University Assessment Committee
Thursday, September 27, 2016
2:30-4:00 pm
Halle – Faculty Development Center, 109B
NOTES

In Attendance
Bin Ning (IRIM), Anne Balazs (Graduate School), Susann DeVries (University Library), Ellen Gold (SASS), Toni Jones (COB), Chris Karshin (CHHS), Beth Kubitskey (COE), Peggy Liggit (Faculty Development Center), Dorothy McAllen (COT), Kate Mehuron (CAS), Natalie Taliaferro (COB), Doug Baker (CAS)

Updated Membership
Welcome, Toni Stokes Jones, COB Interim Associate Dean, and Dorothy McAllen, COT!

Revisit Strengths and Weaknesses of Assessment Reports
Note: The following are paraphrases or the "gist" of what was said toward helping to improve the reporting and reviewing system.

How useful was the feedback from reviewers on reports?
- Need to have timeline more transparent and continuous. – Anne
- For accreditation reports, and similar reports, may be repetitive (e.g., COE). Would be beneficial to have accredited programs to provide context for what is already happening (e.g., COB is similar). Since COE, for example, does continuous feedback, then the reviews are less essential. The reports also work as information exchanges. A good argument for HLC is that we are all using these reports and exchanging ideas, practices, etc. – Beth
- Make sense to have a rotation system, as done in CHHS (where 9 of 17 programs have accrediting bodies). So, CHHS has internal and external processes. When CHHS writes report for UAC, the best ones are often represented. – Chris

How do we better use reports?
- Need to clarify the purpose(s) of the report? Information exchange; demonstrating that are assessing student learning.
- Need to clarify indirect and direct assessments.
- Need to show how programs were improved by processes described.
- We will build a template for next winter.
- Consider writing from a reviewer's point of view.

What do other units plan to do that will improve reports for this year?
- COE – adding new detailed processes & documents; going to revisit new state standards and credit hour expectations; continuous procedure changes
- COB – Working to integrate Canvas to assist with assessments
- Library – Working more with Canvas and research guides
- Gen Ed – LBC & need more representation; need someone from co-curricular areas
- COT – Working to coordinate between faculty and administration; Dean is also encouraging accreditation.
- SASS – Ellen described some of the complexities of the many programs and how each is asked to link assessment of student learning to retention and completion,

and university's mission and strategic themes. Also, programs are asked to describe how assessments led to improvement and what might work for a showcase.

Bin on HLC Interteam reliability
- Accreditation teams may vary; therefore, one team may demand more detail than another, so interteam reliability differs.
- SO, how can we show our work in assessment so we can best meet the expectations—to clarify our approaches to assessing student learning and showing how assessments inform program changes.
- We have a culture of assessment; we have plenty of stories to tell that demonstrate our culture and compliance. However, when get into program level, there is more disparity or lack of consistency, which may be the challenge depending on the HLC team.

Peggy on Questions from HLC Team 3 going to Deans
- Bin sent our request.
- If you have suggestions to improve processes between HLC Planning Teams and Deans, please contact Bin.

Next Steps – "Building our showcase": How do we showcase and link to HLC expectations? And how can we better link assessment of student learning to retention and completion rates?
- Workshop on representing types of assessments (i.e., indirect vs. direct) – SASS is organizing an assessment showcase in November.
- How can completion and retention rates link with assessment of student learning, among other considerations? Anne provided an example that Graduate School is working on that links these.
- Bin from Peer Reviewer's perspective: (1) one-page elevator speech on philosophy of assessment at EMU; (2) one-page of exemplar stories from each unit. All of the information from these two can be used by any criterion team for argument. These also provide quick updates.

Other areas to consider when planning:
- Public presentations: Begin at college level?
- More public examples of "closing the loop"
- Demonstrating growth overtime (i.e., of how we assess student learning and how it has improved programs—we need specific examples)

Organizational Chart of Assessment of Student Learning
- How do we make the chart visible online?
- How should we link assessment committees (e.g., with UAC)?

Web Presence – Check to see how these coordinate with University Assessment's site
- What should unit assessment webpages include?
- What is our main message and talking points about assessment of student learning?

Next Meeting
Tuesday, October 18, 2016, 3:00 – 4:30 pm, Halle-FDC 109B