University Assessment Committee
Minutes
October 9, 2012

Meeting began at 8:00 a.m.
 I. Announcements
    a. Welcome guest Ryan Cameron (Academic and E-Learning Administration
        (Information Technology) and AEA staff member, Mary Emmer as Senior
        Program Coordinator.
    b. School of Dentistry and Pharmacy Program reaccreditation site visits in
        September were very successful.
    c. Assessment conferences
         i. 2012 Assessment Institute, October 28-30 at Indiana University-
             Purdue University Indianapolis. For more information:
             http://planning.iupui.edu/institute
        ii. American Association of Colleges and University's General Education
             and Assessment: A Sea Change in Student Learning, February 28-
             March 2, 2013. For more details:
             http://www.aacu.org/meetings/generaleducation/gened2013/index.cfm
       iii. Higher Learning Commission annual meeting, April 5-9, 2013. For
             more details: http://annualconference.ncahlc.org/

 II. Committee Updates/Reports (reports/discussion led by chairs)
    a. Professional Development (Katie Huggett, Chair)
         i. Academic Assessment Workshop (1/2 day sessions) scheduled for
             October 29, 2012 and March 25, 2013. Additional 90 minute sessions
             will be scheduled for both fall and spring, as needed.
        ii. Workshop presenters (Gintaras Duda and Chad McBride)
             1. Duda to address goals and objectives, using new energy program
                 examples, and curriculum mapping.
             2. McBride to present information on performance indicators.
       iii. Additional topics the UAC would like discussed at workshops:
             1. Include and incorporate the University Assessment Policy into
                 the Academic Assessment workshops.
             2. Curriculum maps – program vs. assessment, performance
                 indicators.
             3. Co-Curricular adaptations and successful examples.
             4. How to interpret the outcomes.
             5. Offer this training or some type to curriculum coordinators, for
                 better understanding of what to do with the information/data.
             6. To consider assessment on values/virtues, faith development.
        iv. Discussed campus language (See Appendix A for agreed upon use).
             Note: "Outcome" terminology in BlueLine 2 is used as an object, a
             rubric, which can be measured and scored. "Outcome" not referred to
             as a learning goals or educational outcomes as listed in Appendix A.
         v. Invitations to faculty/professional staff have been distributed as has a
             copy of letters to Deans.
    b. Peer Review (Mark Turner, Chair)
         i.   The committee will meet prior to November UAC meeting.

c. Assessment Resource Integration (Brian Kokensparger, Chair)
  i. The committee has met once and began comparison of BlueLine 2 and assessment tools.
  ii. Implementation team completed the first level of introduction training to TaskStream.
     1. UAC discussed use of TaskStream to include:
        a. Are the assessment tools are "process" or "student learning" driven. Do these tools improve student learning?
        b. Where are the benchmarks coming from? How have they been determined?
d. Academic Quality and Policies (Gail Jensen, Chair)
  i. New policies under review at the Faculty/Academic Council are:
     1. Academic Program Review Policy
     2. New Academic Approval Policy
e. Co-curricular assessment liaison: Stephanie Wernig.
  Meetings are going well. Stephanie asks to not get TaskStream questions as she hasn't been trained.

III. Other Reports/Updates/Works-in-Progress
  a. Annual Assessment Reporting will return to fall cycle with peer review for spring semester. Draft of this year's letter (for 2011-2012 assessment reports) was approved. Letter to all Dean's distributed Oct. 16, 2012.

Meeting adjourned at 8:45 a.m.

2012-2013 Schedule of UAC Meetings (8:00-9:15 a.m., Brandeis 112, unless otherwise noted)
November 13
December 11
January 15
February 19
March 19
April 16
May 7 (if needed)

Appendix A:

(Educational) Outcomes—typically referred to as learning goals or educational outcomes

Objectives—typically referred to as (student) learning objectives and defined so as to be measurable

(Performance) Measures—all objectives have to have measures, which can also be referred to as performance indicators

Benchmarks/Targets—criteria for analyzing the degree to which our students have not met, met, or exceeded our performance expectations

The actual data or evidence collected will be further discussed in the spring workshop(s) as it grounds the "assessment findings" and encourages programmatic analysis and reflection.

Curriculum Maps:

Mapping Courses to Program Outcomes (Curricular Mapping)

Curricular process of identifying and aggregating learning outcomes by courses so as to foster faculty reflection on the program curriculum, often resulting in revision of courses and/or goals/objectives.

Mapping Performance Measures to Course/Program (Assessment Mapping)

Identify where within a curriculum outcomes are introduced, reinforced or performed/demonstrated (i.e., where within a curriculum assessments are conducted at an introductory, reinforcement, or performance/demonstration/mastery level).