Assessment Committee Meeting

February 15, 2017

Westside Campus Center 212

Present: Jerry Wilcox, Jeanette Moore, Josie Hamer, Mary Nelson, Tom Schmiedel, Karen Koza, Lisa Peck, Jennifer Duffy, Patricia Ivry, Laurel Larsen

November 2016 Minutes accepted: five in favor, none opposed; three abstentions

January 13 Competency Summit Recap

- Define Critical Thinking
    - Synthesis
    - The arguments among colleagues feel it is on a continuum – What constitutes critical thinking?
    - Key words are <u>evidence</u> and <u>argument</u>
    - Watson Glazer
    - Key distinction: Teaching CT vs. Asking Students to Use CT
        - Our committee can make recommendations to the Gen Ed Committee
        - Critical Thinking has many components yet it permeates many of the other competencies
        - Portfolio idea
            - Reflections, Assignments, Myers-Briggs, Collect information about one's self
            - Qualitative Data: Portfolio (Rubrics, Subjective)
            - Quantitative Data: Numbers (Surveys, Objective)
            - Formative vs. Summative
            - Idea for Portfolio to demonstrate the competencies
                - What is the rubric?
                - How well does it work?
                - Each department has an assessment plan – each writes a department assessment plan but it is not necessarily in line with the competencies
                - Same competency across the board – it must be similar language and needs to be within the development of the course
    - Refine word in definition
    - Strategy for sifting and sorting through information (Information Literacy)
- Develop Rubric for each competency
    - Old Dominion example in book edited by Marilee Bresciani
    - Roll out three each year to make sure it is done in a methodical fashion
    - Start rolling out the easiest first (QR competency, Scientific Inquiry, FY can be first to roll out since they will be the easiest to generate data)
- What is our role with the Gen Ed Committee?
    - Assessment is needed as a topic of the committee meetings
    - Gen Ed reached out in October with a resolution

- Assessment "Day" or "Days" – James Madison University collects and administers rubrics on specific days, twice a year

Universal Repository

- Departments determine their assessments for the competencies
- Committee gives feedback and recommendations
- We can offer ideas for how to develop rubrics
  - Categories for competencies (0, 1, 2, 3 for example) depending upon levels of mastery or performance indicators (Missy's "No Idea" or "Good to Go")
  - Assessments are done by departments but we can offer guidance
  - Accreditation may be standardized (Should we just have two categories? Cleanest per Jennifer Duffy)
    - Analyze growth and improvement to show they reach the competency (Two categories can be given at multiple times in the semester)
    - A more nuanced idea beyond Pass-Fail is arguably better
    - Depends upon the department for analysis of data – looked at departmentally and how to tabulate the assessment results
- Patti and Josie volunteered for a subcommittee, to make recommendations to the Provost regarding the repository and the process of collecting Gen Ed assessment data.

Naugatuck Valley Community College (NVCC)

- Feeder school (they send us over 100 students most years)
- We should consider what they are doing: Related to the Information Literacy competency, they have a rubric with (a) similar outputs and (b) a completed rubric. They have rubrics for other competencies (Critical Analysis and Logical Thinking, Historical Knowledge, Oral Communication, Quantitative Reasoning, Scientific Knowledge, Scientific Reasoning, Social Phenomena, Written Communications) and they could be examined to see if/how they match with the competencies here at WCSU. The documents are available on the NVCC website: http://www.nv.edu/academics/general-education/assessment

March 22 Critical Thinking Definitions (subcommittee)

- Karen Koza, Lisa Peck, Jeanette Moore
- Meet together before then and discuss Critical Thinking Definitions

Website

- Department websites must post assessment information and results every year – should that be linked to the Assessment website?
- Link to all accrediting bodies
- Tom Schmiedel and Jennifer Duffy made a subcommittee
- Repository for final documents?
  - Karen Koza asked CELT if they have a repository; evidently they do not
  - Where will we house the repository?
- Identify results
  - Departments are responsible for the assessments (Do they house the data too?)

- WCSU Social Work Assessment Results website can be used as a model – we should reflect on that as a model

NEASC

- Where do we house the work? Portfolio
- Courses by department, assessments by department – who holds the data?
- What will they want to see?
- LiveText can store the data (Southern uses TaskStream)
  - Invite Missy to attend the April meeting – to talk about the repository and related matters
  - March 22nd in 123A so we can research
  - Need to discuss the process of data gathering

The meeting was adjourned at 2:45.

Minutes submitted by Jeanette Moore