Ad Hoc Assessment Committee Minutes  
Joint Meeting with Written Communication (WC)  
November 16, 2017

Present: Costel Calin (AhAC), Ray Cotrufo (AhAC), Karen Cummings (AhAC), Charlie Dillinger-Pate (AhAC), Jesse Gleason (AhAC, chair), Brian Johnson (ENG), Anthony Richardson (AhAC), Robert Smith (AhAC), Cindy Simoneau (UCF, co-chair), Andrew Smythe (ENG), Rebecca Silady (AhAC), Pat Starvaggi (AhAC), Pavel Wesser-Mitra (ENG)

Absent: Marybeth Fede, Heidi Lockwood

Meeting began at 9:40am

Announcement: AhAC will meet during the spring 2018 semester until business has been finished. We must find a chair for one semester and a credit may be found somewhere.

1. **Motion passed** to accept Revisions to LEP Assessment flowchart V.10
2. Meeting with Written Communication: Overview of LEP assessment: Tier 1 level courses will have more standardization than courses in Tier 2 level. Tier 3 is in the preliminary stages of planning
   a. Where are we with regard to assessing writing? We have support for a vertical curriculum, where a single rubric (or portion) can be used across first semester courses of CT or INQ (pre-test writing sample). Then, the same rubric will be used in ENG 112 (second data point) and then again in the W courses (third data point, if they are part of the LEP). In TK20, we can archive students’ writing samples.
   b. Academic writing and reading ability interrelate. Since academic writing is related to academic reading, students need to be able to understand the material that they’re reading and integrate it into their writing. Common assessment will be the “analytic summary.”
   c. Common rubric for SCSU students should separate of sentence-level writing (e.g., grammar & mechanics) from rhetorical-level writing (e.g., claim, evidence, purpose). Possible inclusion of “Gates” (e.g., you cannot proceed to ENG 112 unless you get a B in ENG 11). At SCSU, currently you can get a D- and still move on.
   d. Eventual potential pairing of INQ and EN 110 to focus on reading; every freshman at SCSU should take a writing course their first semester
3. Ask UCF reps to bring the following two items back to their departments for discussion:
   a. If a department receives external accreditation, they will be exempt from internal program review. Departments with a portion of their programs externally accredited will only have to undergo internal program review for the portions that are not externally accredited.
b. If graduate and undergraduate program review will be conducted according to a revised master schedule, when possible. One central committee will meet to evaluate.

Meeting adjourned 10:50am
# Rubric Planning and Assessment Process v.10

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<th>PRAC</th>
<th>Office of Assessment &amp; Planning</th>
<th>Affinity Group</th>
<th>LEP Director</th>
<th>LEPC</th>
<th>Provost’s Office</th>
<th>Department &amp; Instructor(s)</th>
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1.0 Identify appropriate assessment techniques and tools

2.0 Provide Students with appropriate assignments & assessments and share data and/or results to LEP Director

3.0 Collect and de-identify data then share with OAP

4.0 Analyze data as needed and generate/share annual report.

5.0 Create and share 7-year PRAC Report

6.0
   A) Reviews LEP PRAC Report and Makes Recommendations to LEP Director and Provost’s Office.
   B) Shares 7-Year PRAC Report with Provost’s Office

7.0 “Close the loop” Recommending revisions based on the PRAC reports

Repeat Assessment Process