University Assessment Committee
December 2, 2011
9:00-10:30
Raynor Library Conference Room A

Present: Sharron Ronco (Chair), Rebecca Bardwell, Jon Dooley, Kim Halula, Thomas Hammer, Todd Hernandez, Noreen Lephardt, Laura MacBride, Michael Monahan, Michelle Nemer, Christopher Perez, Fred Sutkiewicz, Jean Zanoni

The meeting was called to order at 9:05 a.m. by Sharron Ronco. Jean Zanoni offered a reflection.

Approval of minutes
The minutes of the November 4, 2011 meeting were approved unanimously without correction.

Announcements and Information Items
Ronco distributed the gamma version of Criterion Four: Teaching and Learning-Evaluation and Improvement for the HLC Reaffirmation of Accreditation. Ronco is co-chair of this subcommittee with Maureen O’Brien, College of Nursing. UAC will be asked for ideas regarding supporting evidence and examples of exemplary programs for section 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. A draft outline and identification of evidence is due in March.

Continuing Business

Debrief of Peer Review seminar
Ronco distributed feedback from Peer Review Seminar. Peer review continues to be an effective process with over 80% of participants indicating that the seminar was helpful in improving program assessment. Discussion centered on refinement of the process especially as assessment becomes more sophisticated on campus. While the current process remains beneficial for those programs that are at earlier stages of development and program assessment leaders who are new to the process, how can the experience be more valuable to those who have been participating for several years and programs that are beyond the nascent stage? Perhaps a discussion centered on particular issues rather than using the rubric as a template for discussion would be more useful. Consideration should be given to differentiating the rubric/form for graduate programs and co-curriculars as it seems to be more tailored to undergraduate programs. It was also noted that the format of the form and reports does not provide a comprehensive picture of assessment efforts on campus. Grouping like areas at tables worked well. It was suggested that grouping those departments who have accrediting agencies would be beneficial. Other suggestions included giving the Program Assessment Leaders the opportunity to update/correct their reports after the peer review session and having someone other than the table leader serve as the recorder.

Mini assessment grants
Twelve mini-grant applications were submitted totaling requests for $26,050 with $20,000 available. It was recommended to limit funding of one application per person. Two people had
submitted two applications each. Ronco will follow-up in cases in which clarification or further development is needed. The ten grants that were approved for funding are:

- Assessing Our Principal and Leadership Preparation Programs (Educational Policy and Leadership)
- The Use of IDIVE: An Integrated Virtual Environment to Facilitate Nursing Student Development of Clinical Reasoning
- A Summative Assessment of the College of Business Student’s Global Perspectives
- Measuring Intercultural Competence in Study Abroad
- Workshops to Jump-Start Development of Summative Performance Assessments For Student Teaching in Marquette’s Teacher Education Program
- Assessment of Career Advising Efficacy in the BISC Major
- A Summative Direct Assessment of the COB Business Core using the ETS Major Field Test
- Qualitative Assessment Data Analysis (Office of Student Development)
- Coding Direct Measures of Learning Outcomes (Career Services Center)
- A Comprehensive Instrument for Assessing Foreign Language Speaking Proficiency Program-wide

The meeting was adjourned at 10:39 am.

Respectfully submitted,
Jean Zanoni