

ASSESSMENT COMMITTEE DESIGN AND IMPLEMENTATION GROUP

February 7, 2005, 1:30pm
SUB Conference Room

Those Present: David Gillette, Erika Woehlk, Sue Pieper, Karen Smith, Glenn Wehner, Brandon Large, Steve Stepanek, Heidi Templeton, Nancy Asher, John Bohac, Lou Ann Gilchrist, Scott Thatcher

- I. Interview Project – Jeffrey Vittengl (*in absentia*)
 - A. The Spring 2006 Interview Project is a repeat of last year’s topic: leadership and service learning as value-added.
 - B. J. Vittengl has recruited 38 faculty/staff co-interviewers, 35 student co-interviewers, and 152 students to be interviewed. Interviewing will begin shortly.
- II. Interview Project Topic Search – Brandon Large and Steve Stepanek
 - A. The group looked at new data at their last meeting and distilled the “laundry” list of possible topics.
 - B. At the next meeting, the group will finalize the topic list and then present it to the DIG in March.
- III. Portfolio Project – Karen Smith
 - A. Every December 2005 graduate submitted something for the Portfolio Project.
 - B. K. Smith will start recruiting faculty readers at the end of February. Let her know if you have any new recruitment ideas.
- IV. UGC Computer Literacy Committee – Scott Thatcher
 - A. The final report was presented to the Undergraduate Council on January 19.
 - B. The newly-proposed outcome statements are modified somewhat from the old. For instance, they mention spreadsheets and elaborate on the ethical expectations of students. The Undergraduate Council will be voting on these on February 16.
 - C. It was difficult to formulate the report because there is no class associated with the Essential Skill. Assessing the Skill poses a dilemma as well. The most logical solution to assessment would be to create a course where students obtain these skills or to embed some sort of assessment into a course that is already in existence.
- V. Collegiate Learning Assessment (CLA) Update – Sue Pieper
 - A. S. Pieper participated in a conference call on December 12 with Robert Stein and representatives from five other Missouri institutions. The call was about value added. She and the conference call participants had several requests/questions:

1. They would like Roger Benjamin, president of CAE, and some psychometricians to come to Missouri.
2. Move from treating the CLA (and administering it) like an assessment for accountability to an assessment for improvement.
3. If the CLA is going to be used by the Higher Learning Commission to assess general education learning outcomes, it should be done so *in combination* with other measures.
4. They request a list of participating institutions.
5. They request copies of the actual student work.
6. They request more recent reliability and validity studies.
7. They request information on how other institutions are using the CLA.

B. Spring 2006 CLA administration:

1. Testing dates are between March 30 and April 6.
2. S. Pieper requests faculty volunteers to proctor the CLA.
3. The incentive for the seniors will be 1 of 2 iPod Nanos, rather than 1 of 6 iPod Shuffles that were offered to the freshmen.
4. S. Pieper distributed two articles of interest on the CLA.

VI. Graduate Record Exam – Nancy Asher

- A. The GRE is changing its mode of delivery from a local computer-based exam to an Internet-based exam. The test will also have two quantitative, two verbal, and two writing sessions randomly assigned to the test-taker (one of each).
- B. The GRE is also changing the mode of delivery by setting 30 test dates per semester across the nation. No tests may be administered during any other day. Truman has six testing modules. This means that no more than 180 students per semester can take the GRE at Truman. Typically, Truman serves approximately 600 students per semester. This change goes into effect in October 2006. What should be done about this?

VII. Senior Tests Discussion – David Gillette

- A. D. Gillette, S. Pieper, and E. Woehlk met with Vice President Garry Gordon to convey the DIG's recommendations regarding senior testing. The Vice President supports the recommendation that disciplines be asked to have an outcomes-based senior assessment in the major. Preferably, a nationally-normed exam should be used, but in the event that none is available, a local assessment can be developed. The tentative deadline for securing direct assessments in the major is summer 2009 had been discussed, but that may need to be moved up now in light of the GRE changes.
- B. In light of the new GRE requirements, however, the disciplines currently using the GRE might try to find an alternative exam more quickly: before 2009. The DIG recommends that the Vice President explain this situation when he approaches disciplines.

VIII. Junior Tests Discussion

- A. There are several questions the DIG needs to answer:
 1. How are the data currently being used?

2. What is the current state of value-added at Truman? How do the CLA and the Portfolio Growth as a Thinker prompt factor in?
- B. K. Smith will bring information about the Growth as a Thinker prompt to the next meeting.
- C. The State in particular is interested in value-added assessment; thus, the second question becomes important not just for Truman internally but also for outside constituencies.
- D. This discussion will continue in March.

IX. Announcements

- A. Assessment Colloquia are scheduled for February 28, March 28, and April 25. Possible topics include student learning outcomes, the writing assessment collegial review, and academic standards. Let S. Pieper know if you have an idea for a topic.
- B. The IUPUI Assessment Institute is accepting proposals through March 1. The Institute is from October 29-31, 2006. Let S. Pieper know if you're interested in submitting a proposal.

The meeting adjourned at 2:17pm.

ew