

ASSESSMENT COMMITTEE DESIGN AND IMPLEMENTATION GROUP

October 22, 2004, 7:30am
SUB Spanish Room

Special Meeting with Board of Governors Member Peter Ewell

Those Present: Garry Gordon, Erika Woehlk, Lou Ann Gilchrist, Nancy Asher, Candy Young, David Gillette, Stephen Hadwiger, Steve Stepanek, Marty Eisenberg, Dave Rector, Doug Davenport, John Bohac

Guest: Ralph Cupelli

- I. Although Peter Ewell was unable to attend, the DIG discussed questions regarding the Collegiate Learning Assessment (CLA)
 - A. With respect to Truman's courses (either major, minor, or LSP), what can the CLA help us measure that will be useful to us at the course, discipline, or University level?
 - B. What do the students get back?
 - C. What is the long-term purpose of the CLA, state by state?
 - D. One option supported by the test-writers is for only seniors to take the exam. To get the value-added element, the seniors' scores will be compared with their ACT/SAT scores. If this happens, how do the writers validate a comparison between the ACT/SAT and the CLA? They are different types of tests – one is multiple choice and knowledge-based, the other is a skills-based writing instrument.
 - E. Motivation is an issue.
 - F. How are public vs. private schools accounted for? Socioeconomic status?
- II. Suggestions for Spring 2005
 - A. Consider administering the CLA in course-embedded situations.
 - B. However, if it is decided to conduct a random sample, the sample must be significantly larger than the 400 freshmen who were randomly selected this semester. Of the 400, only 53 actually took the CLA. We need an affirmative response from at least 100 students next semester.

Meeting adjourned at 8:50am

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