ASCC Assessment Panel

Approved Minutes

Monday, February 16, 2015 8:00am-9:30pm

110 Denney Hall

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

Agenda:

1. Approval of 2-2-15 Minutes
   * Nini, Breitenberger, unanimously approved
2. Review GE Service Learning Assessment reports
   * ESHESA 2571S
     + Nice student examples for each rubric category.
     + One course section had almost all students at a level 4 and the other sections were mostly 2s and 3s.
       - Would be beneficial to do a norming exercise with instructors.
       - If the students were in different community settings that could have an impact. Not clear from report but based on student reflection it seems that all students were in the same setting.
     + More reflection should be provided by at least the course coordinator specifying how the course as a whole can make improvements to address GE ELOs.
     + Closing the loop/next steps is not provided.
     + *Feedback letter: Medium* 
       - In the next report state what has been changed as a result of this first report and roll up all instructor feedback into one section in order to provide how the GE assessment data will be used to make improvements to the course in respect to the GE ELOs.
       - Results appear to be rather different among instructors. It would be beneficial for instructors to look at high, medium, low papers for a norming exercise.
       - Suggestions:
         * Share the report with all instructors (take instructor names off to be anonymous).
         * Put together a best practices list to provide to new instructors as they cycle into teaching the course.
   * SOC 4000H
     + This is the 3rd report requested and submitted from this instructor.
     + Students seem to be getting all of the ELOs or none.
     + Creating lists of examples of things that worked and didn’t work for students as well as successful and more challenging service-learning projects that include characteristics of projects that are most useful and those that are less so in order to share with future instructors and business partners.
     + *Feedback Letter: HIGH* 
       - Modifications made in previous reports seem to be effective.
       - Recommendation: when sending example papers remove names of students.
   * ***After a course submits 3 GE Service Learning or GE Education Abroad reports with the third one being satisfactory, the frequency of reporting will be decreased.*** 
     + *Take to ASCC as an FYI during Panel updates.*
3. Review GE course submission and reporting guidelines
   * When GE assessment was discussed at ASCC it was requested that the Assessment Panel edit the Assessment Plan section for GE course proposals to make it clear what is expected to ensure that the units focus on GE assessment instead of course assessment.
     + Too many proposals are discussing course objectives and outcomes. Need to clearly articulate the need for GE assessment and make it as simple as possible.
   * Provide a template to show what exactly we want them to do.
     + Should include the assessment methods to be used, student achievement expected for each ELO, and how the data will be used.
     + Provide a sample of a completed template in the appendix of the ASCC operations manual.
     + State that direct assessment methods are required and indirect methods are encouraged.
   * The template will be drafted, approved by the Assessment Panel, and finally approved by ASCC to be updated in the next Curriculum and Assessment operations manual.
4. Review the Curricular Statement mapped to the GE ELOs.
   * Institutional level goals must be assessed.
     + Goals could be acquired through the GE and/or Major programs.
     + The GE goals have been linked to the institutional level goals and the data from the GE need to be inserted into the map.
   * This Panel and ULAC need to determine what the data means and what is going to be done with it.