

University Assessment Committee
Thursday, August 11, 2016
9:00-10:30 am
Welch 111

NOTES

In Attendance

Bin Ning (IRIM), Anne Balazs (Graduate School), Ellen Gold (SASS), Beth Kubitskey (COE), Peggy Liggitt (Faculty Development Center), Natalie Taliaferro (COB), Doug Baker (CAS)

- Membership for 2016-17
 - *Welcome* to our new members:
 - Michael Tew, Interim Director of Undergraduate Education
 - Natalie Taliaferro, COB

- Review of Assessment Reports
 - SASS: Ellen's comments on the report process: the annual report format does not work for the SASS, especially with 25 distinct programs. Most of them (21) have completed an assessment audit, and she is in the process of determining how best to represent the reports and summary for purposes of student learning, etc. SASS will create its own template to better reflect its structure and how it can best report findings, etc.

Ellen & SASS need *more support* to fund a GA to contribute to the process of gathering information, etc.

Bin: We will continue to build the web presentation for the SASS, which might be the best way to represent what the programs have accomplished, or are accomplishing. KEY: Need "good stories" to demonstrate how students are learning and how closing the loop.

- HLC expectations of presentation of evidence, etc.
 - *Key questions to consider*: What is your general assessment approach? What are the learning outcomes? What did you find? How did you use the assessment findings to make improvements?
 - *Direct vs. Indirect Assessments*: Bin said how HLC views these distinctions will depend on the reviewers and their experiences. But the keys are looking at evidence and the stories that demonstrate the effectiveness of the program.

Peggy on what can be seen in the reports: for example, there is plenty of evidence of indirect measures of quality; however, there appears to be less on direct measures of student learning. So, how should we

ensure that we have enough information on both measures, especially on direct measures of student learning?

What is the minimum for non-accredited reporting of student learning? How much indirect and direct? There is an expectation that programs would provide direct measures of student learning. So, a key to consider: What constitutes “learning” and how does a program observe, analyze, and report on it? Relevant to this question: How does a reviewer recognize how a program does these?

Suggestions that emerged from discussion:

- Need a workshop on how to represent these types of measures and how to recognize them in reports.
- Consider public presentations or celebrations, or building on existing ones, to show student learning. Tell stories.
- Provide practical ideas and methods to units for demonstrating closing the loop, documenting it, etc. This could be a document (1-2 pages) that is distributed to the units. Next meeting, we will look at a draft of this. Documentation should happen at program level.

Public Presentations

SASS is doing an assessment showcase on October 12, 8:30-noon.
Undergraduate Symposium

- Observations as Reviewers
Anne & Peggy: The reports showed how assessment processes were organized or structured, but fewer examples of exactly how an assessment worked. SO, we all need to continue building specific examples of how students were assessed, evidence collected and analyzed, and changes made based on information.

Growth over time of four years of assessment reports/reviews. Peggy raised questions about expectations that we demonstrate growth or change over time. Bin: as a reviewer, not necessarily, but he looks for gradual maturity; yet, hard to quantify change over time. Anne points out: the narrative is a place to describe the change over time and how to look at the process and practices and evidence, etc.

- Student Affairs and Student Services (SASS) update (Ellen)
 - All 25 programs are adding key performance indicators to all directors, and all are working to establish them. Examples were provided. The KPI’s will be added. They will do comparatives from year to year, etc.

- Bin suggested putting this information on website. By the end of August the KPI's should be in place. Bin suggested further, "pick the practical" KPI's.
- Overall Work Plan and Focus for 2016-2017
 - Bin: Last year our theme was "closing the loop," and this year maybe "building our showcase" and building evidence, etc. Tell our stories. See suggestions above.
- Other Items
 - Fall Meeting Schedule: Thursdays 9:00-10:30 am (avoid HLC meeting)
 - HLC Mock Visit, November 10 (Bin provided handout of timeline for HLC report/visit. There are two consultants. Please block that day.
 - September 15 "Kickoff": Welch 205 (the President will attend for the first hour). Primary purposes: (1) expectations for year; (2) team leaders to present gaps identified last year. The goal is to address gaps by the site visit—these suggested actions may need help from upper administration.
 - HLC site visit: October 23-24, 2017