Minutes of Assessment Subcommittee – 2/17/17 meeting

1) Nomination of Jarrod Rossi as chair of the Assessment Subcommittee.

2) Determination of assessment needs

   a. The first task of the Committee is to determine what the problem areas are by breaking our retention data into specific groups (ethnicity, first generation, CR, test scores, academic standing, looking at 2.0 to 2.3 overall GPA students) but also by examining data on successful students to grasp what set them apart. Dr. Tom Matthews suggested that to determine assessment needs the committee should focus on which question is of concern to LU, in other words increasing learning and movement toward graduation.

      i. Based on LU 2014-2015 retention report a couple of characteristics consistently stand out in examining breaks in retention rate such as: date of application (correlation between late application and low retention rate) as well as the type of acceptance (unconditional versus individual approval). What the report does not get into is the crossover between IA and CR students. The report does not record the entering characteristics. For instance some IA place out of TSI, we're also missing the piece that if IA are also CR students at what level of CR do they start? Therefore one of the data needs is to look at our CR cohort in a longitudinal perspective (their progression, at what point are we losing them in their progression, how many courses they came in with…).

      ii. IA population represents 40% to 50% of our freshmen population. Students that do not meet unconditional admission standards default to IA. It is an automated process involving a formula (high school rank / SAT scores). We're losing 50 % of that population, we're starting off at a default retention rate. Examining the reasons why students are IA should also be examined (private school, homeschool, poor SAT scores…).

   b. Both Dr. Matthews and Dr. Sethna recommend isolating a sample of students of non-retained students as well as a sample of retained students and looking at differences in entering characteristics based on being on those groups (incoming test scores, high school rank).

   c. In the same fashion, we will examine patterns of loss among a sample of a six year graduating class (Fall 2010) based on background characteristics (lower socio economic students, minority students, financial aid…).