Meeting Notes
Academic Assessment Council 2015-16
July 14, 2016
10:00 am to 11:00 am (35-319B)

Attendance

Kevin Lertwachara (OCOB), Kellie Green Hall (CSM), Adriana Popescu (Library), (Student Mary Pedersen, Bruno Giberti (Academic Programs and Planning), Solina Lindahl (OCOB), Chance (CSM), Amy Robbins (SOE), Jack Phelan (Assessment), Debra Valencia-Laver, Matt Moore, Patrick O’Sullivan, Beena Khurana, Kevin L

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Announcements

• Program Assessment Reports – Scorers needed for Wed, August 24 from 9 to 2 pm.
• CLA+ - Proctors needed for Mon, Sept 19 from 3 to 7 pm.
• Check with Dawn Janke on staff proctors
• We will be doing some analysis of CLA+ data – Our next meeting, August 31, upcoming meeting to review, develop strategy. Follow up with Prof Zambrano from OCOB.
• CLA+ will be administered during 2016-17, but not after that for three years.

Action Items

• Set up meeting for August to discuss CLA PLUS results
• Follow up with Zambrano from OCOB for assistance with raw data results (CLA+)

Notes

1. Review Assessment Results from Quantitative Reasoning Scoring Sessions.
   o QR Rubric (PDF)
   o QR Scoring Session Results (PDF)

Discussion/Comments on Rubric Use and Scoring Session

• If you see the results, there was evidence that students scored at the emerging proficiency level. This was “meeting expectations.”
• Responses were similar from scorers in both rooms.
• How much do you tell them what to do, and how much did they do on their own?
• Do students know to back up with numerical evidence?
• The level of assignment was different for each area.
• When scoring assignments – Are students using the correct formula? It was cut and dry, they either did or didn’t. Could give partial credit for some answers
• Some assignments utilized the rubric fully, others did not as rubric was not developed. Assignment design will be crucial in follow up with faculty.

• This was a pilot assessment: What can we learn from it?

• What do we take away? Can the rubric be used across levels? It is sometimes difficult to distinguish a 2 from a 3 in the rubric?

• PSY assignment was conceptual, 2 is where students are. Curious to see CLA+ scores for freshmen on QR. How can we compare? Is it a rubric score on CLA+? There is a QR rubric for those questions. We don’t want to teach to the test/rubric. We could be missing things.

• Assignments are being revised based on the rubric. Ex: You need to ask students to identify problem – They need to describe in their own words. Feedback from the rubric in that sense is useful. The results can be compared because of different assignments. We can sharpen our senses through the assessment. Rubric could be improved, but it is holding the results together.

• Were the sample assignments recommended from the instructor? Yes

• Could we use a capstone course as a senior level? Would we use the same rubric, or would it need to be discipline specific?

• You could make comparisons within disciplines, from foundation to capstone. You could do cross comparisons on scores within the rubric. Apples to

• Mary – We do look at WASC core competencies in our assessment. What is your benchmark? There is such a wide variety of QR within the disciplines. We have to figure out how we can assess the senior level. Are we expected a minimum proficiency for all students or different levels for discipline specific?

• Do we look at seniors in CLA+ as a comparison? Can we look to the departments? We need to possibly use different scorers at a senior-level assessment. Can we look at class level?

• If you want a comparison, you need to ask similar questions from freshmen and seniors. The assessment is the same for freshman and seniors. Hard to disaggregate per college. Description of assignments is important. Gone first week of August

• Assessing within the majors – we are focusing on helping departments. Could we use OCOB as a partner to help with senior-level scoring?

• Can we use case studies to present to WASC? Likes presenting results together. Emerging seems to best capture the data. We could have a longer report for WASC.

• Further analysis – Do we need to go beyond descriptive statements in rubric?