Assessment Leadership Team Minutes 4/19/19

Attendance: Denise Collins, Joe Harder, Brian Stone, Nathan Myers, Andreas Kummerow, Shelley Arvin, Greg Bierly, Ruthanne Ekwealor, Ellen Malito, Kelley Woods-Johnson, Eric Hampton, Edie Wittenmyer

1. Welcome
	1. Review of the Minutes
		1. 2nd page, 2020 updates, subcommittee – $ edit
		2. Motion to approve – Joe, Second – Nathan
		3. 7 favor, 0 opposed, 3 abstain
2. Reports
	1. Chair – Shelley
		1. Attended a library assessment conference last week.
	2. Coordinator – Kelley
		1. Program Review & Career Readiness meetings next week
		2. FCTE Joint Workshop – Should we do fall or spring?
			1. Nathan – Discipline-specific conferences in spring that take time
			2. Joe – Doing in fall gives more time for faculty to get the information early and put it to use while they’re energized.
			3. Greg – Agreed, the whole semester starts coming unraveled the longer it goes on
	3. Members
		1. Joe – Dean Smith is leaving SCOB in the summer. The search for an interim Dean is underway. Melony Sacopulos will be replacing Joe as the college Assessment Coordinator starting in the fall to transition while Joe is preparing for retirement.
3. Old Business
	1. Artifact Repository
		1. Joe and Shelley will attend a Bb webinar next week.
	2. FS Assessment
		1. UCC has drafted an assessment plan to incorporate current assessment strategies with an ongoing system of comprehensive learning outcomes assessment and course review. They will be looking to Assessment Council for guidance and support to increase artifact evaluation as part of the assessment process.
	3. Co-Curricular Assessment
		1. Sessions have been very successful so far, with more than 75% of co-curricular units represented. Sessions started last week and will continue through July.
4. New Business
	1. Assessment Corps
		1. Greg – Could be built into departments in the same way that teaching FS courses would be. This would be distributed among faculty. Would want a very large pool of faculty to do it. It would be best viewed as a duty of contributing to FS in a department. Only concern is even with a really powerful rubric, the subjectivity can be all over the place. Sees this the most in writing sample scores on President’s Scholars reviews. Challenge is definitely in getting everyone on same page with rubric norming. Does it makes sense that we only assess in a senior course because all the learning over time should be informing learning displays at that point?
		2. Andreas – What are we talking about exactly?
			1. Kelley – The UCC does not have the capacity to manage evaluation of student artifacts for authentic assessment purposes. They are looking for assistance, and a volunteer group of faculty reviewers is one solution that has been put on the table.
		3. Joe – The Bb solution we’re considering where faculty can link assignments to rubrics could improve the burden of pulling the assignments and duplicating the review.
		4. Brian – How would this work parallel to the assessment being done in departments? Consider the composition courses and the rubric they’re using against their own rubric.
		5. Greg – It seems like composition may be the one area where FS LOs would be the same as the program outcomes.
		6. Brian – The department uses assessment as a feedback loop. We need to make sure that FS becomes part of that feedback loop.
		7. Shelley – Will they use all 16 AACU rubrics or just the ones that they will use? For example, there isn’t an Information Literacy rubric – will they make their own or will they utilize library experts to develop this.
			1. Kelley – Cross-cutting Information Literacy – it’s unclear how it will be assessed in the current plan.
		8. Andreas – This could be a lot of work for a small number of people.
			1. Kelley – Possibly not. A lot of people could share the work. UCC is going to propose that UAC assist them in managing the effort to do more authentic assessment.
	2. Wrapping up AY 18-19
		1. Kelley – Focusing on filling positions for next year and discussing UAC leadership.
5. Announcements
6. Adjournment