

## **University Assessment Committee Meeting Minutes**

**Tuesday, November 25, 2008**

*In attendance: Kristi Pearce, Dan Bergey, Erin Holmes, Janet Briggs, Caleb Andersh, Gregg Galea.*

The meeting was brought to order by Dr. Pearce.

Minutes from the October 25, 2008 meeting were approved as is.

Changes were made to the Indirect Measures Evaluation Rubric to help better guide faculty members in the overall assessment process. A series of prompts or reflection questions were edited as well to help by identifying what actions were taken based upon the data collected to better continue the assessment loop. Please see examples attached.

The committee discussed the need to provide descriptions and/or examples of a “common language” to use during the assessment process. More will be forth coming on this issue in the near future.

The University Assessment Committee is planning campus wide events to launch and promote both the Assessment Strategic Action Plan and the Assessment and Learning Enhancement Initiative which will provide a resource for the continuing assessment process to include general assistances and a new Assessment webpage.

The meeting was adjourned at 4:45

**B. Indirect Measures** -Reflection about the learning gained, or secondary evidence, such as surveys of student perceptions. (Please refer to "assessment type" chart at the end of this document for appropriate coding.)

Learning Outcome(s) #	Assessment(s)	Type # + (see chart)	Data/Results	Action Taken/Changes Made
1,2,3,4,5	Exit Survey	12	Results, over time, indicate students are generally satisfied with their knowledge and skills appropriate for entry into accounting profession. Fall 2003 M= 4.0/5.0, Spring 2004 M=4.25/5.0.	A departmental committee was formed to monitor and maintain improvement of student satisfaction.  Since goal was achieved, new outcome will be established with indirect and direct assessment methods to collect data and measure results.

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The following reflection questions assist faculty and staff document actions or measures taken as a result of assessment data collected. This completes the assessment cycle process to show how data is used to drive curricular and instructional decisions.

**Prompts to address Actions Taken/Changes Made.....**

1. Did you align the curriculum to the professional standards of the discipline and/or University Mission?
2. How did you strengthen the coursework and/or program of study?
3. How did you revise instruction to enhance learning?
4. If the learning outcome was achieved, explain how you were successful?

## Assessment Strategic Action Plan

### Ensure all academic programs are innovative and high quality.

- Expand, focus and strengthen the university assessment infrastructure.
  - ✓ Launch *Assessment and Learning Enhancement Initiative* the end of January, 2009
- Institute continuous program improvement process to engage the university community in the enhancement of student learning
  - ✓ During the spring 2009 term, facilitate the use of evaluation rubric that corresponds with the general levels of implementation used by the Higher Learning Commission.
  - ✓ Design a template to assess student learning outcomes annually that align with North Central Accreditation (NCA) — Higher Learning Commission (HLC) guidelines.
  - ✓ Seek University-wide input on the template for university use in presenting annual assessment reports that are aligned with Higher Learning Commission guidelines.
  - ✓ Train department chairs and authors of assessment reports how to use the template.
- Establish the role of the University Assessment Committee to facilitate departmental reporting to ensure continuous improvement of student learning.
  - ✓ Direct general education committee to serve as a task force to develop assessment plan for General Education, including globalization, writing intensive, and research/creative activity.
  - ✓ Offer faculty development opportunities to expand the use of multiple measures to assess general education.
  - ✓ Develop an assessment resource office for faculty, staff, and students on system and campus policies regarding academic standards; academic placement & proficiency examinations; and, standardized testing & national survey results.
- Develop and update university assessment webpage as a virtual helpdesk for Assessment and Learning Enhancement.
- Review student life programs with emphasis on benchmarking and best practices.
- Develop experiential learning outcomes and identify assessments for student programming.
- Establish an assessment committee for student life.