

SOAC REPORT

College Academic Senate

October 24, 2013

- Assessment Day met with mixed reviews, which primarily related to varying levels of familiarity and involvement with formalized assessment. What this session did provide faculty was a common foundation for our assessment activities. As was clarified at Discipline Day, the key assignments used for assessment need not be graded. An additional acknowledgement of appreciation, especially to the Culinary dean and department, for accommodating the session; only 164 registered but 226 attended. Please provide any suggestions for the Winter Semester Assessment Day to your SOAC campus representative.
- SOAC has renewed discussion on Institutional Outcomes, which will continue to be discussed at our 11/1 meeting.
- The 2013-14 prompt is now available. Please encourage your students to participate in this contest. If possible, make it part of your course; it helps generate more submissions.
- As of our last meeting, all Student Learning Coordinators were trained.
- In addition to standing agenda items and Institutional Outcomes, SOAC will be discussing the link between Common Course Outcomes and General Education Outcomes. As an attachment to this report, please see the proposed strawman draft presented to SOAC and the English discipline demonstrating this connection.

ENG 1510 Assessment Plan Strawman Proposal for discussion

- Each instructor identifies the assignment that achieves all of the ENG discipline Common Course Outcomes for the course:

Commentary:

I envision this being a latter assignment that includes the use of MLA documentation and demonstrates the students' knowledge acquired throughout the course

- Each instructor provides the Student Learning Coordinator with the values from the rubric mapped to the respective outcomes.

Example:

Common course outcome - Use MLA or APA format and documentation

Rubric Dimension: F - Incorporation of source material

Expected results: Behavior Developing

Commentary:

This team will need to map the outcomes to the rubrics.

We should consider mechanisms to minimize the data input process. For example, Bob Andersen in Humanities has all of the instructors input through Google Docs, which aggregates the data for him.

- Benchmarks are established by reviewing previous assessment results and/or using established process to gather initial results.

Commentary:

This could mean the benchmarks would not be established until 2014/2015.

- Bob Willey brought up an excellent point about norming concerns.

Suggestions:

Continue current assessment activity as a way to monitor data results.

Request copies of the essays used for the assessment and have a group review and score the essays to determine validity of aggregated data.