

Minutes, CHFA SOA Committee, Feb. 7, 2006

Attending: Schmitz, Colburn, Reineke, Nelson, Chatham-Carpenter

Regrets: Berghammer, Storm

1. The committee reviewed documents for the developing faculty manual. It was suggested to replace examples that were not specific to departments in our college with examples from our college. April volunteered to share examples of authentic assessment for the glossary. Reineke said she would look for examples from her department to replace those that refer to theory in a dept. of economics. Suggestions were also given for making clearer the "Why Assess" handout. Reineke indicated that she is putting a header date on each document so that older versions can be replaced easily with the most recent modifications.
2. Reineke mentioned that NC State's "frequently asked questions" section of their assessment site has each entry written by a different member of the faculty (and signed). She suggested that the draft she has compiled, which is drawn from committee minutes from last year, could be distributed to committee members. Each member could take responsibility for further revisions of an FAQ before posting to our CHFA web site. The breadth of participation in writing FAQs is nicely symbolic of shared responsibility and ownership of SOA in the college. Reineke will oversee the distribution of the draft questions. Committee members will rank their top three choices for further revising and polishing for posting.
3. The committee discussed workshops or discussion sessions that might be relevant to all departments in CHFA. Recommendations include:
 - a) Workshop on good survey design. Kumar and Gene Lutz were recommended as possible participants.
 - b) Rubric writing workshop. Reineke said that she is collecting some very helpful documents on rubrics. We might be able to bring actual outcomes for which we seek rubrics to the workshop and generate drafts there.
 - c) Embedded assessment. Faculty could share different kinds of embedded assessment in which they are engaging, comparing models. This also could be related to the rubrics workshop.

The committee thought that a couple of these could be offered yet this spring.

4. Committee members shared how upgrades to their assessment efforts are progressing. Ideas included:
 - a) Stating objectives could lead to teaching to the SOA process. Care needs to be taken to insure that SOA work samples a broad program rather than constrains it.
 - b) Aligning the curriculum to SOA goals/ outcomes is challenging when the curriculum does not have a clear developmental trajectory and doesn't come together for students until the very end of their program.

- c) Rubrics are going to be key to capturing the highly formative components of a major.