

University Assessment Committee

September 21, 2018

9:00 am -10:30 am

Raynor Library Beaumier Suite D

ATTENDANCE

Present: Nick Curtis (Chair), Jeremy Barrett, Marilyn Bratt (via Skype), Karen Evans, Sarah Feldner, Stephen Guastello, Crystal Lendved, Paul McInerny, Connie Petersen, Jen Reid, Margaret Stacy-Duffy, Joshua Steinfels-Saenz, Chris Stockdale, and Jean Zaroni

I. Introductions

The meeting was called to order at 9:02 a.m. by Nick Curtis. Committee members introduced themselves, how long on committee and which department they were representing.

II. Approval of the May Minutes

The May minutes were reviewed. Minutes approved by motion from Karen Evans, second by Jeremy Barrett. Motion passed.

III. New Business

Nick explained his thoughts of this committee and how to fulfill our purpose. He doesn't want this committee to be a sounding board but rather work with and make it action oriented.

Nick requested feedback from the committee of where we should head.

- a. Jen Reid shared that she would like to be able to share what's going on in academic assessment to understand the greater context of assessment at MU and share best practices and data
- b. Marilyn – like more strategies to help academic area; support and tools to accomplish goals in college
- c. Another comment: PA/Dental program: looking for collaboration with methods and testing software
- d. Online Learning assessment
- e. Karen Evans: we don't have a good clearing house of knowledge about what's going on across campus - aka resources/money be spent on individual units that could inform what we're doing as a university
- f. Jeremy B- how to report to the university, how to help and mentor areas that are needed; how to translate to the university, doing assessment for outside accrediting bodies

- g. Chris Stockdale: using resources to help departments and programs to create tools to make assessment easier - share with units - talking to alumni about overarching assessment
- h. Karen E.- programs being utilized; not clear of cross information; more department collaborations.
- i. Marilyn- online assessment programs than for undergrad programs.
- j. Share best practices, share data. Assessment should be about telling your story.

A. Program-Level and Institutional-level Assessment

- a. Mutual goals of both types
- b. Differences of evidencing versus reporting
- c. Thought exercise: course and program level
 - a. Nick will share slides with Committee

B. Review/Revise/Approve University Academic Senate Statutes for UAC

- a. Core Curriculum instead of Core of Common Studies
- b. Are responsibilities reasonable in scope for this committee?
 - No opposed
- c. Are there responsibilities that should be deleted or carried out by a different committee?
 - Sarah Feldner shared: add/call-out online assessment? (i.e. MU Online); acknowledging/formalizing obvious link between this committee and U-Bus (undergraduate studies) and Board of Graduate Studies
 - Nick suggested exploring our ability to do this before formalizing it and consider adding it into statutes next year?
 - Nick asked if anyone would be willing to facilitate that: Sarah said she'd bring it up: Nick said he'd bring it up with someone as well
 - No opposed
- d. Is everything here appropriate, no deletions
 - No opposed
- e. Are there responsibilities that we'd like to add
 - Marilyn asked for more tools of specifics on how to bring information to her unit; but no proposals to add to draft of statutes
 - Leave as is: no opposed
- f. Membership structure being followed and is it working for committee
 - Clarification on representation
 - Change language: Arts and Sciences: represent from humanities, social sciences, and natural sciences

- No opposed
- g. Additional comments or changes?
 - None
 - No opposed
- h. Motion for final approval pending changes here
 - Chris Stockdone moves; Steve Guestello 2nds

C. Student Learning Assessment Policy

- a. Comments on bolded language on page 2 of document
 - Remove bolded language
 - No opposed
- b. Change wording to “go beyond the completion of the report” in second bullet point
 - No opposed
- c. “If you can define an intended outcome well, we can work together to assess it meaningfully” remove pronouns, make less personal
 - No opposed
 - Deans, Chairpersons, Directors - typo in “Learning Outcomes”
 - Change Core Curriculum language
 - University Assessment Committee: “for more information [link to document]
 - No opposed
 - Assessment Support and Resources first bullet point - office of the provost- used to refer to position that doesn’t exist anymore (change it to neutral “Office of the Provost” instead of specific person)
 - no opposed

D. Meaningful Opportunities Draft

- a. Steve Guestello: Page 2: asked about clarification on the following bullet point: “Reach beyond the traditional boundaries of assessment practice and embrace innovative, more effective, and collaborative methods of assessment.”
- b. Nick brought up bringing in collaboration with students in the assessment process

Marilyn: Guiding values: clarification on “Foster interdisciplinary curiosity, research, innovation, entrepreneurship, and application to change and improve ourselves, our community, and our world”
- c. Nick clarified his vision on this bullet point; interdisciplinary work seems to be more effective than single disciplinary work; wording is trying to align with MU values

Chris Stockton: Last page has goals there and clarified specific goals

Jen Reid: suggesting something on “building culture of assessment”
- d. Nick brought up wording into this to make it specific to MU; specify that it’s not about reporting; said he’d consider phrasing and put it in the document

Sarah brought up highlighting the student-centered mission/approach of assessment

E. Program Level Assessment:

Marilyn shared that they are writing their self-study

F. Core Updates

- a. Sarah shared updates on core; it's in place for students now; last year put a pause on assessment for core; switched to looking at MU Core Curriculum; changed language from "Learning Outcomes" to "Learning Goals"
- b. Committee is currently going through process of breaking down goals into learning outcomes to guide process of putting out calls for courses
- c. Steve Guestello asked about how faculty w/classes in the core will contribute to the assessment process

G. Co-Curricular Assessment Updates

- a. Jen Reid shared they finished data collection process for Domain A: Life Skills.
- b. Just finished drafting report; draft is within report workgroup for review; once they're done it will be sent out to offices that had submitted data, get feedback, redraft, and then have it be completed.
She will share it with the committee.

IV. Undergrad and Grad Updates

None

V. Unfinished Business

Software: review of software search last year; conversation about beginning search again

- a. Begin identifying features
- b. People on sub-committee: Karen Evans, Crystal, Andy from Health Sciences (again), Paul said he'd see if anyone in Business would be interested in being on it
- c. Timeline: have a draft list of features by next UAC meeting in Oct; use to generate recommended software systems that could work by November; choose by December

Nov 16th Peer Review

- d. Updates to come, but please block off for professional development of some kind, Nick is open to suggestions

Lars Olson new rep from Engineering

Next meeting talk about Training Modules

The meeting was adjourned at 10:30 a.m. Motion by Karen Evans, second by Paul McInerney.

Respectfully submitted,
Connie Petersen and Margaret Duffy

