

Meeting Minutes: Assessment Council
September 10, 2012 – 9:00 a.m. – HMSU 407

Attendees:

| Name | Representing |
|-----------------------|---|
| Allen, Troy | College of Graduate and Professional Studies |
| 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 |
| Crowder, Cindy | College of Technology |
| Davis, Nolan | Student Affairs |
| 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 |
| Rogers, Kris | Enrollment Services |
| Yousif, Bassam | College of Arts and Sciences |

I. Welcome and Introductions

Ruth Cain welcomed the members of the Assessment Council to the first meeting of the semester. The Council members introduced themselves. A copy of the Assessment Council roster was provided for the committee members.

II. Review and Approval of Minutes

The minutes from the April 27, 2012, meeting were made available for review. A motion was made to approve the minutes. The motion was seconded and approved with four abstentions.

Ruth attended the Board of Trustees meeting on May 1 to discuss the progress of assessment in the academic programs. At that time approximately 85% of the programs had assessment plans in place and were on target to meet the HLC reporting requirement of having completed one cycle by May 2013. Work is underway to get the remaining programs on track.

III. Priorities for 2012-2013

Copies of the Academic Program Assessment Plan and Reports (green sheet) and the Academic Program Assessment Timelines (blue sheet) were provided for the committee members. The Academic Program Assessment Timelines information sheet was developed to identify the deadlines for academic programs going through the assessment cycle this year. A table was added to the document that reflects the information contained in the progress matrix. The “green sheet” serves as a reminder of assessment plan components. A parallel instrument was developed for the non-academic programs.

A copy of the University Assessment Council Objectives and Outcomes for 2012-2013 was provided. This was developed from discussions in last year’s final meeting and from

the Assessment Leadership Team meeting in May. The Leadership Team discussed making this the year of the student with a focus on getting students more involved in assessment. Several activities this year will be implemented in terms of institutional wide assessment rather than just assessment of student outcomes or programs. This will include assessment of writing in Foundational Studies, as well as administration of the National Survey of Student Engagement (NSSE), the Beginning College Survey of Student Engagement (BCSSE), the Faculty Survey of Student Engagement (FSSE) and the ETS Proficiency Profile. The ETS Proficiency Profile was given to freshmen on August 28 and will be administered to seniors in February. Getting students to participate has been a challenge. A handout listing dates of the assessments was provided for the committee members.

Rob Perrin and Susan Latta have been working to assess writing in the first-year writing program. A pilot was conducted this summer, and this fall they administered a diagnostic rubric. A group of about ten faculty teaching Upper Division Integrative Electives will meet three times over the semester to develop the rubric for the Upper Division courses. A pilot will be conducted in the spring. A question was raised regarding what the pilot would consist of. It was explained that ten sections of the UDIEs will participate. They will have a common rubric and will be assessing the same traits.

The College of Graduate and Professional Studies is participating in the Assurance of Learning. There are four or five general objectives of graduate education and they look across all programs in a three-year cycle.

The committee members discussed the Objectives and Outcomes for 2012-2013. The following thoughts were shared regarding student awareness of assessment.

- Graduate students do not know what the accreditation process requires. It is presumed that it is taken care of.
- Students frequently receive surveys and if students participate, they sometimes rush through without considering their answers.
- Undergrads come to college for the college experience rather than coming for the credentials of the university.
- Graduate students will look for a graduate program while considering their career.
- The student would know if a program was accredited if it ends in licensure.
- Results of the surveys could be shared with the students as well as the changes that occurred as a result of problems that were identified.
- Students may participate more if they were aware of the outcomes.
- A few of the results, positive and negative, could be published in the Statesman as well as the changes that are being implemented to address any problem issues. For surveys where the results will not be available for some time, a link to the results of the prior year could be made available.
- Prizes could be used as an incentive. Those that participate should be notified of the winners.
- Faculty will be including course objectives and outcomes on the syllabi.
- Make sure the outcomes are communicated to show the results of the assessment and what was done to help support student success.

The activity plan will be developed at the next meeting.

IV. Adjournment

Meeting was adjourned at 10:00 a.m.