Assessment Leadership Team Agenda

8/30/19

Attendance: Shelley Arvin (CML), Eric Hampton (BCOE), Greg Bierly (Honors), Laura Froelicher (Honors), Deanna Fry (OAA), Kelley Woods-Johnson (OAA), Nathan Myers (CAS), Brian Stone (UC), Edie Wittenmyer (COT)

1. Welcome
   1. Introductions
2. Reports
   1. Chairs
      1. Leadership Positions:

Shelley Arvin called for elections for new Assessment Council. A Chair, Vice Chair, and Secretary/Recorder are needed. A secretary would help the process go more smoothly. Not clear from bylaws how nominations or self-nominations will work. A faculty member is needed as a chairperson for the Council. Nathan Myers willing to serve as vice chair or secretary. Brian Stone willing to serve as well. Agreement to continue conversation at a later meeting.

Bylaws don’t address everything, so it would be helpful to go over those and clarify what they actually say.

Faculty Senate:

Should Assessment Council report to Faculty Senate, especially since the accreditation visit is coming up soon? Not sure the frequency of reports and what that would look like. Shelley Arvin is on Senate Exec this year. This would allow the Council to give more updates and be visible to the faculty. Kelley Woods-Johnson thinks that reports wouldn’t have to happen more than once a semester. Eric Hampton added that we need to determine whether to present to Senate or Senate Exec?

* 1. Coordinator
     1. 18-19 Annual Reports

Annual report for Provost; hasn’t been consistently done over the years. Includes summary of OAA work and initiatives. Foundational Studies project to improve program. University College Council met yesterday to discuss how to implement this plan. Workshops for Foundational Studies faculty will be available soon; we want faculty to be very involved in this improvement. First will be GPCD. Next will be Literary/Foundational Studies faculty. Five artifacts from each assignment selected. This will allow Foundation Studies faculty to look at data to determine if they are meeting learning standards. This will also be a way to see if we can add any courses. This will show faculty that we are interested in helping them and HLC that we meet standards.

Co-Curricular Assessment initiative: All summer, workshops were held for Co-Curricular units. Attenders were told to turn in learning outcomes and assessment plan for one year. As of now, about 80% of attenders have turned in their work and they seem to be good quality. Hopefully, the practice of this will help departments see the value of assessment and the purpose behind it. Future goal to include athletics in this initiative.

Stronger Program Review: Kelley Woods-Johnson met with associate deans to review minimum standards for program reviews. We have a 7-year cycle for review, but there is no set standard for program review. HLC has determined that we need to document assessment and progress, and this is a good way to accomplish that. Next step will be grad program review.

Consolidated Reporting: Moving student success

Technology Support: How can technology be used to help us assess better? Financially, this is not something we will be able to implement. There are some good programs/systems that are available, so we will reach out and contact those vendors in case we are able to implement that in the future. There is the possibility to embed assessment projects in Blackboard. It’s a free service that we have not utilized because it requires each user to have full access to Blackboard. It allows user to upload set standards in Blackboard so faculty can compare standards to graded projects. This is a way to streamline assessment. Business is using this right now for AACSB accreditation. Brian is looking at using this in his writing program, but this will require training to help normalize grading standards. Blackboard is being upgraded, so we’re either going to upgrade with them or switch to a new system.

For assessment reports, only 78% programs actually submitted their reports. Several programs were excused. Only 6 programs didn’t submit. College of Business is the strongest, partly because they are small and already handle a great deal of accreditation things. Across all programs, the Goals & Measures scores are the lowest and have the most improvement potential. The form can be adjusted, but we want consistency for the HLC visit next year so we will wait to update it.

The Assessment Form has been streamlined to make it easier for faculty to actually interact with students. Move to more one-on-one faculty interaction with Jason for review of student success data. Summary for Career Readiness Activities optional for graduate programs; each course for programs mapped out to mark where specific skills are introduced. This will be shared with the Career Center for data analyzation. This will be reported annually, but does not need to be redone every year; programs just need to say whether or not their career readiness map has changed from the previous year. Edie Wittenmyer asked about two specific courses in her Information Technology program and how to notify OAA about program updates. Shelley Arvin asked about a modified version of the form for the library.

* + 1. HLC

We are on the open pathway with HLC and have submitted an assurance report on our successes and challenges. The next step is submitting compliance data (Clery, Financial Aid, etc.). We are filling the gaps we have seen when formulating out argument, and we will begin writing the argument in the fall. In the spring, there will be open meetings about the HLC visit to inform people and relieve fears.

Learning Connections Summit to help faculty learn about assessment and learn from other faculty members about their assessment procedures. We are looking at how to improve teaching and student success and support. Keynote speaker from Rose Hulman. We will be hosting case studies where teams can solve a complicated teaching case study.

* 1. Member Reports

1. Old Business
2. New Business: Tabled for next meeting
   1. Assessment Council Role
3. Announcements
4. Adjournment