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ASSESSMENT COMMITTEE MEETING
March 9, 2007, 3:00 p.m., PCR

MINUTES (Unapproved)

Committee Members:

Steve O'Neal, Chair	Sherron Manning
Stephen Burgess	Sara Marquis
Cindy Dougherty	John May
Gerard East	Jan Noble
Cindy Foust, Ex-Officio	Barbara Patterson
John Hayden	Donovan Fuller, Student
Robin Jones	Natalie Jordan, Student

The following recommendation was agreed on:

To: Dr. Blake Sonobe, Provost; Dr. Cynthia Foust, Associate Provost;
Dr. John Hayden for the GE Committee

From: Dr. Steven O'Neal and Jan Noble for the Assessment
Committee

Date: March 9, 2007

Re: Standardized University Assessment Exams

The Assessment Committee met on March 9, 2007 to discuss the question of adding standardized University examinations as a component of institutional assessment. The committee agreed to the following revised recommendation previously submitted by the General Education Committee:

That a standardized exam in Critical Thinking and a standardized exam in Writing an Essay be adopted as part of assessment at SWOSU. The committee concluded that these two exams in particular could provide the fairest assessment of the progress of SWOSU students. Unlike standardized exams in Math and Science, for example (which feature Trigonometry, Calculus, Chemistry, and Physics – material our students do not necessarily study), these two exams in Critical Thinking and Writing an Essay do not include material that may be alien to many of our students. These exams will likely gage student learning and teaching effectiveness in both the general education program and other course work completed in major and minor programs. As a result the exams will provide an *institutional assessment* as required by NCA guidelines. The committee further recommends that the Collegiate Assessment of Academic Proficiency (CAAP) be used as the assessment instrument for these exams.

The Assessment Committee will be pleased to assist in decision-making processes regarding:

- Which students will sit for these standardized exams (Juniors? Seniors?).
- When the test will be administered.
- How we will get students to take these exams seriously.
- Incentives.

Respectfully submitted,
The Assessment Committee

Cc: Assessment Committee Members

MODIFICATIONS TO ABOVE RECOMMENDATION agreed on via email on 5/3/07:

Dear Assessment Committee and General Education Committee,

THIS IS TIME SENSITIVE INFORMATION...PLEASE GIVE YOUR ATTENTION AT YOUR EARLIEST CONVENIENCE!

As you may know, we were given approval by Provost Sonobe to proceed with administering the **Critical Thinking & Writing Essay** modules of the CAAP this Fall 2007. However, I have recently noticed an unfortunate fact. These tests are the only two out of the six modules that do NOT link to the ACT. I apologize profusely for this oversight! I think we all agree that one of the main advantages to using the CAAP was the linkage to ACT scores.

With this new information, Steve O'Neal and I met to brainstorm an alternate plan. In addition to these same two CAAP modules, we would like to add **Reading and Writing Skills**. We expect about 400 Juniors to qualify to take the CAAP. Qualification is based on having completed 22 or more hours of general education hours AT SWOSU and must include Comp. I & Comp. II. Steve and I would like to split these 400 students into two groups. Group A will take two 40-minute tests and Group B will take the other two 40-minute tests. One of the tests that Group A takes will link to the ACT and one of the tests that Group B takes will link to the ACT. Testing and reporting will cost an estimated \$10,000.

Steve and I also agreed on an Incentive budget of up to \$10,000. Incentives include refreshments (**\$800**), certificates (**\$400**), \$10 Panorama event coupon for all participants (**\$4000**), cash drawings between and after tests (24 winners receiving \$25-\$100 totaling **\$1275**), and cash rewards for the top five scores in each of the four different tests (20 winners receiving \$25-\$300 totaling **\$2700**).

We received notice of a budget of \$20,000 - \$50,000. These plans fall conservatively well within. Please see the attachment for reference.

We envision making these tests available by reservation between October 22-31 on a Tuesday, Wednesday, and Thursday afternoon (the students can choose which afternoon falls best into their schedules).

If you disagree with any or all of these plans, please let me know by April 30th and offer an alternative proposal. Otherwise, we need to proceed with receiving approval from Dr. Foust and Dr. Sonobe.

Thank you for your immediate attention to this important matter.

Jan