

Minutes for HOAP Committee
April 7, 2014

In Attendance: Judith Ciampi, Nancy Garcia, Gail Stuart, Suzanne Van Wert, Ellen Wentland

Discussion

SP14 Institutional Assessment – Assessment of Public Presentation is underway. The usual criteria and process for selecting eligible students was applied (instructors with students who had completed 45-60 prior to SP14 were contacted and asked to participate). Artifacts would consist of rubrics completed by instructors during students' live presentations. At this point, approximately 27 instructors have agreed to participate, representing about 35 classes.

A follow-up email will be sent to faculty non-responders in hopes of recruiting more faculty participants. Instructors who have already agreed to participate will be contacted to remind them that the IA rubric does not have to be used for student grading, and to ask when their rubrics will be ready for pick-up.

A question arose about why we used a cutoff of 45 – 60 credits for selecting students. Why not just use 45+ since some programs require as many as 78 credits and we might be missing a pool of students. Right now we are looking to assess the typical graduate, who needs between 62-64 credits to graduate, but we could look into changing this criteria in the future.

FA14 Pilot Study with Multi-State Collaborative – As a result of our involvement in AMCOA, NECC will be part of a study piloting student assessment of Written Communication, Critical Thinking, and Quantitative Literacy across 9 states. Since participating institutions are asked to provide 100 samples for each of the 3 outcomes, and since this would be very difficult for us to procure, NECC will participate as part of a consortium with Middlesex CC and North Shore CC. While this cuts the number of artifacts each institution will need to provide (35 for each), it also complicates matters because MCC uses a different method for their institutional assessment and NSCC has not yet conducted an institutional assessment at all. All 3 of us will need to employ the same methodology as part of the consortium.

In addition, there are constraints for determining a “representative” sample that are based on gender, age ethnicity, etc. Determining what is representative of our 3 combined institutions will be difficult; gathering the number of necessary artifacts representing this particular sampling will present a further obstacle.

AY14-15 Institutional Assessment – Since we will need to be gathering student products for Written Communication, Critical Thinking, and Quantitative Literacy for the Multi-state initiative anyway, we thought it best to piggyback our institutional assessment by selecting either Writing or Quantitative Reasoning. Because it has been a few years since we have assessed writing, and because it is likely to yield more student products, we elected to assess Written Communication for next year's institutional assessment.