

University Assessment Committee Minutes
Wednesday, September 22, 1999, 4:00 p.m.
Badlands, Memorial Union

Present: Allyn Kostecki, Mary Kuzel, Joe Latimer, James Lindley, William Martin, Thomas Scherer, Richard Shaw, Brad Strand, and Bob Harrold, Chair

Unable to attend: Laura de Haan and Richard Chenoweth

Minutes

1. The minutes of the September 8, 1999 meeting were accepted after minor modification.

Announcements

1. The Collaboration for Teaching and Learning Conference on "How Learning Happens" will be held November 17-18, 1999. (Brochure circulated among committee members.)

2. Call for Proposals: "Sustaining Innovation" Conference, February 17-18, 2000 (Collaboration for Teaching and Learning). The deadline is September 27, 1999. Brochure circulated among committee members.)

3. Call for Proposals for the 105th Annual NCA Meeting being held in Chicago on April 1-4, 2000. (Brochure circulated among committee members.)

Reports:

1. The subcommittee to develop new assessment guidelines (de Haan, Kuzel, Shaw) had no report at this time. Because de Haan will be on leave, Kuzel and Shaw plan to have a draft of guidelines available for discussion at the next meeting.

Unfinished Business

Bush Proposal

Harrold noted that the Bush Foundation has recommended that the proposal to that funding organization be approved without modification. Upon approval, activities could be initiated next semester. There was a discussion of placing the proposal on the Assessment Web page. This will be discussed further by the Bush Grant Steering Committee.

b. Martin discussed the Quantitative Assessment Plan for assessing courses in mathematics and statistics (quantitative reasoning). This assessment would focus on what students could do and would need to be tailored to fit each course involving the application of quantitative reasoning skills.

c. Shaw discussed assessment techniques that could be used in English and The Center for Writers. This activity would begin with assessment of the first-year writing in ENGL 110 and ENGL 111. He also discussed utilizing "bridging courses" in the sophomore year to determine how well students are prepared for writing