Attendees:

Name	Representing
Arvin, Shelley	Library
Boyd, Jerry	College of Arts and Sciences
Brousseau, Andre	Student Government Association
Cain, Ruth	Assessment and Accreditation Coordinator
Challa, Sowmya	Graduate Student Association
Downs, Wil	Human Resources
DePaolo, Concetta	Scott College of Business
Hampton, Eric	Bayh College of Education
O'Laughlin, Elizabeth	College of Arts and Sciences
Peterson, Yasenka	College of Nursing, Health and Human Services
Powers, Susan	Academic Affairs
Yousif, Bassam	College of Arts and Sciences

I.   *Review and Approval of Minutes*

The minutes from the September 10, 2012, meeting were made available for review. A motion was made to approve the minutes. The motion was seconded and approved.

II.   *Assess for Success – March 22, 2012 - Preliminary Planning*

Ruth Cain announced that Assess for Success will take place on March 22, 2013. All events will take place in HMSU. Assess for Success is a day in which professional development activities for students, faculty and staff are conducted. There will be two areas of focus.

1.   *Data Analysis and Use*

   This area will include institutional assessment that will be going on this year or that occurred in the fall. Data will be shared and ways to improve programs across the university will be discussed.

2.   *Retooling Assessment Plans*

   This area will help programs take a look at their plans and find ways to improve them.

A keynote speaker will be brought in to present on one of these areas. There will be a poster session held to let programs share what they are doing.

Two panel sessions will be conducted. One panel will focus on the use of assessment data to improve programs or assessment plans, and the second panel will focus on programs that have completed a cycle or part of a cycle and identified ways to improve their assessment processes.

Three or four people will be identified for each panel. They will give examples of what they have been doing and answer questions from the audience. Two concurrent, facilitated workshops on the focus areas will be provided in the afternoon. Participants will receive feedback and guidance to assist in using evidence or improving processes.

III.   Assessment Status

A copy of the Assessment Status spreadsheet was provided for the committee members. The information shows where programs are in the assessment cycle. The information is shared with the deans, associate deans, department chairs and assessment coordinators. A question was raised whether assessment plans had to be resubmitted if no changes were made. It was explained that they can request that it be rolled over or the departments can do it themselves.

IV.   Seminars for Sharing Institutional Assessment Information

The possibility of having seminars to share institutional assessment information was discussed at the last meeting. It is the responsibility of the university to give back information to our constituents about how the results are being used.

The data received from the surveys was discussed. It was noted that disaggregated data may be helpful to some programs with their assessment outcomes. After discussion it was felt that other ways of sharing the information could also be considered. The following suggestions were made.

- Posters could be placed around campus listing a few of the interesting findings and providing a website where more information could be obtained.
- The "on hold" message system could be used to communicate where to find the results.
- An email could be sent to all program directors giving a website address where they could obtain the disaggregated data for their college.
- Seminars could then be held to address how things could be changed in each of the areas.

After discussion it was decided that it would be beneficial for the group to look at what is in NSSE. Ruth will bring some general information about the surveys to the next meeting and Eric Hampton will bring some examples of how his group used the information for the NCATE re-accreditation process.

V. *Action Plan for Socializing Students to Assessment*

An action plan needs to be developed to socialize students to assessment. The group asked questions of the student members. The following comments were shared.

- Students know little about assessment.
- The syllabus presents the learning outcomes but students do not see the link between program assessment and accreditation.
- Accreditation may be discussed in orientation at the master's level.
- Doctoral students may be more aware of accreditations and learning outcomes.
- Students are more aware of what they need to complete in their coursework rather than being aware of the learning outcomes of the program.

It was suggested that programs could possibly create a place on their websites explaining what their program emphasizes and what their graduates are then able to do.

A question was raised whether programs are notified if they are not able to reach appropriate student outcomes.   Most programs have not yet completed an assessment cycle so the publication of assessment results has not been emphasized. If a program's results show that a low percentage of students are not achieving, then there could be a problem with the assessment plan and that would need to be addressed. Program assessment data should be available in December.

A suggestion was made to make program assessment more interesting for the students by communicating to the students that the learning outcomes of their program could be shared with future employers. A cover letter for a future employer could include what their program emphasizes.

It was noted that the main concern is to find ways to get the students to engage in the spring institutional assessments. It was suggested that papers be placed on the tables in the commons or dining halls with information about the surveys or explaining why they are asked to take the surveys. It was also noted that the Statesman is also a good way to communicate with students.

VI. *Adjournment*

Meeting was adjourned at 10:00 a.m.