ASCC Assessment Panel

Approved Minutes

Monday, December 15, 2014 12:00pm-1:30pm

110 Denney Hall

ATTENDEES: Breitenberger, Collier, Hogle, Krissek, Nini, Wolf

1. Approval of Minutes
   * Nini, Krissek, unanimously approved
2. Review Service Learning and Education Abroad Reports
   * Service Learning
     + Econ 3900.01S
       - Total of 10 students
       - First time course was offered
       - Closing the loop: remove one of the site trips in order to have more immersion.
     + Geography 5200S
       - 40 students in the class.
       - Students created maps that would be beneficial to their partner organization.
       - Some students focused more on the map while others were able to relate it to the community partner.
       - Would be useful to provide the prompt that was given to students.
       - Closing the loop: making sure that the interaction between students and partners is more directed and more meaningful
     + Soc 4000H
       - 25 students
       - The prompt for final assignment was provided.
       - Instructor did not provide any huge changes to be made to the course but would like to have better and more interaction with community partners in the future.
   * Education Abroad
     + Arts and Sciences 2798.04 (Newark Campus)
       - Time in country was relatively short
       - Data was collected and presented in text form instead of using the rubric. One of the drawbacks was that the data was not broken down by expected learning outcome.
       - Two assignments were used to collect GE assessment data.
       - Closing the loop:
         * Create overnight trips instead of just day trips to certain locations in order to provide extra time for students to learn
         * Provide opportunities for students to interact with university students in Quebec, both English and French speaking.
       - Panel recommendations
         * Provide excerpts from student assignments rather than the entire student paper.
         * Use the rubric summary table to provide the data for each expected learning outcome
     + London Honors (3 sections)
       - Course has been offered as a GE course three times and has submitted a GE assessment report each time. Could request that a report be submitted every 2-3 years and ask the following questions:
         * How is the rubric working?
         * What mechanism do you have to make sure instructors are completing the assessment plan even if a report is not requested?
         * Have instructors read 2 or 3 sample papers to show what we are expecting?
       - Rubric was used with a wide distribution.
       - Each instructor provided individual reports
         * One report did not provide instructor reflection or the prompt
         * Another report did not provide improvements to be made.
         * One report was exceptional

Good summary about student responses providing a comparison from last year to this year and how students had improved.

Improved achievements could be attributed to the rigor of the course and the focus on diversity

Good example to share

* + - * When meeting with the course coordinator for Spring 2015 offering ask them to roll up all instructor reports into one summary report to provide to the Assessment Panel.
    - Chinese 2797.01
      * Used rubric providing data for each expected learning outcome. Good report.
    - History 3798.02
      * Course is part of the minor.
      * Used rubric providing data for each expected learning outcome as well as an instructor reflection paragraph.
  + Providing Feedback
    - Bottom of letter
      * Recommendation/next steps
      * Make simple with bullet points
  + GE Service Learning & Education Abroad reports timeline
    - Submit after first and second offering. Then the courses will become part of the regular assessment plan.

1. Collect Panel Member Rubrics & Review Course Set S1
   * Course Set S1 Follow-Up meetings with WGSST & History
     + Request that reports be resubmitted Summer 2015.
     + Including all regional campuses and GE categories.
   * Course Set S1 Assessment Panel member feedback rubrics
     + Number or percentage of students achieving at each level depends on how they collect the data
     + Add 3 sections to the evaluation rubric
       - Were the Expected Learning Outcomes met?
       - Next steps taken.
       - What actions the Assessment Panel is taking.
     + Highlight good samples of assessment reports.
   * Art Education 2367.01
     + No data was provided. The report simply discusses how the course meets the expected learning outcomes and how it’s taught.
     + A rubric for evaluating student papers was provided but does not seem to be related to the GE VPA category.
       - Add VPA component to the rubric.
     + Request that they report on all GE categories and how they are meeting the GE elo’s specifically
     + They have specialized accreditation and know how to do assessment
     + A meeting with them will take place. They will be informed that they need to assess and report on all GE categories.
2. Discuss levels of Feedback to send
   * Provide ways to strengthen the report going forward.
   * Personalize feedback by providing next steps.
   * Repeat in feedback letter that each expected learning outcome needs to be assessed.