

**University Assessment Committee**  
**Meeting Minutes for Monday, May 5, 2014**  
**2:00-2:50p.m., Peace Garden Room, Memorial Union**

Present: Jeffrey Boyer, Ann Clapper, Brenda Hall, Chris McEwen, Jeremy Penn, Larry Peterson, Scott Pryor, Bruce Rafert, Brandy Randall, Amy Rupiper Taggart, and Bill Slanger

Recorder: Kelly Hoyt.

Unable to Attend: Margaret (Peggy) Andersen, Kevin Brooks, Julie Garden-Robinson, Andrew Montgomery, Elizabeth Skoy, and Chad Ulven.

1. The minutes from the 04/07/14 meeting, distributed by email on 04/17/14, were approved.
2. Updates
  - Updated Mini Progress Report Chart
    - Larry indicated that the department in line 8 will be “catching up” by completing a reflective learning report, but they asked to delay it until September 1 rather than May 1 when they were scheduled.
  - Update from Clapper, Hall, Garden-Robinson, Penn, and Peterson on reviewing the current University Assessment plan and drafting revisions for the UAC
    - They have 3 out of 4 sections drafted. It emphasizes the long-term goals for the UAC and not the processes which change more frequently. They will prepare a separate document with information on processes and a glossary.
    - They will be sending this out to committee members in the fall.
  - Report on IQAOC meeting
    - Larry has met with this group once and is meeting with them again tomorrow. This group is focused on reducing the reporting burden and facilitating a more holistic review of the curriculum.
    - They discussed linking the cycles from assessment and program review. The assessment reports would be more longitudinal and on a three year rotating basis with two completed prior to a program review. There would be a brief assessment update as part of the annual report.
      - Jeremy noted that an extended cycle may not be a good option for Student Affairs. He thought there were advantages for them to stay on an annual cycle. Many of their programs are fairly short, so having data available quickly after the program is over is important so they can also be very nimble in making changes. Sometimes the annual cycle is even too long for this. It will depend on what the new VP wants to do.
        - Larry said that the Student Affairs or some colleges may not go to an extended cycle for their internal reporting, but reporting to this committee might be on the extended cycle.
    - IQAOC members also discussed having members of the assessment committee be college liaisons who have assessment responsibilities in their college or their area.
3. Revised guidelines for 2014-15 Student Learning and Development Reports
  - Larry realized there was a noun left out in the 3<sup>rd</sup> bullet from the bottom on page 2 – it should say “Indicate specific *recommendations or questions...*”

- Larry said he received some additional suggestions about the language. We should get this out to departments fairly soon, so if people have feedback, send it to Larry by next week.
- Discussion turned to the due dates of reports. The next deadline for reports is May 1. Larry has only received 2 reports so far and has received some comments saying May 1 is a terrible deadline and asking if they can turn them in later. Larry asked if the committee should change the May 1 deadline to a different date.
  - Some suggested a June 1 deadline.
  - Another option would be having only two dates (September or January) when reports are due.
  - Scott was concerned about departments handing in reports in January from the previous academic year. This creates a big gap between when they complete their assessment and when they are handing in their report. He suggested having them all be turned in, in September and the committee can work on them throughout the year.
  - Amy suggested having two dates, one on June 30<sup>th</sup> and one in September. Or we could also recommend that if people are on the January cycle that they treat it as a calendar year assessment and if they are on the September cycle they treat it as an academic year assessment. Everybody is still getting a timely response and we're distributing the work.
    - Larry said there were just three departments that have traditionally turned in their reports in January. He said we are trying to balance what works for us as well as the departments and we want it to be as timely as possible. Larry said he can just ask the Heads and Chairs what they prefer, but that we don't want to have an infinite multiplication of due dates again.
  - Larry will attend the Heads and Chairs meeting on Wednesday, May 7<sup>th</sup> at 3 pm and have a vote on two cycle dates of September and January.
    - ✓ Bill suggested that Larry decide after the Chairs meeting.

#### 4. Draft of Preliminary Annual Report to Faculty Senate

- Jeremy said there was no description in this draft of patterns we were seeing in the reports. He thought maybe it should contain more reflective information. It was more about what work the committee has done during the year.
  - Larry said the Senate asks for a one page report. That constrains what we can include.
  - Larry asked if the committee would like to see more information like what Jeremy suggested.
    - Bill said that would be a good document for our Evidence File.
    - Jeff said that he likes the idea, but we don't aggregate that data. Jeff said maybe going forward we could do this so we were able to compile this information in reports we review in the future. Larry reminded the committee that the next set of reports will be in a different format though.
    - Brenda suggested adding a couple of sentences about some of the things that the committee noticed about reports to explain why we made the decision to ask for reflective reports.
    - Jeremy asked if there was something that could be pulled from Qualtrics that would already be summarized. Larry will check on this.
- The Provost asked how many of the 36 reports that were completed and encouraged to map their expectations to their curriculum successfully did this. It would be a reportable number that would look good if we could say departments did this, as opposed to saying that we got them to just send reports in.

- Amy said this is an opportunity every year to educate and we could provide a model report or curriculum map idea.
    - Larry said everybody got a model from Geosciences. It is a simple model with 3 levels and learning outcomes. It was just a single page document.
    - Amy suggested an intentional plan to educate the campus next fall on the trends we have seen in reports.
    - Larry said he thinks that the Qualtrics summary makes the most sense for this Annual Report to Faculty Senate.
  - Provost Rafert suggested an email or letter congratulating departments that did curricular mapping. This would be a way to encourage other departments to follow their lead.
    - Members discussed how to recognize departments that are completing high quality curriculum maps. Programs with external accreditation are most likely to provide curricular maps. This is a totally new way of thinking for other programs. How can we encourage them without “shaming” them?
    - The Provost saw this as a way for positive reinforcement to encourage others to try and meet that goal as well.
    - Larry said having examples from non-accredited programs are the most beneficial way of showing others how it’s done. That way people won’t use the excuse that it’s easy for X department to do this, because they have to for accreditation.
    - Larry said he could send an individual letter or note to departments that are doing well and could share the big picture with the committee.
    - Larry will make changes and send out to committee members for review.
5. Plan a norming session for reflective reports due May 1
- Larry said there will only be maybe 10 reports. He will try to find a date in June for those who will be reviewing reports over the summer to look at one and with the new rubric.
6. Best practices link on UAC website
- Useful categories?
    - Clear learning outcomes
    - Assessment plans
    - Clear alignments among courses and program
    - Examples of how evidence has been used to improve student learning
    - Our students in our classes
    - Longitudinal evidence
    - Multiple indicators
  - Examples of good reports?
  - Larry said to send examples to him of both good overall reports and just sections of reports that are well written. He said it would be especially helpful if the examples came from non-accredited programs.

**Next Regular Meeting Fall 2014**