

University Assessment Committee
September 20, 2013
9:00 – 10:30 AM

Present: Rebecca Bardwell, Patricia Bradford, Marilyn Bratt, Mark Federle, Kim Halula, Noreen Lephardt, Laura MacBride, Michelle Nemer, Sharron Ronco, John Su, Joyce Wolburg, Jean Zaroni.

The meeting was called to order at 9:00.

The minutes were approved with a minor spelling correction.

Update on assessment of the Core (Su)

John Su provided the committee with a comprehensive update of the work of the Core Curriculum Committee including their assessment plans and discussion points for the HLC Team visit. John was commended for the comprehensiveness of his report and for his enthusiasm. It was noted that his enthusiasm has raised the level of excitement for all of us.

John sees his role is to report to the UAC on the CCAC and to secure advice from the UAC for the CCAC. With that he raised a question of concern about the common core, "With transfer students if we are saying that our core creates a unique student, then how can we accept transfer students without requiring them to complete the core?" It was noted that this is a crucial question, but no answer was provided.

Preparing for the HLC interview

In preparation for the HLC visit Sharon provided potential questions that the team might ask the UAC. These points were discussed.

1. What is the role of the UAC and Marquette?
2. When did the UAC begin?
3. Can you identify a programmatic change in your department that was prompted by or based on an assessment?
4. How has assessment influenced resources?
5. What are the greatest strengths of the MU assessment system and what are its challenges for the future?
6. How does the UAC further the role of using assessment data to direct decision making?
7. If questions arise about the electronic reporting system, Michelle will respond to them.

8. How are we working to assess the work of the UAC?

October 4th workshop for new and current PALs

The PALs workshop will address the nuts and bolts of what to expect from ARMS and how to use ARMS. 55% of colleges have responded that someone will be in attendance.

Carnegie Foundation for the Advancement of Teaching Community Engagement Classification: How assessment reports can help provide needed documentation.

Community engagement has become a more important component of the Carnegie Foundation's ratings for schools. To this end MU is asking, how are departments advancing community engagement and how can examples of such engagement be highlighted in ARMS. As a first step there will be a question in ARMS which asks if any of the learning objectives required community engagement. Other ways to document community engagement will be discussed at subsequent meetings.

The meeting was adjourned at 10:31.

Respectfully submitted,
Rebecca Bardwell