

Meeting Minutes: Assessment Council
March 28, 2014 – 1:00 p.m. – HMSU 421

Attendees:

Name	Representing
Allen, Troy	College of Graduate and Professional Studies
Arvin, Shelley	Library
Boyd, Jerry	Associate Dean, College of Arts and Sciences
Cain, Ruth	Assessment and Accreditation Coordinator
Davis, Nolan	Student Affairs
Hampton, Eric	Bayh College of Education
Hare, Molly	College of Nursing, Health, and Human Services
Peterson, Yasenka	Associate Dean, College of Nursing, Health and Human Services
Yousif, Bassam	College of Arts and Sciences

I. Minutes

Ruth updated the members present that Chris Childs has accepted a position at Ball State. The minutes from the February 28, 2014, meeting were made available for review. A motion was made to approve the minutes. The motion was seconded and approved with two abstentions.

II. Assessment Coaching Updates

Ruth requested that the teams put together a one page summary that would include how contacts responded, some topics that were addressed and what issues arose. There has been some discussion as to how to market the program better. Molly Hare developed some questions that could be used in the program surveys.

- What did you find most beneficial about participating in the Assessment Plan Coaching process?
- What did you find least beneficial about participating in the Assessment Plan Coaching process?
- Are there any changes you would recommend for the process to have the most impact on your continual improvement of your assessment plan?
- Do you have any suggestions of how to engage your peers or other programs in this process for the future?

There was discussion regarding sending the questions to those that didn't participate along with those that did participate. Shelly Arvin suggested that the Deans might be approached to find out their thoughts in regard to the programs that did or did not participate. It was decided that Ruth should send the survey out on April 16.

III. Rollout of Writing Assessment Results

Ruth began discussion of what the next steps should be after reviewing the results of the writing assessments. The following ideas and questions were discussed:

- Have a curriculum map.

- How do we let students know what is expected of them?
- Have course content reinforce developing writing skills.
- How many research papers will students do before graduating?
- Is it included in the programs capstone course?
- What as the Assessment Council can or should we do in order to facilitate across the institution efforts that this is a standard?
- How do we as the Assessment Council form coalitions?
- How do we support students in being better writers?
- Suggest that faculty eliminate one test in order to have time to grade a written paper

Jerry Boyd stated that writing is a developmental process and it seems to be that the solution is a developmental solution. What we could do is begin to build on findings such as this and as an end result have general discussions with the Assessment Council facilitating about how we improve writing skills. For example, we could identify our Sophomore level courses that build on what students learned in their first year and assess student achievement in those courses, assess the Junior writing courses to determine whether students are achieving what is intended, and then assess Senior writing projects. The end result being that there is general agreement on how to build student writing skills. Faculty need to be supported in learning how to assess writing.

Discussion also occurred around the idea that students should learn to write in a variety of forms, not just term papers.

IV. *Adjournment*

Meeting was adjourned at 2:05 p.m.