

**ASSESSMENT COMMITTEE DESIGN AND IMPLEMENTATION GROUP**  
**March 20, 2007, 10:30am**  
**SUB Alumni Room**

**Those Present:** Jeffrey Vittengl, Erika Woehlk, Garry Gordon, Dave Rector, Erica Wiley, Sue Pieper, Maria Di Stefano, Karen Smith, Jennifer Eldridge-Houser, Vaughan Pultz, Lou Ann Gilchrist, Candy Young, John Bohac, Barb Price, Marty Eisenberg, Nancy Asher

I. The Collegiate Learning Assessment

- A. There are two main questions of importance – what is the CLA and what does it do for Truman?
- B. A presentation by Marc Chun, a CLA representative, at a recent CAO meeting mentioned the value-added component of the CLA. There is potential for true value added, but Truman must carefully track its students in order to do that. Otherwise, we get a group of seniors compared to a group of freshmen whether or not those same seniors took the tests as freshmen. So, there are cohort and longitudinal approaches to the CLA. If Truman wants to do the cohort approach, CLA will be sure to give the senior students different prompts than what they answered as freshmen.
- C. As for scoring the CLA, there is some confusion as to whether or not it is performed wholly by machine. The consensus today was that there is a mixture of machine and human scoring. The CLA reports that they have achieved high correlation between electronic and human scorers.
- D. The prompts are not as well connected to the NSSE as they were supposed to have been.
- E. The CLA folks are designing prompts based on knowledge outcomes for specific disciplines that will be piloted in the future.
- F. Perhaps we should bring in Dr. Chun or another CLA representative to answer our questions (or have a conference call, web conference, etc.).
- G. There are significant concerns about the methodology and cost.
- H. Students need feedback beyond classroom grades.
- I. For the CLA's purposes, their unit of exploration is the institution, not the student. What do levels of scores mean? There are some empirical things that we should get answers to.
- J. ACT says that it is impossible to correlate ACT scores to SAT scores; thus, how does CLA pull this off? Furthermore, how is the mean score in the CLA arrived at from the 2 or 3 subsection scores?
- K. Look at the Kalamazoo College study on the CLA.
- L. If possible, we would like to look at the scoring guide, rubrics, and procedures with examples.

M. We need to inform ourselves on how we will use the results.

N. How do incoming credits affect freshman results on the CLA?

O. Basically, we need to write a series of well-informed questions for a CLA representative to answer.

II. Announcements

A. Copies of the CAAP and MAPP are available in Nancy Asher's Office (Assessment and Testing, Violette Hall 1130) beginning on April 10. Please review them before the April 17 meeting.

B. The next DIG meeting is April 17.

The meeting adjourned at 11:37am.

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