy/ Ethics rubric, Values Clarification notes to be used for creating a rubric, and categories for critical thinking.

3) Oral Communication (OC) - Steve Coval

Faculty do not appear receptive for a rubric, so far as the committee can tell.

4) Information Literacy – Elsa Winch

They have a draft rubric and some data.

5) Gen Ed -- Elsa Winch

Minutes from April 11, 2008 were handed out.

A proposal was brought up to the UCC. It was tabled (i.e., is dead). Elsa will bring up the proposal again.

There doesn't seem to be much support for Gen Ed assessment, because it is a big project and may involve release time.

This observation (lack of support) led to more general discussion. Others on the committee perceive a lack of support not only from faculty, but also from the administration. This led to a general discussion about how do we get university-wide support. A feeling from many seemed to be that the administration has to take more of a lead. "Support" also includes financial support, in various guises.

## Report on Program Assessment -- Jim Meek

Jim presented an inventory of the status of assessment efforts in departments. Some key points follow:

- 46% of LH university programs have learning outcomes, plans to assess them, and evidence. These 46% intend to analyze the data, although only 10% actually have.
- Based on their self reports, more than ½ (54%) of university programs have no plans to conduct outcome assessment.
- 5% actually have plans to improve based on assessment, although 25% intend to have plans.
- 0% have implemented, or intend to implement, changes based on data.
- Some programs are doing components of outcomes assessment, but are not reporting what they're doing.

## Fall Symposium on Assessment – Jim Meek

Do we want to do it? General agreement was we do.

We have a presenter in mind, Ginny Anderson, who is interested in coming. She needs a 2 hour block. How to combine grading and assessment is a possible topic.

Question: What day of the week? Will be either Thursday evening, or Friday afternoon.

## OAC Goals and Action Plans

Suggestions for Goals and Action Plans were handed out (see attached below).

Jonathon Lindzey suggested we stop tinkering with rubrics and use what we have. The question is, how do we get data outside the disciplines for CT, IL, MC, and OC?

Jim Meek handed out, as an example, what the Business major is doing for their program assessment.

Adjourned 4:30 pm

Respectfully,

Steve Guthrie