University Assessment Committee
Minutes of the January 18th, 2013 Meeting
9:00 AM to 10:30 a.m., Raynor Conference Room A

Attendance

Present: Sharron Ronco (chair), Michelle Nemer, John Su, Kim Halula, Chris Perez, Noreen Lephardt, Eva Soeka, Lea Accord, Rebecca Bardwell, Jean Zanoni, Laura MacBride, Jon Dooley

Reflection/Prayer

The meeting was called to order at 9:06 a.m. by Sharron Ronco. Jean Zanoni offered a Reflection.

Approval of Minutes

Minutes of the December 7, 2012 meeting were approved unanimously without correction. Motion to accept by Noreen Lephardt, second by Rebecca Bardwell.

Graduate Assistant for Assessment position request – update (Sharron Ronco)

Sharron presented this request from the committee to Gary Meyer. Gary is going to meet with the Provost and report back to Sharron. If the position is approved, it will start in fall 2013. The fallback option would be to continue a student employee position (like Michelle Nemer currently has).

Review of HLC Self-Study by UAC (Sharron Ronco)

We have not yet received any notification from Gary Meyer about this. The HLC Steering Committee has identified certain groups on campus that can review pieces of the self-study. The University Assessment Committee will review section 4B (the section related to assessment. Sharron wrote the narrative, which was turned over to Laura Abing (the self-study editor). We will need to make sure we've made the case for compliance, determine what might be missing, what else could be added. The entire university will be invited to review the self-study starting January 28. Please give section 4B a thorough review.

Institutional Survey Steering Committee (ISSC) Updates (Jon Dooley)

Survey of First-Time Freshmen results

Jon shared the 2012 Survey of First-Time Freshmen results summary. This was also presented in NewsBriefs this week. A new instrument was used in 2012, so it will be a few years before we will be able to look at trend data. The ISSC/OIRA can generate information by college as well. The ISSC will be able to tie this information to individual student records to look at expectations vs. actual outcomes.

Diversity and Inclusivity Report

Jon passed around a compilation document that includes information on diversity and inclusivity from several student surveys. This report is also available online. This report was shared with stakeholders on campus. There may be more we could do to better

understand diversity and inclusivity on campus. The ISSC has noted that we could do a Campus Climate Study to further investigate these topics.

Survey of Graduating Seniors

The ISSC met recently to go over feedback they received on the revised Senior Survey instrument. In the next two weeks, this instrument will be pilot-tested with focus groups of senior students to make sure there aren't issues with question or response option wording.

Additional discussion of Institutional Student Surveys

We currently do not have internal/aspirational benchmarks for our institutional student surveys. Who should decide if we need institutional survey benchmarks and what those benchmarks should be? Is this a question for the Provost and university leadership, the UAC, the ISSC, or the Faculty Senate? We may need to have a conversation about aspirations at Marquette and how our survey results can speak to our aspirations. Once the rewrite of Survey of Graduating Seniors is complete, the ISSC plans to develop a system to share college-level survey results with colleges. Kim Halula encouraged committee members to attend the President's Strategic Planning Workshop on January 30th to share our expertise regarding how institutional student survey results could be used to set goals for strategic planning. The piece that ISSC has control over is to follow-up and ensure something is being done about information collected via institutional student surveys (we can't ask students to continually fill out surveys and do nothing with the information we receive). Setting benchmarks may not be in the ISSC's purview, but they can raise the question.

Review of draft Assessment Procedures document (Sharron Ronco)

This document is intended to be a companion piece to the UAC's policy document. The plan is to put these terms into a separate URL that will be added to Assessment website, along with examples. This document is meant to put all of our information related to procedures in one place. Discussion: Jon Dooley wondered whether programs will actually share assessment information with students. Do we need to ensure that there's a place that students can go to get program-level assessment information? Noreen Lephardt suggested that we use ARMS to display results per program to students on the assessment website. Sharron noted that we shouldn't bias assessment too far to the accountability side – assessment is primarily for faculty. Do we need a summary for students per program? Students may not have an understanding of information that is too specific and may misinterpret the information. Is the committee in favor of figuring out how to use ARMS to report minimal assessment information to students – perhaps SLO's, action steps, discussion of evidence without numbers? Do we expect that programs will utilize ARMS to share action steps with students? Do we leave it up to programs regarding how to make this transparent? Is this a requirement or a strong encouragement or an expectation? We cannot insist that programs share assessment information with students. Perhaps we should ask *how* programs are sharing assessment data with students, instead of insisting on compliance. We could make this part of a PAL workshop in the fall. Sharron is going to do some research on how other institutions handle this. The committee will revisit the document at the next meeting.

Prior to the next meeting, committee members should also think about the institutional assessment report. This report will be publicly available and replaces the results highlights from the assessment website, which are no longer available.

February professional development workshops for PALs (Sharron Ronco)
      The three most popular topics that were mentioned by PALs at the peer-review seminar are tentatively scheduled as workshops for the spring semester. Sharron will offer three workshops on different topics so PALs can choose one or go to more than one. Are these workshops voluntary? Part of PALs' service is attending the peer-review workshop in the fall and professional development workshop(s) in February. Curriculum mapping should be on Friday, February 15th in the biggest room (AMU). Rebecca Bardwell suggested that the two topics of "writing student learning outcomes" and "designing rubrics for measuring learning in the program" could be combined. Friday afternoon is the least desirable time. Try to book rooms earlier next year. Jon thinks that these workshops should be tailored to academic PALs. Co-curricular units' curriculum maps look very different; these units also hold their own assessment-related trainings. Rebecca suggested reaching out to the Service Learning Director, Kim Bohat, and leadership from the Center for Teaching and Learning. Committee members should let Sharron know when they can help.
Curriculum mapping – Friday, February 15
Writing student learning outcomes and designing rubrics for measuring learning in the program – Tuesday, February 19
Benchmarks and targets – Friday, February 22

Rollover of SLO's in ARMS (Michelle Nemer)
      Feedback from peer-review session included a requested from PALs to be able to reflect on evidence at the measurement level within ARMS. Right now, they can reflect on evidence of the entire program (or they can go to the Method page to reflect on an individual measure). Michelle will soon roll over last year's information so PALs can begin to work on it, so any changes to format/template should be done now. For the text box connected to measure, ask something like "What did this measure tell you?" or "What are the conclusions about this measure?" At the program-level, ask something like "When you look across all of the measures, what does the collective tell you?" Separate these two things out so it is clear what you're asking PALs to address. The Overview page and learning outcomes will be rolled over. PALs also requested that measures and results be rolled over. Sharron decided that this will not happen, since we would have to roll over the entire page, not just pieces of a page (measure, results, and data from previous year).

Adjournment
      The meeting was adjourned at 10:30 a.m.

Respectfully submitted,
Laura MacBride, recorder