

## University Assessment Committee Meeting Minutes

**Tuesday, October 28, 2008**

*In attendance: Kristi Pearce, Erin Holmes, Danielle Brady, Holly Boomer, Priscilla Romkema, Cheryl Anagnopoulos, Pat Simpson, Janet Briggs, Joe Valades, Caleb Andersh, Gregg Galea*

The meeting was brought to order by Dr. Pearce, followed by introductions of University Assessment Committee members.

Dr. Pearce stated that the main objective for this year's assessment committee was to develop an assessment report template by the end of this semester that was ready for use during the spring term. The template needs to be user-friendly and aligned with accreditation criterion established by the Higher Learning Commission for data driven decision-making to guide continuous improvement of student learning.

The committee discussed use of multiple measures to show evidence of learning and to make the assessment process meaningful to individual programs/departments and to have departments take ownership of the assessment process to improve student learning.

The committee discussed ways to close the loop in the assessment process and recognize how assessment is continuous. The committee examined: How are we collecting data? How can we shift from having the assessment report be a one person job to a departmental process? How do we use the data we collect? What evidence do we have that we are using the data collected to make decisions to improve student learning?

Using the Evaluation Rubric provided by Dr. Pearce as the first draft in developing a model to guide this shift in assessment, each department needs to look back over the data collected during the past 3 years. Then through a series of prompts or reflection questions, the department can "close the loop" by identifying what actions were taken based upon the data collected.

Dr. Simpson suggested the following examples of Reflection Prompts.....Think about what you have done after looking at collected data.

1. Did you map the curriculum to align with professional standards?
2. How did you strengthen a course?
3. Did you change textbook or teaching method?
4. Did you look at courses you require for a major or minor and consider changes in the program of study?
5. Did you form a committee to examine an issue or concern? What was the committee's outcome?
6. Did you formulate a proposal? What was it? Then what happened?

Such reflection questions help faculty and staff document actions or measures we have already taken with assessment data we have collected. This process walks the faculty and staff through the assessment cycle in showing how data is used to drive curricular and instructional decisions.

The committee then discussed what might be the best approach to help change the culture towards assessment as well as bring the University together as a learning community to begin the alignment of assessment with upcoming accreditation. The university assessment committee is planning a campus wide event before Spring 2009 semester classes start.

The meeting was adjourned at 4:45 pm.