

## ASSESSMENT COMMITTEE DESIGN AND IMPLEMENTATION GROUP

October 7, 2004, 3:30pm  
SUB Room 309

**Those Present:** David Gillette, Sue Pieper, Karon Speckman, Nancy Asher, Doug Davenport, Scott Thatcher, Heidi Templeton, Lou Ann Gilchrist, Bryce Jones, John O'Brien, Marty Eisenberg, Erika Woehlk, Jeffrey Vittengl, Steve Stepanek, Steve Hadwiger, Michael McManis

- I. D. Gillette welcomed J. Vittengl to the Committee as Director of the Interview Project.
- II. Assessment Internships
  - A. D. Gillette distributed a handout with a description of the internship and the internship requirements.
  - B. The internship is four credit hours, is open to juniors and seniors, and to all students although the interest and relevance will vary across disciplines.
- III. Faculty Survey of Student Engagement (FSSE)
  - A. The FSSE was administered to faculty last spring. There was a 49% response rate.
  - B. Results were received in summer 2004 along with the NSSE data. There were comparisons made between the two surveys, but the phrasing on some of the questions differed, which makes direct comparison difficult.
  - C. Because there is not much faculty turnover between last year and this year, and because the results of the Spring 2004 FSSE have not yet been analyzed, **the DIG recommends not administering the FSSE in Spring 2005.**
- IV. Interview Project
  - A. So far there have been three suggestions for interview topics this year:
    1. Leadership and service learning
    2. JINS assessment
    3. Supportive campus environment
  - B. Discussion
    1. Leadership and service learning.
      - a. Possible approaches:
        - i. Are students getting faculty mentoring?
        - ii. What are students seeking that they are not able to obtain/experience?
        - iii. What are the characteristics of a good experience?
        - iv. Where are the students doing service learning?
        - v. Do students recognize the difference between volunteerism and in-class service learning experiences where they apply concepts and undergo self-reflection?
        - vi. Do our students' leadership roles or service learning experiences contribute to their career choice or to a change in major?

- vii. What are the retention rates associated with students who have service learning experience versus those who do not?
  - b. Both leadership and service learning are part of the University Mission.
- 2. JINS courses have existed for five years.
  - a. Although portfolio data exist, there needs to be a more substantive database of information first before effective interview questions can be written. What, exactly, would we look for? Who reads course evaluations for JINS professors?
  - b. Perhaps this is better suited as an internship investigation than an interview project.
- 3. Since 1999, the National Survey of Student Engagement has shown Truman's student satisfaction with a supportive campus environment to be significantly lower than satisfaction levels at other institutions.
  - a. Elements from the NSSE going into the supportive campus environment:
    - i. Campus environment provides the support you need to help you succeed academically
    - ii. Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
    - iii. Campus environment provides the support you need to thrive socially
    - iv. Quality of relationships with other students
    - v. Quality of relationships with faculty members
    - vi. Quality of relationships with administrative personnel and offices
  - b. The interview project is well-suited for investigating why the students' responses show lower satisfaction than at other institutions.

**C. The DIG recommends these two topics for the Spring 2005 Interview Project: service learning/leadership and the supportive campus environment. The DIG recommends that if, after further investigation, it is not possible to include both topics in the Interview Project that the sole topic be service learning/leadership.** The two topics are not mutually exclusive. Concentrate on service learning and leadership, but make sure the questions regarding the supportive campus environment will provide useful data.

#### V. Collegiate Learning Assessment (CLA) Update

- A. Five testing sessions were established between October 5 and 13.
- B. The Assessment and Testing Office is providing all the proctors with the exception of two faculty who volunteered from the DIG.
- C. As of this morning, fifty-six students have signed up.
- D. A random sample of 200 students was sent letters from the Vice President; two follow-up e-mails were sent to the students encouraging them to sign up. Because of a low response rate, another 200 students were randomly selected and sent an e-mail asking them if they would be willing to take the test.

#### VI. Discipline Action Plans – next meeting with G. Gordon

#### VII. Announcements

- A. A statewide Colloquium on Writing Assessment will be held at the University of Missouri-Columbia on October 21<sup>st</sup> through 22<sup>nd</sup>. Interested individuals should call or e-mail S. Pieper.

- B. The second CLA Web Conference will be October 12 from 9:00-10:15 in McClain Hall 215. Interested individuals should call or e-mail S. Pieper.
- C. Pickler Memorial Library now has three years' worth of the *Assessment Update*.

Meeting adjourned at 4:30pm.

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