



Northeastern State University
Tahlequah • Broken Arrow • Muskogee

Student Learning & Assessment Meeting Minutes

Meeting Date: September 16, 2015 12:00 pm, Tahlequah Campus, Bagley 101 with Bb Collaborate to BA campus.

Members Present: (Broken Arrow, via Blackboard Collaborate) Dr. Lisa Tritschler, Dr. Julia Kwok; Tahlequah Campus: Dr. Darryl Linde, Mr. Chad McLane, Dr. Sophia Sweeney, Dr. Mia Revels, Dr. Cheryl Van Den Handel, Dr. Alan McKee, Mr. Cody Robinson

Handouts: none

Meeting Notes: The group discussed the following items:

1. The group discussed the Institutional Assessment Plans that we reviewed individually, including UW Oshkosh, Point Loma Nazarene's Assessment Manual and Guidelines, and NIU's documents. NIU's University Assessment Plan (p. 7) contained a graphic organizer that provided an overview of an Assessment Plan (see Attachment 1). We have not yet reviewed TCC's or Vanderbilt's plans.

2. We also reviewed and discussed a draft layout of the rubric prepared by Dr. Tritschler (see Attachment 2). The group expressed support for retaining the following aspects of the rubric organization and layout:

- The information for the entire Outcome was on a single page
- Color and cell borders distinguish between important areas of the rubric
- The white borders between performance descriptors provided visual separation without too much visual clutter
- Left justified text for the indicators (numbered, in blue cells) seems logical
- Centered text for the performance descriptors (pink) creates space between the descriptors, making them easy to read
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Questions and considerations:

- Is the font legible when printed?
- How will the rubric layout work for outcomes with more indicators (Outcome 1 has five)
- Which fonts are easy to read, yet all allows for a lot of text in a single cell

The group will continue to review Institutional Assessment Plans in preparation for next week's meeting.

Meeting adjourned: 12:50 pm.

We will meet again on **September 23 at 12:00 pm.**

Attachment 1

excerpt from

North Illinois University. (2013). University Plan for Academic Outcomes Assessment Executive Summary. Retrieved from <http://www.niu.edu/assessment/clearinghouse/plans/university-plan-for-academic-outcomes-assessment-2013.pdf>

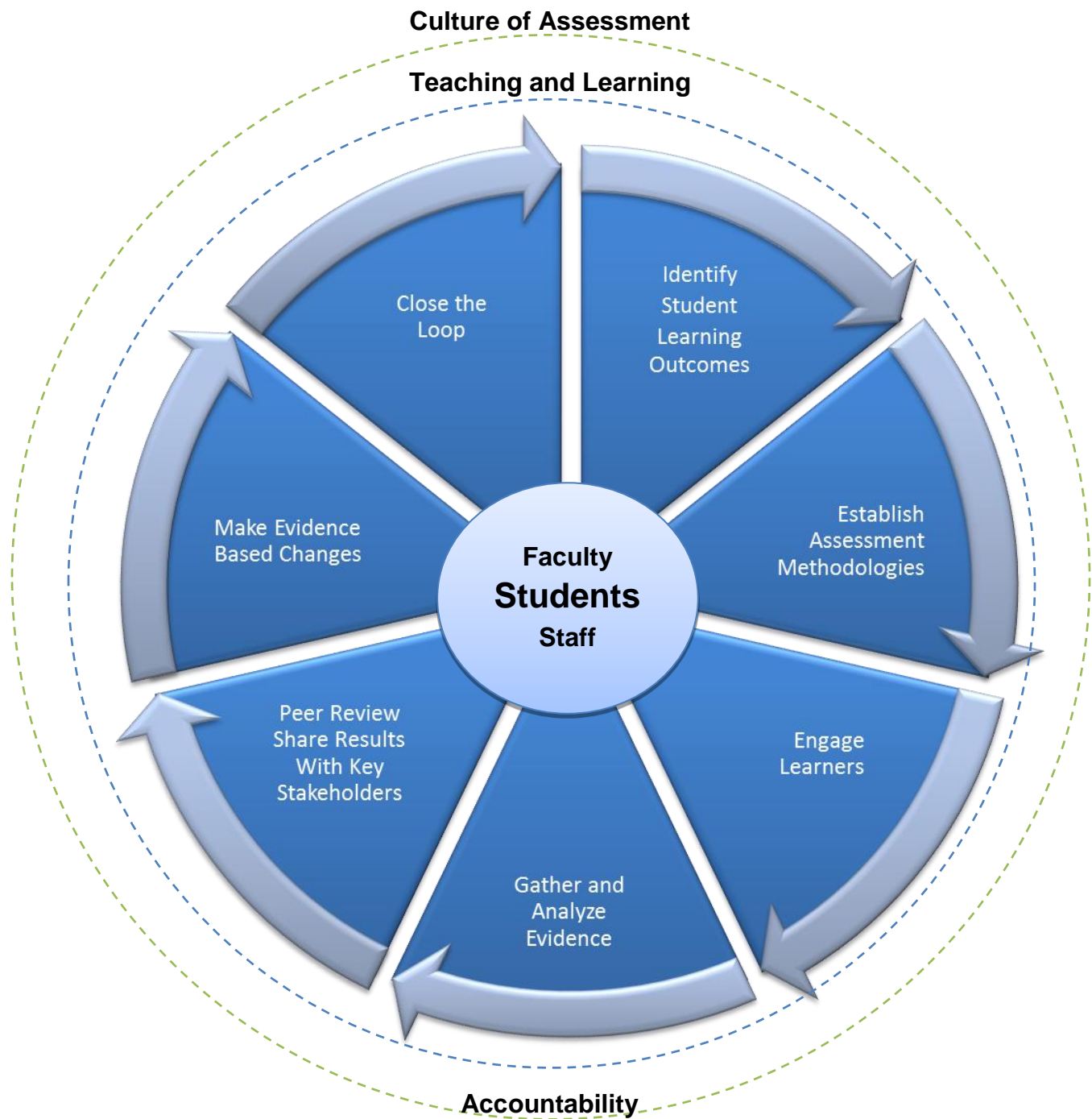


Figure 1. NIU's Conceptual Framework/Cycle of Assessment

Attachment 2

ILO Rubric Draft 9.16.15 Chart

NSU Institutional Student Learning Outcomes - Degrees of Excellence								
Outcome # 4: Capstone Experience in the Baccalaureate Degree								
<i>This outcome reflects the integration of the major course of study with baccalaureate degree expectations; representing the intersection of academic and post baccalaureate settings. Students demonstrate competency at the baccalaureate level in analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency. Demonstration can be achieved through one or more of the following indicators as appropriate.</i>								
4.a. Formulates a question on a topic that addresses more than one academic discipline, a public issue, or practical setting where the student:			4.b. Completes an immersive performance, field-based project, exhibit, or internship related to the discipline and course of study where the student:					
1)	2)	3)	1)	2)	3)	4)	5)	
4	Constructs a clear and insightful question that accounts for all relevant contextual factors. Chooses a variety of appropriate information sources relevant to the scope and discipline of the question.	Takes information from sources with enough interpretation and evaluation to develop a comprehensive analysis or synthesis.	Uses the evidence as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. Explicitly supports conclusions with evidence from more than one perspective.	Constructively builds upon and synthesizes the contributions of others. Explains how these insights strengthened the project.	Evaluates the challenge or question through an insightful and thorough explanation which explicitly addresses the core concepts, methods, or assumptions in the major field.	Describes how the experiences outside the classroom impacted research or practical skills and articulates influences on future work.	Explains in depth and with clarity how the insights from others, the question or challenge faced during the project, and the learning outside of the classroom shaped the meaning or findings of the final project.	Correctly uses all of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Uses published, confidential, and proprietary information ethically and legally.
3	Constructs a question that addresses most relevant contextual factors. Chooses a variety of information sources, most of which are appropriate and relevant to the scope and discipline of the question.	Takes information from sources with enough interpretation or evaluation to develop a coherent analysis or synthesis.	Uses the evidence as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work. Supports the conclusions with evidence from more than one perspective.	Constructively builds upon the contributions of others.	Evaluates the challenge or question through an adequate explanation which addresses concepts, methods, or assumptions in the major field.	Describes how the experiences outside the classroom impacted research or practical skills.	Explains how the insights from others, the question or challenge faced during the project, and the learning outside of the classroom shaped the meaning or findings of the final project.	Correctly uses three of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Uses published, confidential, and proprietary information ethically and legally.
2	Constructs a question relevant to the contextual factors, but the question is superficial. Chooses a variety of information sources, only some of which are appropriate or relevant to the question.	Takes information from sources with some interpretation or evaluation, but not enough to develop a coherent analysis or synthesis.	Uses the evidence as the basis for cursory judgments, drawing plausible conclusions from this work. Supports the conclusions with evidence that primarily focuses on only one perspective.	Restates the views of others, adding little of one's own ideas.	Evaluates the challenge or question through a brief explanation that minimally addresses concepts, methods, or assumptions in the major field.	Describes outside experiences, but does not clearly explain how the experiences impacted research or practical skills.	Explains how the insights from others, the question or challenge faced during the project, or the learning outside of the classroom shaped the meaning or findings of the final project.	Correctly uses two of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Uses published, confidential, and proprietary information ethically and legally.
1	Constructs a question, but the relevance of the question to the context is unclear. Chooses a few information sources, which are not appropriate or relevant to the question.	Lists evidence, but it is not organized or is unrelated to focus.	Draws incorrect or unclear judgments or conclusions. Presents evidence, but the relationship between the supporting information and conclusions is unclear.	Incorporates information from others in a random or haphazard way.	Evaluates the challenge or question through a superficial explanation with a tenuous connection to the core concepts, methods or assumptions in the major field.	Inadequately describes the experiences outside the classroom and does not demonstrate a clear impact of those experiences on the research or practical skills.	Identifies but does not explain how the insights from others, the question or challenge faced during the project, or the learning outside of the classroom impacted these results.	Correctly uses one of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. May not use published, confidential, or proprietary information ethically or legally.
<p>NSU's institutional learning outcomes, Degrees of Excellence, establish high expectations for our students' success; providing an inclusive framework for a distinctive educational experience connected to critical aspects of their future: lifelong learning, work, citizenship and social responsibility. These outcomes build on Lumina Foundation's Degree Qualifications Profile and are informed by AAC&U's LEAP Essential Learning Outcomes. They reflect NSU's heritage, mission, and values.</p>								