

Assurance of Learning Committee

Meeting Minutes – 10/21/2019

Present: Kenneth Graham, Ye Han, Kimberly Lyons, Laurie Miller, James Murray, Shishir Paudel, and Danny Franklin

1. Called to order at 1:02 p.m.
2. Meeting minutes from 10/07/2019 approved: 6/0/0
 - a. Motion by Shishir Paudel, Seconded by Ye Han
3. Ken spoke about his experience at the IUPUI Assessment Institute conference.
 - a. Ken distributed a taxonomy document from IUPUI that tries to capture five attributes of capstone experiences across three dimensions of impact
 - i. A takeaway here is to examine current practices in the capstone course and think about ways to move up on impact.
 - b. Ken also distributed a handout on ePortfolios, a high-impact practice currently used in other colleges (e.g., Art).
 - i. Students are encouraged to collect artifacts throughout their academic experiences and even experiences outside of school (e.g., internships), and reflect upon cumulative learning.
 - ii. As a program assessment tool, ePortfolios help document the path that students take with respect to their learning in the major.
 - iii. TaskStream may help with ePortfolios – one of the reasons the School of Education adopted TaskStream was to help students with ePortfolios.
 - c. Ken also spoke about an idea that was shared in a presentation – an assessment newsletter
 - i. Sent out at the end of the semester to communicate college assessment activities and link back to AOL
4. Laurie led discussion on the AACU Written Communication Rubric and ways to change our own written communication rubric.
 - a. First, Laurie noted that AACU Rubric has five traits, while the CBA rubric has six traits. Is Organization of Ideas important enough to be its own trait?
 - i. Student artifacts show a wide variance with respect to organization of ideas.
 - ii. The group consensus was that it should indeed be a separate trait. While this trait is somewhat implicit in the AACU rubric, our rubric explicitly recognizes this.
 - b. Second, should Genre or Disciplinary conventions encompass standards of *business* writing specifically?
 - i. Right now, business writing standards are not explicitly addressed in the AACU rubric. However, if students and evaluators are privy to business writing conventions, then the trait captures student performance on these disciplinary standards.
 - c. Third, and more broadly, does the AACU rubric effectively capture some of the biggest issues we have seen with student artifacts?
 - i. Kim mentioned that it does. However, some of the dimensions are hard to separate. Communication and content development, for instance, are hard to

separate. Similarly, sources & evidence, and content development are necessarily intertwined.

- d. Laurie will take the lead on adapting our written communication rubric based on the AACU value rubric.
5. Laurie presented a broad overview of TaskStream
 - a. Instead of a long, repetitive assessment report, TaskStream enables departments and the AOL committee to skip directly to different sections.
 - b. Kim mentioned that there was no section on TaskStream for an overall summary of results. Patrick might not be able to help with this.
 - c. Some scoring logistics may need to be worked out. Because TaskStream allows for electronic scoring, discrepancies may need to be worked out by scorers before one set of 'overall' scores is uploaded.
 - i. Laurie suggested that scoring can take place by hand this time around, and either Laurie or Ken can upload scores onto TaskStream after our Assessment Committee meeting.
 - d. Laurie and Ken will follow up with Patrick about navigation on assessment reports.
 - e. James requested access to individual workspaces on TaskStream. Laurie to follow up with Patrick Barlow.
6. Meeting adjourned at 1:53

Respectfully submitted,

Danny Franklin