

University Assessment Committee
Tuesday, January 9, 2018
3:00-4:30 pm
Halle – Faculty Development Center, 109B
NOTES

In Attendance

Peggy Liggitt, Bin Ning, Zafar Khan, Rhonda Fowler, Mary Brake, Doris Fields, Michael Tew, Chris Karshin, Wade Tornquist, Doug Baker

Update on HLC's Response (Michael and Bin)

HLC Steering Committee met in early December. The overall feedback from HLC was generally positive, except for financial challenges and links among strategic plan, resources, etc. Currently, EMU is working with HLC to make minor changes; however, main feedback is set. Need to work more on strategic plan, set and clarify goals for retention and completion, etc. Criterion 4, aside from 4c, was strong.

Two Primary Improvements Needed

- Need to focus more on “closing the loop.” HLC observed our focus on process, but we need more on how assessment informs student learning. A main aspect was focusing on how assessments led to improved student learning. As Peggy mentioned, we do have examples of how some programs have examined student learning over time.
- Need to make more connection and clarification between program review and assessment of student learning. As Mary stated, Program Review is often disassociated from assessment. So, how can we integrate these parts, or clarify what each accomplishes (and does not accomplish)? Program Review, as Michael suggests, is we need to distinguish between assessment and key performance indicators when designing Program Review.

Also, although we work in decentralized ways, we need to improve communicating across units and initiatives, etc. We have not specified retention and completion goals, so we have begun to do so. We also need to more effectively describe how the decentralized approach has cohesion—or are working toward cohesion.

More on retention and completion:

HLC will offer a Retention and Persistence Academy, a four-year plan, and EMU plans to participate (see Michael Tew for more information).

Updates, Questions, and Suggestions

- **IRIM & Assessment Website** (Bin)
- **CAS** (Doug): Cynthia Macknish has become the faculty chair of the committee. The assessments have included two reviewers; the response matters.
- **CHHS** (Chris): PA program reviewed by accrediting body, and there were some concerns—the program has responded; Orthotics and Prosthetics reviewers are visiting on February 8-9 and reviewers will see new space; Clinical Research Administration is preparing its self-study, the first in the nation to submit a report for accreditation.

- **COB** (Zafar): Have recently hired a data analyst. The college is revising a strategic plan, mainly minor changes. Assessment plans are ongoing. The dean is encouraging broader participation among faculty. The job placement data is an area the college is striving to gather—something beyond anecdotal data.
- **COE** (Beth):
- **COT** (Mary): ABET visited in fall for Engineering and Technology. There are questions about ABET’s response. Other programs are in the process of self-studies. Continuing to examine programs, especially program health—e.g., graduates, when courses are offered, help for “hidden” prerequisites, etc. Programs have opportunities to respond.
- **FDC** (Peggy): In early February coordinating the QR assessment/leadership workshop (third one). QR has assessed multiple sections of different GE math courses. This data lends itself well to examining other aspects of student performances and related data. Are not planning to run the Assessment Institute this May, mainly because of funding. So, in light of what HLC suggests, how could we coordinate assessment institutes within the budget planning.
- **Gen Ed** (Doug): You Li (CMTA) and Laura McMahon (Philosophy) are new co-chairs. QR and WI have done extensive assessments using Canvas, so more students each year are part of the assessment program—and many more faculty. Need to continue to focus on each category and which assessments are most effective in understanding how well students are meeting the outcomes of the categories.
- **Grad School** (Wade): Continuing to look at program health across graduate programs: admissions data (e.g., types of admits), where students go next (e.g., jobs), etc.
- **Library** (Rhonda): As a Federal Depository Library, Rhonda recently finished a self-study (the regional university for libraries is at U of Minnesota). Striving to maintain current collection, especially materials necessary to run programs.
- **SASS** (Ellen):

Plans Winter/Summer

- Receive final HLC report and plan response
- Committee will read HLC response, especially Criterion 4. Then build in annual report template. Regardless of what Pathway, in four years we will have an HLC review. So we need to prepare a more focused plan in preparation. We will need a complete report in four years.
- There are specific reports EMU will need to submit to HLC (e.g., financial updates; retention/completion, etc.) by December of this year.
- Annual Reports – so need a revised template (with HLC recommendations built in)