

**Committee on Institutional Assessment  
Minute for the Meeting of 11/19/2020**

1. Meeting called to order at 3:33; CIA approved the consent agenda.
2. Minutes from 10/29/2020 approved
3. RASL Review Reminders & next meeting cancellation announcement
  - a. Lori Baker asked to consider this item later in the meeting, to determine if a meeting on 12/3/2020 was warranted.
4. Information Literacy survey for graduating senior students
  - a. There was a general discussion of how best to disseminate the survey. One option is using capstone courses, while the Undergraduate Research Conference would be another option for distributing the survey. Lori Baker suggested sending the survey to all faculty who are teaching a capstone course this fall and asking them to send it to their students. These responses will be used as a comparison with answers from students in LEP 101. An announcement about the email will be made during URC.
5. LEP Assessment: Communication
  - a. Jeff Bell asked Lori Baker to discuss what is currently done with written communication assessment.
  - b. Lori explained that they use a scheduled rotation of courses that collect artifacts, across a range of course levels. The reviewers anchor the results then use a blind review of a random sample of artifacts, using a writing rubric to evaluate the samples. The English program faculty plus Brett Gaul discuss results and potential responses.
  - c. Jeff Bell asked how we will get that graduating senior data? It was discussed that we almost have to use writing intensive courses from majors to gather artifacts. Lori Baker thinks we should use the capstone courses, rather than the writing intensive courses, although they are often the same course, since capstone courses are supposed to include core skills.
  - d. Lori Baker shared how this might work, drawing artifacts from across campus, although there are still questions, such as how we compensate people for their time to evaluate the writing samples. Jeff Bell explained that he can set up a Microsoft Team site, to which faculty teaching the capstones may add their students' writing samples.
  - e. Jeff Bell asked about what sorts of demographic information we want to include with the artifacts. Lori Baker explained that including students' Tech ID with samples will help us collect that information. Alan Matzner confirmed that having this information would allow us to mine the data. However, the question was posed whether we need to be more intentional about our sample, if we want to use it to look at other issues related to equity and inclusion? Are 3

samples per section of a course adequate to draw conclusions? We could add more than three samples per section. The consensus was that we're mainly interested in end-point data. After collecting it for several years, we can dig more deeply into it.

6. HLC Student Success Definitions

- a. How will we determine whether we've achieved "student success." The answer can depend on how we define "success."
- b. Traditional measures have included completion, graduation rates, persistence, and retention. However, the definition of success may need to be adapted from traditional definitions, since today's students are different from in the past. If we know some students start at an institution with the expectation of transferring, "success" may be successfully transferring to another institution. Can our definition of success capture other paths of success?
- c. For instance, can we use "Fifteen to Finish" as one way of looking at student success? How do to take into account College Now students?
- d. Jeff Bell asked CIA members to read the section under "An Alternative View" on the HLC's Student Success document. He asked whether this should be the topic of discussion at our next meeting.

7. Next Meeting

- a. The CIA revisited #3 above, regarding the topic of our next meeting. Several options were suggested as a means of virtually discussing the topic of Student Success. Kate Borowske shared the pros and cons of Hypothesis vs. Teams for a discussion on the above reading. Kate recommends that we use Hypothesis for an asynchronous discussion of how we define student success. She will send out the link to the committee members. This will serve as our next meeting.
- b. The next collective meeting (12/3/2020) is cancelled. Our next meeting will be January 14, 2021.

8. Other

- a. Lori Baker asked if Professional Development Day would include any discussion on assessment. Raphael Onyeaghala said the Professional Development Day Committee would talk about that tomorrow (11/20/20), at their next planning committee meeting.

9. Adjourn

- a. Meeting adjourned at approximately 4:25.