

ASSESSMENT COMMITTEE DESIGN AND IMPLEMENTATION GROUP

October 13, 2003, 4:30pm
VH 2251

Those Present: Ruthie Dare-Halma, David Gillette, Doug Davenport, Sue Pieper, Bryce Jones, Mark Kirtland, Sarah Mohler, Nancy Asher, Erika Woehlk, Heidi Templeton, Michael McManis, Garry Gordon, Steve Stepanek, Candy Young

Guest: Ian Lindevald

- I. E-Portfolios, Doug Davenport
 - A. Blackboard could be used as a Portfolio management device. There is secure access and no cost if we go through Blackboard.
 - B. Pilot the E-Portfolio option in the spring and ask the students for feedback.
 - C. Adding the E-Portfolio option will not change the Portfolio review process. The online submissions can be printed out for review, but the faculty reviewers could also opt to bring laptops and review the portfolios electronically. Even if all the submission will have to be printed out for review, it will save a great amount of time and energy in the long run because the submissions will not have to be scanned into the Portfolio database for storage.
 - D. The DIG endorses Doug to begin E-Portfolios in Spring 2004.
- II. FSSE (Faculty Survey of Student Engagement) Participation, Sue Pieper
 - A. All faculty will be contacted through e-mail and the survey will be online.
 - B. The survey can (and should) be accompanied with a message from the Vice President.
 - C. We will need to register for the FSSE this fall. The survey is administered in the spring and we will receive results in August.
 - D. The Analysis and Reporting Group would be a good starting point for reviewing the FSSE data.
 - E. The DIG proposed three questions to Sue. The Group postpones endorsing the administration of the FSSE until these three questions are answered:
 1. Will results be available by discipline?
 2. Can Truman add its own questions to the survey?
 3. How will the FSSE be compared to the NSSE?
- III. Action Plan Progress Reports: Sue Pieper & Ian Lindevald, Post-Assessment Survey
 - A. Contrary to what was expected, there was not a significant difference between students' responses to the effort and importance indicators of the survey.

- B. The highest importance was placed on the question regarding feedback from the senior tests. Students want to know how they did.
- C. One next step to take is adding a question that asks what the students want to use the test for: applying to graduate school, certification, etc.
- D. The disciplines with the highest importance and effort placed on the senior test are health science and nursing. Perhaps this is because health science is a certification exam and the nursing exam is deeply embedded in the curriculum.

IV. Other: Report from Candy Young, CBHE and General Education/Higher Order Thinking Skills test

- A. The CBHE called this exam from RAND “value-added testing.”
- B. If we participate, Truman chooses 100 students to take the exam. This is not a random selection of students, which means the results of the exam can be leading (or misleading) with respect to other institutions or to our student body as a whole.
- C. The exam consists of six scenarios the student must read about and respond to as well as two other writing samples similar to the GRE Writing Assessment. Students will not take all sections of the exam.
- D. The exams tests students’ writing abilities and higher order thinking skills.
- E. Truman receives comparative results for all our students. The students receive their own test results, but these results are not as reliable as aggregate results because the student does not complete the entire examination.
- F. Candy needs an answer by late this week to whether or not Truman will participate. She will speak with the president.

V. Next meeting: Thursday, November 6, 4:00-5:00pm, Violette Hall 2251.

Meeting adjourned at 5:58pm.

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