

## Marquette University Assessment Committee Meeting Meeting Minutes

**Date:** November 30th, 2018

**Time:** 9:00 AM – 10:30 AM

**Location:** Raynor Library, Conference Rm D.

**Attendees:** Susan Bay, Marilyn Bratt, Nick Curtis, Karen Evans, Stephen Guastello, James Marten, Paul McInerny, Jen Reid, Chris Stockdale, Margaret Stacy-Duffy, Sharon Yu (guest), Jean Zaroni

### Agenda Items

1. Called to order at 9:05AM with introductions
2. Approval of Prior Meeting Minutes: Minutes approved
3. Area Updates

- a. Program-level Assessment Updates

The College of Nursing has expressed interest hiring a full time assessment person and there is a strong interest from the faculty

- b. Core-Curriculum Assessment Updates

The interim Core Curriculum is reviewing and acquainting himself with the developing assessment plan for the new Core.

- c. Co-curricular Assessment Updates

Student Affairs is developing learning outcomes for their holistic and social efforts for their programs. These are being developed across Student Affairs offices and programs to develop a cohesive program of assessment to maximize and support their efforts. Their learning outcomes are being developed with strong rationales for their importance and with a vision for what skills, attitudes, and experiences that they hope to students to leave their program.

- d. Undergraduate and Graduate Student Updates

No updates from graduate student representatives. We are currently without an undergraduate student representative on the Committee. This will hopefully be rectified soon.

4. What are the key factors, situations, and contexts necessary for assessment work to lead to innovation or improvement in program-level student learning and development?

Nick Curtis recapped the previous the discussion from the previous meeting.

- a. Summary of Instrument Discussion

Our program assessment tools need to be designed specifically for program level assessment, simply porting course level assessment is insufficient.

Integrated assessment tools that align with development outcomes would be useful at each level along the way to show growth and development.

Faculty and students should trust the assessment process and find them useful in implementing action to improve.

Failure and extreme success should be allowed for and accepted, as all programs should enable growth and development for all students at all different levels of incoming skills and abilities.

- b. Next Area

Are certain program level, course or, experience structures and activities better than others for helping program level improvement?

- i. The linearity (or lack there of) of programs makes assessment challenging.
- ii. Content is important, but there are other aspects that need to be developed.
- iii. We should be scaffolding experiences through courses and programs.
- iv. How we learned as faculty is not how are students learn. Faculty are often not formally trained as educators, but as content experts.
- v. Too often faculty use the term academic freedom to ignore pedagogical techniques that better student learning.
- vi. Standardizing courses and experiences is not a goal of assessment. The best courses allow faculty to leverage on their experiences and skills, but there should be feedback into the overall development on the program.
- vii. Capstone and other end course experiences can very useful in developing student skills.
- viii. Where does innovation and improvement come from? Assessment can be used in doing this, but it is not often used. How do we leverage an excitement in innovation into assessment?
- ix. How do we fit everything in to a program? How do we encourage innovation? It takes time to develop new ideas and collaborate. Incentivizing teaching improvements and allowing faculty the ability to fail and not have this affect their tenure/career path.
- x. Co-curricular programs have added difficulties in most students take radically different and non-uniform paths through their activities.
- xi. Get students involved in how they feel the program is developing their growth. Students often do not see or understand how certain things are critical to their growth and how their program helps in this effort.

- xii. It is hard to get faculty to come together and share their experiences and course efforts to frame a programmatic growth experience.
- xiii. As we build programs/co-curricular efforts/classes, the demands in and out of the classroom are increasingly putting more and pressures on students, how should plan assessment to more accurately assess the experiences that go beyond pure knowledge. Are we training our students to engage in a modern world? Students need to know where to find knowledge but they also need to have a level of “walking around knowledge” for the career paths/majors.
- xiv. How do we develop across the University where students have gaps in their incoming abilities and the move to less distributive model of the Core may lead to even more significant development issues that will impact multiple programs.
- xv. How we assess issues of equity in our assessment programs, especially as we make structural changes to our student body, e.g. aspiring to become a Hispanic-serving institution.

Future Question for pondering:

How do we balance the structural alignment of experiences and courses and experiences vs how do we get faculty/staff/students working to implement and empower these experiences and courses in a meaningful way that actually results in achieving the stated goals of our programs, Core, and co-curricular efforts?

[Note added- What are the benefits of vertical vs horizontal course models and how either model can be used to achieve program level development?]

c. Assessment Best Practices Document – Idea from Marilyn

The format of our meetings have led to useful growth for how we consider assessment. But how do take these conversations to the campus? Marilyn suggested the development of a talking points bulletin to take to our units.

5. Unfinished and New Business

Both sessions of the program level assessment workshops were successful and there was a lot of interest by the participants in redeveloping assessment tools.

Please return your assessment reviews to Nick if you have done so already and thank you for your efforts.

Nick is working to identify new assessment software and the process is ongoing, recommendations will be pending in first half of the next semester.

6. Meeting Adjourned 10:33AM.