



**UNIVERSITY ASSESSMENT
ASSESSMENT AND ACADEMIC
IMPROVEMENT COUNCIL
MINUTES
FRIDAY, FEBRUARY 5TH, 2010
1:30 PM
224 REGENCY ROOM, SU**

Present: Comer, Damron, Davis, Edwards, Gates, Miller, Najd, Ownbey, Paustenbaugh, Payton, Penn, Rohrs, Sharp, Wilber, and with COE, Hill

Absent: DeVuyst, Hawkins, Ray, Sharp, Swinney, Weiser

1. Minutes from the Oct. 9th, 2009 meeting were reviewed. No corrections were requested.

2. VSA (Voluntary System of Accountability) participation was discussed and reviewed. OSU is continuing to participate in the VSA and needs to make plans for the assessment component of the VSA.

NSSE participation is required every 3 years so OSU's next participation will be in 2012 instead of 2013 as was initially planned. Selected results from NSSE are posted on the College Portrait website.

In addition to the NSSE, OSU needs to administer the CLA, CAAP, or ETS Proficiency Profile (formerly MAPP) every 3 years and post the results on the College Portrait website. The Council discussed the characteristics of each test and decided the ETS Proficiency Profile was the best match for OSU's assessment approach as the results from the ETS Proficiency Profile have the best alignment with OSU's General Education assessments. The Council decided to add the written essay element of the ETS Proficiency Profile in addition to the elements required for the VSA. Colleges were asked to consider whether or not there is interest in oversampling a specific group of students in order to receive a report of results for a specific subgroup of students. Guidance from ETS suggests subgroups need to have at least 50 students in order to be reported. Sampling of additional students will incur additional costs which would be at the expense of the college requesting the oversampling. Council members were asked to consider whether or not oversampling is of interest. Decisions on oversampling do not need to be made immediately but should be set by the end of the spring semester.

Penn suggested using the same administration process for the selected VSA student learning outcomes test that was used in 2007. The Council agreed with the approach for recruiting student participation. The details are described below.

Students will be randomly sampled (stratified by college and ACT / SAT score). Students will be contacted through an email from the Provost, a letter from each college, and a phone call from each college to encourage participation in the exam. To achieve the full number of students needed to complete the exam, each college will be given a quota that needs to be met. Students will be paid \$30 each for completing the exam. Students will be entered into a drawing based on their final score on the exam. (For the ETS Proficiency Profile, students not completing at least 75% of the exam will not be eligible for the drawing.) To encourage effort from all

participating students, students will receive one entry for every (x) points they score on the exam. A drawing will be held for ten \$100 gift certificates for freshmen and ten \$100 gift certificates for seniors. The test will be given at the Testing Center at a time convenient to each student (8-5, M-F) during a three-week window.

3. Penn described long-term plans for the faculty development workshops run by the Office of University Assessment. Penn, after a conversation with Lin in ITLE, noted one of the most successful strategies for involving faculty members in faculty development was the use of a faculty certificate program. Penn proposed a faculty certificate program that would also be available to graduate students. The purpose of the program is to develop faculty members' and graduate students' knowledge of program assessment. Council members discussed Program Assessment Certificate Program. It was suggested that "Certificate" be removed from title of program so it would not be confused with graduate certificate programs. At least three workshops would be offered during fall 2010 and at least two during spring 2011. It was suggested that each workshop should be offered multiple times to allow for attendance by faculty members with different schedules. Certificates would be awarded at completion of program. It was suggested a stipend may be needed in order to get a participants to enter and finish the program. Overall the certificate program was supported with the modifications mentioned above.

Penn gave an update on faculty development plans for the spring semester of 2010. Penn stated he was hoping to bring in a presenter on critical thinking but that the presenter backed out after a date had been selected due to other commitments to his institution and the budget problems his institution was facing. Penn will try to reschedule this workshop for the fall of 2010. Penn shared a handout with two workshops listed – a presentation of the general education assessment results in March and a workshop on promising practices in program outcomes assessment in April.

4. Penn mentioned a "study group" on critical thinking was forming. The group is affiliated with the Assessment and Academic Improvement Council and will explore the critical thinking assessment results in more detail and work to develop recommendations on how OSU might improve students' critical thinking. The group is open to interested faculty and staff members. The initial participants were identified through recommendations from Council members.

5. Jon Comer proposed that General Education Assessment Committee (GEAC) be officially changed to Committee for the Assessment of General Education (CAGE). The name change will help reduce the confusion between this group and the General Education Advisory Committee which had the same acronym. The name change was approved.

6. The GEAC (now known as CAGE) Annual Report was reviewed. The Council found the executive summary helpful and was an excellent idea. Each college was given a chart that showed the overall results for students enrolled in that college. Penn asked the Council to discuss several questions – how might the general education assessment process be improved, what does the report suggest about student learning, and what do we need to do next? Penn mentioned consideration of use of the VALUE rubrics to either supplement or replace OSU's current rubrics and the possibility that there may be a national database to use in comparing scores on the VALUE rubrics.

Penn highlighted a change in the sampling approach for the 2010 process. A letter was sent to all instructors teaching general-education designated courses from the Provost reminding instructors about the expectations for submitting samples of student work upon request. In 2010 the sample will be collected both the traditional approach and through the direct request approach.

Penn mentioned possible use of an electronic database to collect artifacts and simplify the general education assessment process.

Each spring GEAC, AAIC, and CAGE have met to jointly consider the results from the General Education Assessment process. The tentative date for this meeting was set for Friday, April 16th at 1:30 PM. As a result, the April 2nd AAIC meeting is canceled. The next AAIC meeting is Friday, March 5th at 1:30 PM.

The meeting was adjourned at 3:00 p.m.