

Assessment Committee Meeting

March 22, 2017 in White Hall Room 123A

Committee members present: Jeanette Moore, Jerry Wilcox, Laurel Larson, Linda Dalessio, Mary Nelson, Patricia Ivy, Stuart Dalton, and Tom Schmiedel.

Guest: Josie Hamer

Meeting began at 1:30 PM. Tom volunteered to take minutes.

Minutes from February were approved: 7 yes, 0 no, 0 abstained.

1. Subcommittee: Assessment website (<http://www.wcsu.edu/assessment/>). Jennifer and Tom reviewed the current assessment website. Jennifer presented information and provided a handout that summarized the review. It was noted that, while there is some useful information, there is redundancy and much of it is outdated, going back to the 2003-2008 timeframe. It was suggested to remove some material in an effort to streamline the site with updated information in a handful of areas (Intro to Assessment Committee, ByLaws, Minutes, Guidelines to Assessment, Busy Person's Guide to Assessment, further Reading, and Reports to BOR.)

Two questions: (1) who has authority to make changes to the site and (2) who will update it on a regular basis. Jennifer, Tom, and Jerry will work on answering those questions. A motion was made (Stuart) and seconded (Tom) to streamline the site as proposed.

2. Academic Program Review. Jerry provided a draft of the document. There was a question and discussion about numerical order of items/processes on draft handout, particularly the placement of the timing of the external review. It was noted that the entire process takes place over the academic year, that this is not clear as the document is currently written, and a note should be added to address that items take place in academic year. (Note: Patti Ivry conveyed these concerns to the Senate, and the document will be modified.)
3. NEASC Interim Report. This will be due August 15, 2018. A committee has been formed consisting of Ann Atkinson, Jay Murray, Jennifer O'Brien, Kelli Custer, Josie Hamer, and Jerry Wilcox. Contact any members if you have questions or want to contribute.

Jerry mentioned a letter from NEASC to Dr. Clark that contains information related to the interim report. The letter provides links to guide the interim report process (<https://cihe.neasc.org/institutional-reports-resources/interim-fifth-year-report>) and specifically mentions some areas of emphasis. One of these areas is ***assessing student learning outcomes of all general education core competencies and all majors and using the results to inform decision making and continuous improvement.***

4. Involving students in accreditation. Jerry provided an article by Simon Boehme in the Huffington Post. http://www.huffingtonpost.com/entry/involving-students-in-accreditation_us_5877e2bde4b03e071c14fb77. It was noted that students do have some involvement in the process in the School of Professional Studies. It was recommended we think about current student involvement in accreditation, how to increase student involvement, and to bring ideas to each of our departments.
5. Experiential education. There has been creation of an Experiential Education Working Group. The chair is Tony Chieglio. Experiential education activities are those outside of the classroom that contribute to student advancement and learning.

A draft of the main goals of the group included (1) work with all university schools and programs to encourage, promote and make transparent opportunities for experiential education, (2) educate the university community on the value of experiential education, (3) facilitate discussion and action to ensure the integrity, support and complementarity of existing experiential education programs, and (4) support customization of data collection and information to support assessment or accreditation efforts.

Many programs at WCSU have experiential education built in, such as clinical experiences in Nursing, student teaching in Education, performing in Theatre Arts and Music, tutoring in Math, and internships in many departments. Jerry had distributed partial list of experiential education activities in 2015. It was noted that there are two concerns about this topic.

- Internal competition: it might be helpful to have a database populated with information to track information related to placements in order to avoid conflicts in placing students.
- Legal and insurance: examples of concerns in areas of working with children and elderly and the need for police background checks.

Jerry would like to gather evidence of experiential education that has already taken place and see what percentage of courses have it. It was noted that not all experiential education activities take place within the context of a course and that sometimes students use their skills and/or what they have learned at WCSU outside of the classroom. Some categories of experiential education (not an exhaustive list):

- Courses, credit bearing
- Paid work related to discipline, such as tutoring
- Employment, such as singing at a church or working with Ability Beyond Disability

Concerning student workers, Jerry mentioned they are not at the point yet where they can assess all student workers in terms of how the work they do might play a role in student learning.

We could put together a survey for students to complete that might give us data and a sense of how their experiential education activities play a role in their overall learning and education. Think about questions on such a survey for next meeting.

For April 19 meeting:

- A. Jennifer and Tom: look into who can access/change information on assessment website and how this is done.
- B. Think about how to increase student involvement in the accreditation process.
- C. Think about questions for a survey with the purpose of learning how experiential education plays a role in student learning.
- D. Subcommittee: Critical Thinking competency, postponed till next meeting
- E. Subcommittee: Repository for Gen Ed competencies, postponed till next meeting

Adjourned 2:25 PM

Minutes submitted by Tom Schmiedel