



## Assessment and Academic Improvement Council

Friday, March 11, 2011

1:30 PM

Present: Comer, Hathcoat, Miller, Nicholas, Penn, Damron, Ormsbee, Hawkins

1. John Hathcoat presented information on a project to link general education assessment data to retention data. The links to junior and senior retention is not particularly helpful because very few students are not retained by OSU after their junior and senior years (not including graduation, of course). Hathcoat has also examined retention studies implemented by the registrar and will attempt to include those results in the project as well. Hawkins noted the complexity of defining "transfer students."

Damron mentioned the project by the Provost to examine the application process and the relationship of that study to assessment work. Could the university follow up with students to see what they learned at OSU and explore the connection to the admissions process? The committee discussed developing a follow-up survey of students who had previously participated in the general education assessment process to provide a look at changes in achievement over time. UAT will work on piloting this survey this spring.

2. Penn and Comer discussed CAGE plans for 2011.

Only assess artifacts from freshmen and seniors, rotating between outcome areas in a 3-year period. Ideally we would track same students every year from freshman to senior year, but this could be quite challenging to implement. The proposed rotation schedule is:

Year 1: Writing

Year 2: Critical Thinking

Year 3: Science and Diversity

Year 4: Writing (repeats-the freshman in year 1 are now seniors)

Continue to emphasize rater training and work on improving inter-rater reliability.

Brainstormed the ideas of using capstone-level writing courses or even an "exit exam" for seniors who were scored as freshmen. The institution is developing a general education study group and it may make sense to have more of these kinds of discussions with that group as it unfolds.

3. Revisions to the CAGE structure

The original CAGE structural agreement could not be located and nearly half the committee was leaving CAGE, so it seemed to be a good time to make revisions. The proposed revisions were discussed and are summarized here:

-CAGE would have six faculty committee members (one from each of the colleges that have undergraduate degree programs). Committee members would serve a renewable two-year terms and would be nominated by each college and approved by AAIC.

-The chair and vice-chair would receive stipends for the summer responsibilities and for some overload during the year equal to two months' salary for the chair and one month for the vice-

chair. The 4 at-large members would not receive a stipend unless they participate in the summer scoring process (pending approval from AAIC).

-In addition, the chair and vice-chair would be required to implement a yearly general education 'event,' the details of which are still under discussion.

-Membership in CAGE is open to faculty members with both 9-month and 12-month appointments.

4. Penn and Comer reminded AAIC that we need to identify students who would like to participate in a focus group related to assessment topics. This group is tentatively called the Student Assessment Advisory Council (SAAC). We are still seeking students from A&S, Education, and Agriculture. One of the benefits of this group would be to enhance our communication regarding assessment with students, which is desired by HLC. The first meeting will be held at the end of March.

5. Hathcoat updated AAIC on findings from assessment of general education in the area of written communication. He used ANOVA to compare scores for students in general education designated and non-general education designated courses and found an interaction between time and designation status. Specifically, the scores for written communication were similar for general education designated courses and non-general education designated courses up to 2005, but after 2005 general education designated courses had significantly higher written communication scores. This provides some evidence to support the implementation of the writing requirements for general education designated courses beginning in 2005.

AAIC discussed strategies for sharing these, and other findings, more broadly. UAT will develop a one-page summary of the results for sharing. The full report and the one-page summary will be available on the UAT website.

Meeting adjourned at 3:00.