

## ASSESSMENT COMMITTEE: Analysis and Reporting Group

December 12, 2002, 1:00pm  
SUB 309

**Those Present:** Ruthie Dare-Halma, Sue Pieper, Don Kangas, Erika Woehlk, John Ishiyama, Sally Cook, Michael McManis.

- I. Erika reported
  - A. Sherry Dare has set up a listserv for our committee to use. It is called “anrg” and if you type those letters in the “to” field of the e-mail, the message should go to all group members.
  - B. David Gillette has linked the Interview Project’s self-assigned ID numbers back up with the students’ social security numbers. Erika has the file.
  - C. The NSSE report is available by social security number, even retroactively. Erika will request Truman’s data to be linked to the SSN.
  - D. Erika distributed a packet of information that included Truman’s guidelines for curriculum development and research/scholarship grants awarded in the past.
  - E. The Vice President confirmed that the total amount for the grants is \$25,000. There is a restriction of \$3000 for each person’s salary budget. The grants must be awarded by this summer.
- II. Discussion on the assessment grants
  - A. Sue distributed an e-mail from David Hoffman with his thoughts of the grants since he is unable to attend this meeting.
  - B. Any grant has to have an action plan.
  - C. The grants should be awarded to people who will improve the curriculum, retention rates, or graduation rates. The applicants can propose something like what the biology discipline did a few years ago with the senior test: validate hearsay with data and then determine what to do to solve the problem through the development of an action plan.
  - D. Grants should answer questions.
  - E. The first thing we should develop is the purpose of the grants. It’s tricky to write something that is not too narrow and not too broad.
  - F. Working as a community is an issue. Should the grants be aimed toward university-wide projects and outcomes or toward a specific discipline?
    1. University-wide projects are definitely good, but the implementation of a university-wide program is quite difficult. On the other hand, discipline-specific grant proposals might be too narrow, considering their outcomes may not be applicable to all disciplines. Yet, some disciplines *do* need individualized work. Both university-wide and discipline-specific projects are beneficial. Weighing the benefits against each other is difficult.

2. One example of a discipline project that can be applied to other disciplines is examining assignments and comparing them with the senior test.
- G. Dissemination of results is extremely important.
- H. Should we push 'inactive' disciplines to apply?
- I. If someone applies with a good idea but not a very solid plan, will the committee be able to write back to that person saying that the plan has some merit but we need more? Yes, that should be allowed. We don't want to be discouraging. Also, it is very important that the committee make sure it is very clear why applications are ultimately denied.
- J. Should there be two different kinds of grants? No, but we should explain that we will accept a range of applications.
- K. A few sentences were drafted for the opening statement of the grant. There are more or less as follows:
1. The University has set aside a pool of \$25,000 to encourage the application of assessment data.
  2. The purpose of the grant proposals is to bring faculty into the culture of assessment, to improve the curriculum, improve retention and graduation rates on campus, refine and develop outcome statements, and improve freshman/junior testing.
  3. We invite grant proposals to this end.
- L. We should allow for development of new instruments, but applicants are certainly allowed and encouraged to use existing data, especially from the CSEQ and NSSE.
- M. We can't police implementation.
- N. An outcome of the grant proposal should be dissemination of the results. Maybe there should be a conference day for this purpose.

### III. The assessment committee

- A. The Design and Implementation Group will not meet this semester.
- B. If you would like to suggest changes to the assessment plan, speak now. The subgroups are being formed this week and will hopefully be established next week. They will begin their work early next semester (or even over break, if they're ambitious).

Meeting adjourned at 3:00pm

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