Minutes
Assessment Oversight Committee
Oct 26, 2009

Present: Shane Drefcinski, Duane Ford, Margaret Karsten, P.B. Ravikumar, Matthew Roberts, Amanda Tucker, Carlos Wiley, Mark Zidon

Guests: Mark Meyers, Jennifer Fuschino, Brian Snyder

1. Members and guests were introduced; Minutes of the Oct 12, 2009 Assessment Oversight Committee meeting were approved by a unanimous vote.

2. There were no announcements.

3. Mark Meyers gave a Power Point presentation about the activities and outcomes of the funded AAF grant proposal “Development of Improved Program Outcomes and Tools for Assessing Written and Oral Communication Skills”. A report about the same had been e-mailed to committee members earlier. Major points addressed were as follows:
   a. Mark Meyers, Christina Curras, Philip Parker, and Matthew Roberts participated in the funded activity.
   b. Assessment process is the same as of now for both Civil Engineering and Environmental Engineering programs but Environmental Engineering is coming up with a new process.
   c. Each course is mapped to a few of the eleven ABET (Accreditation Board for Engineering and Technology) outcomes. Relevant rubrics so generated are seen by the students early on in the semester. Everyone in the department is using the rubrics. Amanda Tucker noted that not everyone in the English department used the same rubric for their situation. Tucker also commented that a scale of 4 for distinguished performance and 3 for Proficient performance appeared to show a large gap. Mark Meyers said that where it was felt so other scales such as 0 to 10 could be used.
   d. The rubric for written and oral communication skills could help other programs.
   e. A detailed rubric as developed for oral communication skills could be a tough basis to evaluate while grasping the content of a presentation.
   f. Students get feedback on rubric as performance scores. The assessment of written and oral communications skills is formally done only in selected courses. In each category, students pass if they achieve a proficiency or higher level of performance. Duane Ford pointed out that the process can help track progress over semester(s).
   g. Matthew Roberts drew attention to the portion of the report that identified scatter in the peer (student) assessment as per the rubric and in the assessment of 4 essays by two faculty members. He indicated that better wording in the rubric for more clarity might help.

4. The meeting adjourned at 4:50 pm.

Respectfully submitted,

P.B. Ravikumar