

**University Assessment Committee**  
Meeting Minutes: Monday, November 29, 2010  
Location/Time: Hidatsa Room, Memorial Union at 10:00 AM

Members Present: Bakr Aly Ahmed, Ed Deckard, Carolyn Grygiel, Bob Harrold, Bunnie Johnson-Messelt, Robert Littlefield, Marinus Otte, Larry Peterson, David Scott, Robert Vallie, David Wittrock

Faculty Senate Liaison: Amy Rupiper-Taggart

**Focus for the meeting:** Discussion of the current draft of the Campus-Wide Assessment Plan.

1) Approval of Minutes

- A) Approval of minutes of the meeting of November 8, 2010.  
Minutes approved with no changes.

2) Additions to the proposed agenda, announcements, and handouts:

- A) Corrections and updates to the proposed agenda.  
None
- B) Announcements from members of this committee.  
i) Amy indicated writing assessments will take place on December 10<sup>th</sup> from 9 AM – Noon. No location was announced. Amy will send an email out to the group with more information.
- C) Announcements from related committees or activities (Gen Ed, Senate, others).  
None
- D) Handout: Progress on reviews (Blue handout)  
i) A question was asked regarding guidance on how to review assessment reports. A committee member noted there are criteria on the review form that are laid out very nicely. It's almost a fill in the blank document which helps provide consistency as well as assists in keeping on task.
- E) Points of interest presented by members of the committee.  
i) David W. strongly encouraged individuals to provide thoughts/feedback on the listening groups. The next phase in the plan will be based upon the feedback received so involvement is crucial. You can provide feedback through the end of the semester. Information regarding the listening groups can be found on the NDSU homepage (via the rotating banners) or at <http://sp.ndsu.edu/>.

3) Subcommittee Reports:

- A) Campus-Wide Assessment Plan Subcommittee (Dave Scott)  
i) Dave gave a brief history and update on the Campus-Wide Assessment Plan (White handout – 12 pgs).  
a) The Campus-Wide Assessment Plan started back in 1994-95. Initially a plan was developed for the academic side. Last year a plan for Extension and Student Affairs was drafted. This fall, updates are being made to the academic side. Comments from the last UAC meeting have been included in the document (pgs. 7 & 8).
- ii) Feedback provided:  
a) Marinus asked for clarification on the definition of a “small class” and how these numbers are determined (page 4 – last paragraph).
  - The enrollment threshold was put in place to assure anonymity of those providing feedback.
  - Robert brought up the possibility of having an outside entity come in and create focus groups for small classes to obtain the feedback.
  - David W. indicated that by not evaluating small classes, thesis and dissertation work is being excluded from the process.
  - Robert requested the language be changed to indicate care should be taken when assessing small classes rather than eliminating small class assessment all together.

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- b) Amy initiated discussion regarding course and program assessment. Since these are very different, perhaps there might be more differentiation. This spurred great discussion, not all necessarily related to Campus-Wide Assessment Plan.
  - Campus-wide assessment is not program review. Program review may begin in Academic Affairs when new programs/courses are created but culminates in activities and responsibilities of the Program Review Committee. This started discussion regarding program review and the lack of communication between the different committees (Ac. Affairs, Program Review, UAC, Gen. Ed.). Who is responsible for communication between the committees? Items discussed: Does another committee need to be formed with members of the other three committees to open the lines of communication? Rather than an additional committee, look at holding regular meetings comprised of all four groups to discuss what has taken place in each respective committee?
- c) Emphasizing the importance of assessment
  - Create a communication to be distributed a couple of times a semester that has input from multiple members of UAC – multiple voices is crucial, cannot come from one person.
  - Hold sessions showing different department models that have good organizational/assessment practices.
  - Overall capstone assessment (assessment of the major)
  - Campus-wide Assessment Plan is used as a working document for UAC, a document for the campus, and a tool for the Higher Learning Commission (show that NDSU has a plan that it's in process). Should a separate document be created discussing why we assess and what does it do for our students?
- d) Send comments/feedback regarding the Campus-Wide Assessment Plan to David or Bob.

### B) Education and Training Subcommittee (John Bitzan)

- i) John was not present to provide an update.

### 4) Unfinished Business

None

### 5) New Business:

- A) Items Presented by members of the University Assessment Committee.

None

### B) Group activity

- i) Each member was given 5 pieces of paper which listed the five dimensions of Good Assessment and asked to rank them in order of importance. Groups of 2-3 were formed for discussion.
- ii) Five Dimensions of Good Assessment include (listed alphabetically):
  - 1) Clear and important goals
  - 2) Cost Effective
  - 3) Reasonably accurate and truthful results
  - 4) Used
  - 5) Valued

### 6) Other items as presented by members of the University Assessment Committee

None

### 7) Meeting Adjourned at 10:50 AM

Recorder: Kristen Tomanek