University Assessment Committee - Annual Report
Academic Year 2010-2011

Committee Membership
Gary Meyer, Vice Provost for Undergraduate Programs and Teaching, Chair
Lea Acord, College of Nursing
Anwar Ali, Marquette University Student Government
Naveen Bansal, College of Arts & Sciences
Rebecca Bardwell, School of Education,
Jon Dooley, Student Development
Eric Dunnum, Graduate Student Organization
Kim Halula, College of Health Sciences
Thomas Hammer, Law School
Kyle Kim, College of Engineering
Noreen Lephardt, College of Business Administration
Laura MacBride, Office of Institutional Research and Assessment
Michael Monahan, Director, Core of Common Studies
Eva Soeka College of Professional Studies
Fred Sutkiewicz, School of Dentistry
Joyce Wolburg, College of Communication
Jean Zanoni, Raynor Library

Committee Work and Accomplishments
Committee members met ten times in regular session during the 2010-11 academic year. The committee met three additional times for training events. The first of the training events was in September 2010 when the committee hosted an event to help bring new Program Assessment Leaders up to speed in a 3-hour workshop. The second training event revolved around the annual Assessment Peer Review Working Seminar that took place in November 2010 and the third was when committee members hosted a webinar in January 2011 focused on assessment reporting.

The 2010-11 academic year was a transition year as it met under the leadership of the newly appointed Vice Provost for Undergraduate Programs and Teaching, Dr. Gary Meyer. Dr. Meyer strove to maintain the integrity of the campus assessment system while engaging committee members in discussions about future directions of campus assessment. A forthcoming change, anticipated fall 2011, is the addition of a new full-time assessment director who will assume day-to-day responsibility for all levels of the Marquette assessment system. Although reporting to the Vice Provost for Undergraduate Programs and Teaching, the assessment director will be located in the Center for Teaching and Learning, a natural location given that the central purpose for assessment is to improve student learning. The assessment director will also serve as chairperson for the University Assessment Committee.

The University Assessment Committee accomplished the following during the 2010-11 academic year.
1. Developed and implemented in September 2010 a 3-hour Professional Development Workshop for new Program Assessment Leaders as well as other assessment leaders on campus interested in learning about the Marquette assessment system. Approximately 55 individuals took part in the training led by members of the University Assessment Committee. Committee members recommended that this workshop be offered each fall and as such another is now scheduled for September 2011.

2. Revised the university assessment webpage to include an additional column for brief program assessment reports so that these reports are available to all audiences, including off-campus constituencies. Verified the integrity of all links on the webpage to make sure program data was available and current.

3. Committee members discussed ways to improve the assessment system on campus. Several ideas were considered: (1) increasing training for new faculty to introduce them to assessment; (2) developing a process for assessing assessment on campus; (3) transitioning from a culture of compliance to a culture of assessment; (4) ensuring that academic planning and budgeting is tied directly to assessment results; (5) integrating curricular and co-curricular assessment to better account for the “whole” student experience; (6) moving beyond student learning outcomes to curricular assessment; (7) imposing term limits on assessment committee members; (8) increasing student awareness of the assessment process and role on campus.

4. Hosted the 5th annual Assessment Peer Review Working Seminar. Similar to previous years, mixed tables of Program Assessment Leaders came together in two sessions, one in the morning and one in the afternoon, to review 2009-10 program assessment reports. In all, 110 programs were reviewed at this event. In preparing for this event, the Assessment Committee revised the Peer Review Feedback Form to ensure consistent feedback with required data on the reporting form.

Assessment Committee members served as the table leaders and discussion facilitators. Members of the Instructional Media Center were invited in to capture the event on video and to interview participants afterwards. Dr. Meyer, working with Dr. Bloom and IMC personnel, created a video of this unique event that was highlighted at two national conferences and will be posted on the Marquette University Assessment website.

5. Hosted a webinar titled Outcomes-Based Academic Assessment Reporting that was attended by about 30 individuals in mid-January. The focus of the webinar was on systematic strategies to report data, the vast majority of which are already implemented on Marquette’s campus. Committee members discussed the utility of asking Program Assessment Leaders to include performance goals as a regular part of their assessment plans and decided this should be the emphasis for a training event next year.

6. Received and analyzed several institutional assessment reports including results from the 2010 student survey, the 2010 alumni survey and the 2010 NSSE data examining levels of engagement at Marquette. Dr. Meyer reported results to the Enrollment and Academic Excellence subcommittee of the university Board of Trustees.
7. The rubric used to evaluate programs’ assessment efforts during the annual Assessment Peer Review working seminar was significantly modified.

8. Reviewed and provided feedback to the program faculty on the learning outcomes and program assessment plan for the following academic programs:

   a. Anthropology
   b. Social Welfare and Justice
   c. Office of Student Development
   d. Computational Science (Masters)
   e. Computational Science (Ph.D.)
   f. Mathematics for Elementary School Teachers
   g. Mathematics for Secondary School Teachers
   h. Counseling (masters)
   i. Graduate Learning Outcomes (core)

Submitted by Dr. Gary Meyer, Chair
University Assessment Committee 2010-11