Assessment Leadership Team Meeting

April 16, 2021

9 AM via Zoom

Attendance: Kelley Woods-Johnson, Nathan Myers, Joe Harder, Malea Crosby, Ashley Layman, Shelley Arvin, Laura Froelicher, Brian Stone, Greg Bierly

Review of the Minutes

Shelley moved approval, Brian seconded. Minutes unanimously approved.

Chair’s Report: No report.

Coordinator’s Report

Foundational Studies Assessment: Ethics/Social Responsibility and Social and Behavioral Science were assessed. Assessed as Milestone 1, Milestone 2, or Capstone. ESR is generally at Milestone 2. Most students only take one course in the category. Students aren’t expected to reach Capstone due to lack of exposure. They may be taken later because they tend to be 300 and 400 level courses. SBS is at the Benchmark level generally. Many students performed at below Benchmark. Includes educational psychology, psychology, political science, economics, and sociology. Heavy focus on ed psych and psychology. Trying to spread assessment across the entire category range. Workshops are coming up with faculty who teach the courses. Kelley can provide information how to attend. They will take place the week of May 10. Look at how to collect good data and ask faculty about how to improve student learning. Want to eventually compare faculty perceptions to perspective of other assessment work. A wide gulf between the two raise questions. Is the course different from the Foundational Studies objectives? Try to help faculty narrow the gap in meeting Foundational Studies objectives. Not looking at causation for why they are there, want to move students forward.

GCPD Category: Previously found that this category is really two unique areas. Students will choose one and take a course in it. Will work with faculty on how to choose the path forward in light of revised category.

High Impact Practices Category: Focuses on how courses are taught. Want to make sure that students don’t graduate without exposure to High Impact Practices. Want to make sure that students that are most in need will be exposed to these practices in at least one course in Foundational Studies.

If you are interested in workshops, RSVP through FCTE.

Malea: Noted some courses are primarily taught by graduate assistants. Is that taken into account?

Kelley: Thinking about looking at this for internal purposes. Concerned about making that information public. Taking steps to make GA’s aware of how their course links to Foundational Studies outcomes. Important that assignments produce adequate artifacts for Foundational Studies assessment. TA’s and GA’s need to be included in preliminary meetings. If GA’s are not creating appropriate prompts in key courses, it severely limits the artifact pool. GA’s need to be included in the community of practice and supported. Foundational Studies has a group of faculty that are willing to continue to learn about improving practices.

Member Reports

Kelley asked about Honors presentations. Laura said that presentations will be recorded and provided during study week. Students are still doing interesting research. Kelley impressed by student willingness to take on difficult questions. Laura noted that it is unfortunate that presentations cannot include conversations about their research. Hopefully, in-person poster sessions can begin again soon.

Ad-Hoc Reports

Honors and Chemistry won the undergraduate Provost’s Assessment Award. Winner at the graduate level was the MBA program. Every year the field of high quality assessment reports expands.

Reporting Committee: Reviewed survey data from those involved with assessment preparation. Asking about what should be revised in the process. Survey yielded no definitive answers. There were a lot of lukewarm responses as opposed to extremes. Surprising that due dates did not yield stronger responses. Little demand to change due dates. People responded definitely no summer or May.

Next steps: Malea will host a feedback session with faculty. Nine faculty likely to be involved. All colleges except HHS were represented on the list. This summer Kelley will look at revising the report and rubric. Sticking with the current process for now, which gives us an opportunity to look at aspects of the report not involving assessment (Career readiness, Student success, etc.).

Strategic Planning Committee

Will meet one more time and will report out before the end of the semester. It is uncovering a lot of big questions about the nature of assessment at ISU, particularly at the top. Where does administration see the value in assessment? How can assessment be used to address broader university questions?

Nathan: Shifting from how do we get in line with the Excellence in Assessment rubric to how to integrate Assessment into data generating for answering major questions.

Greg: If we are going to improve assessment, we need to have specific objectives laid out to measure progress.

Kelley noted we might end up with some action steps we can’t do on our own. At the same time, we could still address issues that are low-hanging fruit.

Shelley noted that if strategic planning is being done at the top without assessment, it will creep down to other levels.

Kelley noted that most of the data is quantitative information that may not provide a full picture of what affects retention, persistence, etc. Post-COVID, we need to find new ways to generate data. Gave an example of measuring “belongingness,” which is something that would benefit from assessment. Want to help those implementing the strategic plan to get better data.

IUPUI Assessment Institute Committee

Heather offered to lead a committee to coordinate group participation in the IUPUI virtual conference (watching together, discussing substance, etc.). Seeking members.

Canvas Rollout Workshops

Sessions are going well so far. Canvas does provide some new opportunities. Learning Mastery tab in the Canvas gradebook. Visually shows students their level of mastery of competencies rather than just showing grades. Can see areas needing improvement and focusing on those. Can provide great data for student learning. Presents an opportunity for the Comprehensive Learner Record. Canvas could provide a technological solution. Expects the tool to be underused at first, but will hopefully be employed moving forward.

Joe noted that in regard to the competency-based interface, it will require faculty use of rubrics. Change to Canvas could be used to encourage a shift to more rubric use. Look at it an opportunity to do things better. Start to reengineer the process of grading student work.

Kelley agreed that it would be an opportunity to get faculty to try new things and get them to make a fresh start.

Terms of Service

Some current members’ terms are ending. Faculty have an opportunity to return if they wish. For those whose terms are ending, reach out to Kelley and let her know if you want to return. Those not returning, Kelley will need to go to your academic unit about a replacement.

Kelley is providing participation letters for members to put into FAD.

This is the last ALT meeting of the year. There is one more Assessment Council meeting on May 14th.

Meeting adjourned at 9:53 AM.