

Agenda

University Assessment Council

October 14th, 2016, 9am, Federal Hall 222

- I. Approval of the September 9th Minutes**
- II. Ensuring Continuous Attention to Student Learning Assessment**

At our last meeting, Dr. Peterson requested that we consider ways to ensure programs are attending to assessment between Student Learning Summary Reports. A summary of the feedback provided by the Assessment Leadership Team is attached to the agenda. Please come prepared to discuss this issue.
- III. Creation of a Selection Committee for the Provost's Award for Excellence in Student Learning Assessment**

Based on their ratings on the SLSRs, an undergraduate and a graduate program from each college will be invited to apply for this award. We need a subcommittee to select the two "winners." (We agreed that those nominated would submit a report of no more than two pages that explains 1) how the program's plan to assess and improve student learning has contributed to its students' success, and 2) how the award will enable the program to further its student success efforts.)
- IV. An Overview of the 2016 Student Learning Summary Reports (SLSRs)**

The Assessment and Accreditation Coordinator will provide a brief overview of the 2016 SLSRs and share some tentative recommendations.
- V. Updates from Members of the Council**

This is your opportunity to share news about assessment-related initiatives in your area!
- VI. Updates from the Assessment Coordinator**
- VII. Other Business**
- VIII. Adjournment**

Upcoming Events:

- 11.11.16 Assessment Council Meeting (9am, Myers Technology Center 101-E). Dr. Josh Powers will review ISU's 2016 Results from the National Survey of Student Engagement and the Faculty Survey of Student Engagement. You can preview the data at <http://irt2.indstate.edu/cms/ir/index.cfm/surveys/nsse-fsse-and-bcsse-reports/>
- New on the Assessment Website** <https://www.indstate.edu/assessment/>
- How to Write an Exemplary Student Learning Summary Report (10.11.16 presentation)
 - How to Use Assessment Results to Improve Teaching and Learning (9.12.16 panel presentation)
 - Simple Assessment Plan Template

From: Microsoft Office User <Mary.Herrington-Perry@Indstate.edu>
Date: Friday, September 30, 2016 at 10:43 AM
To: Assessment Leadership Team
Subject: Suggestions to encourage continuous attention to assessment

Good morning!

I compiled the feedback I received in response to Dr. Peterson's request that we consider ways to ensure programs are attending to assessment between Student Learning Summary Reports. I received some excellent suggestions, so thank you!

First, I want to note what we already have in place:

1. Professional development activities, including upcoming sessions on how to write a great SLSR that will include a section on what programs should be doing right now to be ready to write next year's report (will be offered in October and April)
2. The college and assessment analyses I am writing include a variety of recommendations for improvement and a call to programs to develop a plan to address concerns ASAP (will be sent to deans in October)
3. The new Provost's Award that recognizes assessment excellence based on the SLSRs (will be awarded on December 8th at Provost's Advisory Committee)

Next, here are the four different recommendations: 1) Don't make any changes; 2) Instead of changing the new process, provide additional support to programs that want it; 3). Instead of changing the process, clearly communicate expectations for continuous engagement in assessment; and 4) Require programs to submit an interim update.

Details follow.

1. It's too soon to make any changes in the process, particularly since the simplicity of the current plan is one of its key selling points.
2. Don't add any new deadlines or requirements but create new opportunities for programs that want to participate in them. For example:
 - a. Hold a mini-assessment conference in the fall and spring semesters. Programs could come to meet with reps from the Assessment Council and other interested parties to share progress and ask questions. Perhaps there is a way to incentivize participation.
 - b. Hold an assessment open house at key points to allow programs to share what is working well, where sticking points are, get feedback from colleagues for suggestions on how to make improvements based on the assessment results
 - c. Develop an incentive program (something initial, that would gradually decrease in frequency) until programs/faculty have developed a culture of assessment on campus. The incentives don't have to be anything major, but a small incentive for completing the work, doing it correctly, to help build a positive attitude toward assessment on campus.
 - d. Pitch assessment as more than just a summative, end-game, report. For example, if a mid-semester questionnaire, check-in, interview, etc. could be applied it might provide a nimble

- way to deal with needed adjustments to a program later in the year... I'm thinking if you have a cohort and they are indicating a core course isn't meeting its learning objectives (or something similar) mid-semester, you might be able to reflect and adjust for the next fall, rather than having to wait a whole year. In other words, might have some real benefits.
- e. One problem is moving faculty up the scale – from “don't care” to “I guess it should be done” and “I guess it should be done” to “we should do this all the time.” It's a long-term project, and we've already had success in moving “don't care” to “should be done” at ISU. Identify the programs where “should be done” is close to moving to “we should do this all the time” and nudge them there with some focused support.
 - f. Our instructional designers do a great job guiding faculty to align course activities to course learning objectives. Can we bootstrap continuous assessment by getting more grad courses in front of instructional designers, and get instructional designers to look out for opportunities for continuous assessment?
3. Make it known that we expect programs to be paying continuous attention to assessment, and offer examples as to how this might be done.
 - a. Program meetings are a great mechanism for programs to share about how the assessment plan at different points throughout the year (e.g., Aug: how is the plan going to change for the new AY, Dec: what results were collected, Jan: Review of fall results and changes to occur as a result, Apr: what results were collected)
 - b. Encourage faculty to see assessment as part of their professional practice, a way to make sure they're meeting their goals (this is what helped me understand that assessment is valuable for me as a professional, rather than something nefarious). I think most faculty want to improve how they serve their students, and assessment is a great way to get good data on that.
 4. Require programs to demonstrate that they are paying continuous attention to assessment by providing an interim update on any changes in the assessment plan, efforts to address concerns identified in the SLSR, recent assessment activities, etc.

Mary
Mary Herrington-Perry, Ph.D.
Assessment and Accreditation Coordinator
243 Rankin Hall
Indiana State University
812.237.7975
Mary.Herrington-Perry@Indstate.edu