

ASSESSMENT COMMITTEE DESIGN AND IMPLEMENTATION GROUP

September 9, 2004, 3:30pm
SUB Conference Room

Those Present: David Gillette, John O'Brien, Stephen Hadwiger, Karon Speckman, Bryce Jones, Doug Davenport, Garry Gordon, John Bohac, Sue Pieper, Erika Woehl, Barbara Price, Dave Rector, Scott Thatcher, Candy Young, Marty Eisenberg, and Nancy Asher

- I. Introductions – each member introduced him- or herself.
- II. UGC Liaison – new ex-officio DIG member
 - A. Karon Speckman was appointed by the Undergraduate Council to serve as a liaison between the Assessment Committee and Undergraduate Council.
 - B. K. Speckman's charge is to keep the Undergraduate Council apprised of the actions of the Assessment Committee and vice-versa.
- III. Collegiate Learning Assessment (CLA)
 - A. S. Pieper distributed handouts.
 - B. There are 32 members of the Missouri Consortium who will participate in the CLA. Concessions made to the Missouri Consortium:
 1. Establishing web conferences
 2. The chance for faculty to take the CLA
 3. The chance for Missouri faculty to be readers
 - C. RAND's purpose concerning the pilot of the CLA:
 1. Establish baseline data
 2. Improve teaching and learning
 - D. What is the CLA?
 1. It assesses:
 - a. critical thinking
 - b. analytical reasoning
 - c. written communication
 2. The CLA is web-based and takes three hours (one three-hour session or two 90-minute sessions)
 3. In the fall, 100 freshmen will be tested and next spring 100 seniors will be tested.
 - E. Discussion:
 1. What is the difference between critical thinking and analytical reasoning?
 2. What kind of feedback do students receive?
 3. There were questions about the theoretical framework, and possible agenda, behind the CLA.

4. RAND is interested in state-by-state and institutional results and not necessarily individual students' results.

F. Implementation Issues

1. Dates – we must schedule times between August 28 and October 17. The DIG recommends several dates for students to choose from.
2. Student selection process – we must select 100 freshmen and 100 seniors. The DIG suggested a random sample, but no official recommendation was made.
3. Course-embedded or free-floating – it will be difficult to find an appropriate class. Choosing the course-embedded method means we no longer have a random sample. The CLA is three hours long, and that must be taken into consideration as well. Thus, the DIG suggested the CLA be administered separate from any class (free-floating), but no official recommendation was made.
4. Proctors – the DIG recommends asking for faculty volunteers and, as the CLA requires, a computer technician.
5. Publicity for faculty and students at large – no discussion.

- G. The DIG recommends that the students receive a \$25 gift certificate from the University Bookstore in appreciation of completing the assessment. They should also be informed of the potential benefits regarding GRE writing assessment – it's good practice.

IV. CLA Web Conferences

- A. September 13, 2004, 9:00-10:15am, McClain Hall 215; October 12, 2004, 9:00-10:15am, McClain Hall 215.

- B. E-mail S. Pieper if you plan to attend.

V. Assessment Internships – moved to October 7, 2004 agenda.

VI. Discipline Action Plans – moved to October 7, 2004 agenda.

VII. Announcements

- A. HERI (Higher Education Research Institute) Faculty Survey will be administered in October.

- B. NSSE (National Survey of Student Engagement) will be administered in the spring.

Meeting adjourned at 4:45pm.

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