

ACADEMIC ASSESSMENT COUNCIL MEETING

Friday, October 5, 2018

Bldg. 38 Room 114

9:10 a.m. – 10:00 a.m.

MEMBERS*: **CAFES** - Richard Cavaletto, Marc Horney; **CAED** - Mark Cabrinha, ~~Jason Hailer~~; **OCOB** - Jean-Francois Coget, ~~Hong Thi Hoang~~; **CENG** - Eric Mehiel, ~~Faculty Rep - Vacant~~; **CLA** - Debra Valencia-Laver, Matthew Moore; **CSM** - Kellie Green Hall, Beth Chance; **School of Education** - ~~Kevin Taylor~~, Virginia McMunn, Andrew Byrne; **Academic Programs & Planning** - Mary Pedersen, Bruno Giberti, Jack Phelan, Shannon Sullivan-Danser (minutes); **Library** - Katherine O'Clair; **Institutional Research** - ~~Mauricio Saavedra~~; **CTLT** - ~~Patrick O'Sullivan~~; **Student Affairs** - ~~Kevin Grant~~; **ITS** – Brett Heenan; **Writing Center** - Dawn Janke; **PCS/Career Services** - Open; **ASI** – Jack Ryan Woolridge

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Jack Phelan called the meeting to order at 9:10 a.m.

### A. Welcome and Introductions

### B. Announcements and Updates

1. Program Assessment Plans (18-19) and Reports (17-18) are due on October 15. On November 2, the AAC will discuss the structure of the feedback sessions. The goal is to complete the feedback sessions by mid-winter.
2. Assessment workshops have begun again, including an upcoming workshop on PLOs. AAC members are encouraged to spread the word to faculty.
3. AAC is looking for another math professor for the QR Learning Community. There will be three meetings this quarter.
4. Academic Programs will be sending out calls for engagement related to our WASC thematic review soon. Academic Programs will be forming steering committees to determine what our theme(s) will be for our report. Only a handful of universities are eligible for thematic reviews; they must be considered “high performing,” and Cal Poly was given that distinction. Student assessment is very critical and will be a key focus for our report.

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\* Absence is indicated through strikethrough

## C. Topics for Fall Quarter

1. Here are some of the upcoming meeting topics for the fall quarter: review NSSE results; review administration plan for next year's NSSE; review CLA+ results.

## D. Information Literacy Scoring Session Strategies (Katherine O'Clair)

1. The Information Literacy Learning Community (ILLC) met on June 1 to discuss plans and where we are in terms of artifact collection. Since there have already been other scoring sessions for different competencies, ILLC is able to discern certain best practices and outcome levels.
2. Scoring sessions for these artifacts will occur in Winter Quarter.
3. Data collection happened Spring 2018, and ILLC received submissions of surveys, essays, and portfolios from students who are at or near graduation.
4. For the first time, there are examples from all six colleges.
  - a. CAFES – Food Science and Nutrition 416: Community Nutrition
  - b. CAED – Construction Management 462: Senior Project II
  - c. OCOB – Economics 464: Applied Senior Project
  - d. CENG – Industrial & Manufacturing Engineering 482: Senior Design Project II
  - e. CLA – Communication Studies 419: Media Effects
  - f. CSM – Kinesiology 319: Introduction to Research Methods in Kinesiology
5. The ILLC decided to score related programs together. There will be three separate scoring sessions.
  - a. Instead of having blind readings, scorers will be assigned a partner, and together, they will assess the artifacts. This format should yield a rich, meaningful evaluation and an improved means of efficiency without needing a third evaluator.
  - b. Programs will be paired based on disciplinary relevance.
    - i. Kinesiology + Nutrition
    - ii. Construction Management + Industrial & Manufacturing Engineering
    - iii. Economics + Communication Studies

- c. Winter scoring sessions will most likely be day-long events. Each scoring session will have about 50 student artifacts to assess.
  - i. Program faculty will be invited to attend, especially if they are an instructor for that course. College librarians, Academic Programs, AAC, and ILLC members will also be invited to score.
  - ii. No one who expresses an interest in scoring these artifacts will be turned down.
  - iii. Each scoring session will use the same assessment rubric, and the norming session will include explanations as to how the rubric could be applied for the specific pairs.
6. The ILLC and AAC encourages all faculty to view these sessions as a form of professional development that will extend into the classroom and WASC reports.
  - a. This activity supports many departmental goals for the year.
  - b. Additionally, this activity will demonstrate through our WASC report Cal Poly's intentional commitment to include what we learn in assessment in a faculty member's particular practice.
  - c. One key goal is to continue to build a culture of improvement. Assessment is intentional and ongoing.
7. Following the presentation, AAC members were encouraged to offer feedback.
  - a. One recommendation was to pair readers based on expertise. It will create a balance to separate "experts" with "naïve" readers throughout the scoring sessions. It will also help prevent high variations in the scoring.
  - b. Another recommendation was to offer lunch and breakfast. This activity is part of the ongoing professional development, so stipends might not be appropriate/needed.
  - c. Beyond end-of-day anecdotes, the ILLC was encouraged to consider how to extrapolate the feedback from each of the three sessions to inform the rubric more holistically. For instance, faculty surveys could add a further assessment component geared toward reviewing faculty buy-in to the work that is begin done.

Meeting adjourned at 9:50 a.m.

Next Meeting: Friday, November 2, 2018 | 9:10 a.m. – 10:00 a.m. | 38-114