

Marquette University Assessment Committee

Meeting Minutes

Date: November 9, 2018

Time: 9:00 AM – 10:30 AM

Location: Raynor Library, Conference Rm D.

Attendees: Nick Curtis (Chair), Jeremiah Barrett, Crystal Lendved, Jen Reid, Margaret Stacy-Duffy, Connie Petersen, Karen Evans, Marilyn Bratt (via Skype), Paul McNerny.

Meeting called to order 9:00 a.m.

Agenda Items

1. Approval of Prior Meeting Minutes: Quorum not met.
2. Welcome and Introductions
3. Nick Curtis provided a brief update concerning program level assessment discussing learning outcomes.
4. Discussion concerning assessment methods more conducive to program innovation and improvement.

Alumni Surveys and how they could impact curriculum.

Exit surveys for seniors.

We discussed surveys throughout their undergraduate training.

We discussed ways to include students in the process.

Faculty engagement in the program level assessment.

Who takes ownership of program level assessment.

How could program outcomes help student learning.

When we have information where student learning outcomes weren't achieved what is done about that?

How do we get students and faculty involved in the assessment so that faculty and students trust the assessment?

The idea of using student feedback during their program training to make adjustments in the program.

Programs need permission to fail in order to grow. This can lead to program innovation.

Topic for online discussion

Please reply with your thoughts on the following and I will summarize and report back to the group at our November 30th meeting.

Prompt: We have established in previous meetings that course-level outcomes and program-level outcomes are necessarily different; course-level outcomes describe knowledge, skills, and dispositions that can be acquired and demonstrated within a single course while program-level outcomes describe knowledge, skills, and dispositions that cannot be acquired and demonstrated within a single course and require multiple levels of educational experiences. With that in mind, can assessments of course-level outcomes also serve as assessments of program-level outcomes? If so, what are the necessary conditions for the assessments to do so? Are there any potential problems with using course-level assessments that we need to think about? How does this align, or not align, with our idea of having developmental (e.g., introductory, reinforcing, mastery) program-level outcomes at Marquette?

5. Area Updates

a. Program-level Assessment Updates

- None

b. Core-Curriculum Assessment Updates

- Still working on getting a good structure of assessment in place. Redefining outcomes at every level of the Core.

c. Co-curricular Assessment Updates

- None

d. Undergraduate and Graduate Student Updates

- Nominations for a new student representative.

6. Unfinished and New Business

Each committee member will be receiving an individual email with their program assignments and instructions. These reviews will be due prior to November 30th meeting.

7. Meeting Adjourned