University Assessment Committee Meeting Minutes
Tuesday, January 26, 2010 at 3:30 pm
Enrollment Conference Room

In attendance: Kristi Pearce, Erin Holmes, Danielle Brady, Priscilla Romkema, Holly Boomer, Cheryl Anagnopoulos, John Alsup, Janet Briggs, Laura Colmenero-Chilberg, Abigail Domagall, Mike Isaacson, Kelsey Wilson and Gregg Galea.

The Committee welcomed Kelsey Wilson, the new Student Senate Representative, to the Assessment committee.

A motion to approve the minutes from the November 2009 was made by Laura Colmenero-Chilberg and seconded by Erin Holmes. The minutes were approved. Minutes will be posted to the Assessment website.

Deaver Traywick, Writing Center Director, briefed the committee on the Writing Intensive (WI) Program and assessment methods for that goal. (Please see his attachment). He touched on indirect and direct methods of assessing WI. He mentioned WAC (Writing across the Curriculum) and how Writing Intensive is best when taught over multiple courses and not through just thought one course. Perhaps more, smaller writing assignments in more places and in different areas might be better than larger writing assignments in just one class. Student Writing Portfolios and the possibility of hosting on-line files where students could keep copies of their writing for future use and the possible assessment use were discussed. Deaver is available for assistance and can be reached at 642-6922.

Dr. Pearce briefed us on her trip with Dr. Schallenkamp on the 3rd though the 5th of February, 2010 to the HLC Pathway meeting. We are one of 14 institutions working with HLC to create a new pathway for accreditation. Much more on this subject will be forth coming soon.

The meeting was adjourned at 4:50p.m.

The next Assessment Committee Meeting is scheduled for February 23, 2010 in the Enrollment Conference Room.

Writing Intensive Assessment
Deaver Traywick
January 26, 2010

Current Assessments

PROGRAM	ASSESSMENTS	RESULTS
Business Administration	Pre/post-test of BADM 344, BADM 457 written and oral project	Not yet assessed
Tech Management and Entrepreneurship	6 + 1 Rubric in TECH 330	Not yet assessed?
American Indian Studies		Not yet assessed
Mathematics	Rubric in MATH 425	Some analysis undertaken
English, English Ed, **English Composite, English Composite Ed**	Portfolio, exit exam, exit interview, PRAXIS scores	Assessed, but WI not identifiable
History	HIST 327 and 480 course and project grades	Assessment underway
	Exit Survey	Assessed, but WI not identifiable
Human Services	Rubric for SS 350 essays	Not yet assessed
Communication Arts		Not yet assessed
Mass Communication	Juried comprehensive project, exit surveys	Assessed, but WI not identifiable
	Course grades and evaluations	Not yet assessed
Political Science	MFT national exam	Assessed, but WI not identifiable
Spanish	Portfolio, exit exam, PRAXIS	Assessed, but WI not identifiable
Theatre	Portfolio	Not yet assessed
	Grad school and professional acceptance, exit interview	Not yet assessed, WI not identifiable
Sociology	Rubric for SS 350 essays	Not yet assessed
Speech Communication	Rubric for SPCM 410 essay	Assessed
Music	Music History essay	Not yet assessed
Visual Arts	Completion of ARTH 456	Some analysis undertaken?
Environmental Physical Science		Not yet assessed
Biology	Completion of BIOL 490	Not yet assessed
Chemistry	Completion of writing assignments	Some analysis undertaken
Teacher Preparation	Course grades in 315 (2 of 19 programs)	Some analysis undertaken
Outdoor Education	OE 350 course	Not yet assessed
Exercise Science	Rubric for HLTH 422 essay	Not yet assessed

Possible WI Assessments

Direct:

WI course grades

Pre/post tests of writing knowledge, experience, and ability

Pre/post essays scored by assessment team

WI essays or portfolio scored by assessment team (George Mason, Carleton College, St. Joseph College, Seattle University)

Measures of improvement from FYC to WI (George Mason)

National exams *that measure directly measure writing ability*

Indirect:

WI syllabi and assignment review by assessment team (George Mason, University of Kentucky)

Departmental Profiles (North Carolina State)

Exit interviews of WI effectiveness

Faculty surveys of WI effectiveness

Alumni surveys of WI impact

Employer surveys of student writing skills

Student self-assessments (Oregon State)

Notes:

- WI assessment plans should involve ALL departmental faculty, not a single instructor.
- WI assessment plans usually require diverse methods.
- Effective WI assessment plans often include writing professionals.

Additional Resources

Council of Writing Program Administrators (WPA) Assessment Gallery and Resources:
http://www.wpacouncil.org/assessment-gallery

NCTE-WPA White Paper on Writing Assessment in Colleges and Universities:
http://wpacouncil.org/whitepaper

WAC Clearinghouse Program Assessment Links:
http://wac.colostate.edu/links/index.cfm?category=4&subcategory=0

George Mason University's WAC Assessment website:
http://wac.gmu.edu/assessing/assessing_wac.php

BHSU Writing Intensive Requirement

(from the 2009-2010 Undergraduate Catalog)

GOAL: Students will learn and utilize the language of the discipline, use writing-to-learn techniques to develop ideas and learn content, and understand the audience for, and parameters of, writing done within the student's specific major; departments which decide their students need a writing intensive course specific to the major should be allowed to develop such a course.

Student Learning Outcomes: As a result of taking courses identified as writing intensive, students will:

1. Use writing to learn course content, understand the ideas and the language of a discipline, and discover their own ideas relative to the content of the course.
2. Compose texts within the discipline/area of study of the course, through drafting, revising, and completing a finished product (applying appropriate style manuals), in order to comprehend more fully the unique nature of the knowledge within that discipline as well as potentially contribute to it.
3. Develop critical thinking skills unique to the discipline and the subject matter of the course.

Students will meet this requirement by taking a course in their respective major which meets the criteria for a writing intensive course. Each writing intensive course must have in place a methodology by which students can draft and revise papers with the help and advice of both the professor and classmates.

Each course meeting this goal includes the above student learning outcomes:
Required: #1, #2, #3 - Credit Hours: 0 hours

American Indian Studies	• POLS 417 - American Indian Government & Politics • SOC 422 - Issues in Contemporary Indian Life
Applied Technical Sci/BATS	• BADM 344 - Managerial Communications • SPCM 410 - Organizational Communication
Art	• ARTH 456 - Recent Developments in Visual Arts
Biology	• BIOL 490 - Seminar
Business	• BADM 344 - Managerial Communications
Chemistry	• CHEM 332 - Analytical Chemistry
Communication Arts	• MCOM 210 - Basic Newswriting • ARTH 456 - Recent Developments in Visual Arts
Composite in Science Ed.	• SEED 450 - 7-12 Teaching Reading in the Content Area
Composite Social Science	• HIST 327 - European History 1500 / 1815 • SS 350 - Introduction to Research Methods
Education	Students will be required to take one of the following: • ELED 315 - Foundations & Theory of Reading • SEED 450 - 7-12 Teaching Reading in the Content Area

English	• ENGL 484 - Literary Criticism
Environmental Physical Science	• GEOL 490 - Seminar
History	• HIST 327 - European History 1500 / 1815
Human Services	• HMS 400 - Program Planning & Evaluation
Mass Communications	• MCOM 210 - Basic Newswriting
Mathematics	• MATH 413 - Abstract Algebra I • MATH 425 - Real Analysis I
Math and Science Education	• SEED 450 - 7-12 Teaching Reading in the Content Area
Music	• MUS 330 - Music History I • MUS 331 - Music History II
Outdoor Education	• OE 350 - Environmental Interpretation
Physical Education	• PE 481 - PE Methods & Evaluation
Political Science	• SS 350 - Introduction to Research Methods
Professional Accountancy	• BADM 344 - Managerial Communications
Psychology	• PSYC 489 - Senior Capstone
Social Science	• SS 350 - Introduction to Research Methods
Sociology	• SS 350 - Introduction to Research Methods
Spanish	• SPAN 302 - Spanish Conversation & Composition II
Speech Communication	• SPCM 410 - Organizational Communication
Speech Comm. - Theatre	• THEA 361 - Literature and History of the Theatre I • THEA 364 - Literature and History of the Theatre II
Technology	• TECH 185 - Technology and Our Lives
Exercise Science	• HLTH 422 - Nutrition