

University Assessment Committee
Meeting Minutes for Wednesday, February 25, 2015
10:30-11:30 a.m., Mandan Room, Memorial Union

Present: Margaret (Peggy) Andersen, Jeffrey Boyer, Ann Clapper, Julie Garden-Robinson, Brenda Hall, Jeremy Penn, Larry Peterson, Scott Pryor, Elizabeth Skoy, Bill Slanger, and Amy Rupiper Taggart

Recorder: Kelly Hoyt

Unable to Attend: Kevin Brooks, Beth Ingram, Shelby Moen, Brandy Randall, and Chad Ulven

Guests: Kyle Henderson and Patrick King – Pharmacy Students on Academic Rotation

1. The minutes from 12/10/14 and 01/28/15 were approved.
2. Updates
 - Updated Mini Progress Report Chart
 - No changes since it was distributed. We are almost caught up with reports from departments. Animal science said target date to receive their report was end of February. Once that is received, all Academic Affairs reports will be received. For Student Affairs we are just waiting for Bison Connection. If you have reviews for academic departments please get done before Larry meets with deans in May to review the Qualtrics report.
 - Updated Trends in 2013-14 Reviews on Reflection of Student Learning
 - Some percentages have gone down over time because it depends on the quality of the material we have gotten from people. Areas that continue to be low (about 2/3 down the report) – depts. Don't tell us how students learn, what the learning expectations are, what is going to happen for them in the major. It's hard to know if departments just don't report this information or if they really don't tell students this information.
 - Faculty Senate & University Assessment Plan (Brenda, Jeremy, & Amy)
 - University Assessment Plan was pulled from previous consent agenda. Brenda represented us at this meeting. The first issue was wondering if we need to do a by-laws change? There was discussion and it was explained what the role of the UAC committee is and that there is a description that lays this information out. Faculty Senate was informed that this is an update of that description, rather than a change, to clarify what the work of the committee is. This will be noted in the Senate minutes as a report from UAC about what this committee does. Concerns were that we might be trying to have more authority than we previously had. Another concern was that student affairs will have more influence over us than academic affairs.
 - IQAOC meets on Friday and each member will be bringing their plan for reorganization to be discussed. It may change this committee's charges.
 - Chris McEwen resigned and Chad Ulven volunteered to complete his reviews.
 - Jeff Boyer on Texas A&M Assessment Meeting
 - Jeff will have a summary of workshops to send to Larry in a few days. Larry can share with them with this committee.
 - Jeff spent most of his time in sessions on assessing critical thinking and measuring high impact practices. He thinks we are a couple years away from this yet because he feels like we have some departments that struggle differentiating student assessment, course assessment, and program assessment.

- TX A&M is doing a nice job of looking at how to document high impact practices. They are piloting a program in the fall where they're offering 0 credit hour experiences that will show up on a transcript for these high impact experiences and will end up in their student records. They are doing it for curricular and co-curricular.
- There are other universities that are doing something similar to this, such as Kansas State, but they weren't able to make it to the conference due to weather.
- Larry and Amy attended AAC&U Gen Ed conference in Kansas City MO. California State and University Systems is working on a way to transcript high impact practices. They are trying to create a taxonomy. What does it mean to say that a capstone course is a high impact practice?
 - Jeff said A&M developed a protocol to determine what counts and what doesn't count. They left it up to the colleges a little bit to create the process but they also have a procedure that is university wide for determining this.
- Liz asked how you define a high impact practice.
 - Jeff said they are using George Kuh 2008 List of 10 practices. Larry will send info out on this to the committee.
- Amy asked if they have a plan for this to add up to things such as get integrated into majors as a requirement or have a certificate at the end because the certificate at the end was mentioned at AAC&U.
 - Jeff said there was no mention of a certificate at the end. There was a representative there, who coordinates this from the college of Agriculture and Life Sciences, said that the college requires two of these experiences for graduation. It appears that this is a college-based requirement.
- Liz asked if the colleges that have experiential requirements, is this in addition to that experiential requirement or is experiential part of it.
 - Jeff said it is part of it, such as the semester long internships.
- Amy asked how the 0 credit hour counted as load for faculty.
 - Jeff said this was addressed in the Q&A at the end of the session. It wasn't entirely clear and it was definitely a concern about who is doing this and how does it count for faculty. He said it is yet to be determined and is pretty significant.
- Jeff said one of the most interesting talks at the conference was a plenary speaker who is the executive director of Gallop Education. He talked about the Gallop Purdue index which discussed well-being and work place engagement. He will include more information in his summary to Larry.
 - Liz asked about the extra curriculars and if they were only structured extra curriculars or if it could be something like high or strong involvement in a student organization.
 - ✓ Jeff said that the Gallop guy indicated that being in one organization and being deeply involved is much more powerful in impacting your wellbeing than being in multiple organizations only superficially.

3. Review forms for 2014-15 reports

- Modeled on the last two years that we've done. Once it's approved we can send out to the department heads so they know what to work on because the next reports are due September 15th, 2015. This format is similar to previous reports in asking what the evidence is. It's basically taking the requests from the guidelines and turning them into questions.
- Jeff asked how to get departments away from reporting on just grades for a particular assignment or they overly focus on just student assessment. An example he has seen in the past, is a collection of "in this course or on this test, 98 percent of students passed". This isn't

course assessment or program assessment, it is student assessment. Jeff wasn't sure what the right approach was to notify faculty not to do this. Either using narrative in the information that goes out to faculty members when it's time for them to report, or using a checklist of what not to do in their reporting efforts. Jeff thinks now would be a good time to explain that they should be providing more in depth information.

- Larry said they should be doing this if they follow the guidelines. It asks, what is the program learning outcome for your students? Summarize the evidence used to document program level student learning you expect.
 - Amy thinks the language is just not clear to a lot of people. They think they are doing what is being asked of them.
- Jeff said that instead of doing pedagogical lunches, he thinks that we should have college based workshops on how to do an assessment report with the people who are responsible for writing the assessment plan.
- Scott thinks we need to educate the faculty not just the coordinators. He suggested starting with a couple hour assessment session during new faculty orientation every year. New faculty don't know about this and if we tell them about it up front it might help them start thinking about it from the beginning rather than 3 years later.

4. Planning committee for spring workshop/luncheon on Qualtrics trends?

- Early April (between March 31 and April 29 luncheons)?
- Julie asked if this would be similar to a "Train the Trainer" type session so the people who come to the workshops can go back and train others in their areas on how to complete an assessment report.
 - Liz thinks it would be valuable for faculty to also hear this so maybe when they all attend, we can recommend that they sit at tables within their own college or department and educate everybody so they all know what we are looking for.
- Jeff said he likes the idea of having a small group to workshop it and have time for them to actually work at it. If you try to workshop something that is really large with lots of people, it gets complicated to facilitate. But he does feel that we should reach beyond just the people that are in charge of assessment.
 - Brenda suggested having explanatory workshops this spring that explains what the language is in the guidelines. Then in the fall, possibly August, have a follow up working workshop while they are working on their assessment reports, and help them align their reports with the guidelines that we previously discussed.
 - Liz asked if this could still be marketed as a pedagogical luncheon because there would be more interest from faculty.
 - Amy said that pedagogical luncheons can get really big and people have minimal take aways from them.
 - It was decided that we would notify the dean of each college and tell them we would like the assessment coordinator for each department and any other faculty that contribute to attend.

*******Next Meeting is Wednesday, March 25th at 10:30 am in Mandan*******