

## Assessment Committee Meeting

September 9, 2017

White Hall 123A, 1:30 PM

**Members present:** Marjorie Callaghan, Walter Cramer, Jennifer Duffy, Patti Ivry, Karen Koza, Jeanette Moore, Tom Schmiedel, Jerry Wilcox, Sharon Young.

### 1. Welcome New and Recidivist Members

Jerry facilitated introductions of those previously not acquainted.

### 2. Volunteer to take minutes of this meeting

Tom volunteered.

### 3. Election/draft of Chairperson for 2017-18

Jerry was nominated and elected.

### 4. Review bylaws "... using [the results] for improvement of student learning."

(<http://www.wcsu.edu/facultystaff/handbook/pages/ACbylaws.asp>)

Jerry asked if there were any changes to be proposed concerning the Bylaws. There were no proposals.

### 5. Approve, correct, disparage, and/or disapprove Minutes of April 2017 meeting

Minutes for April were approved: four in favor, none opposed, five abstained. Tom commented that he did not think minutes from March had been voted on as of yet. That matter will be investigated and if needed will be voted on in the October meeting.

### 6. Website Update: see URL <http://www.wcsu.edu/assessment/>

Walter suggested an online space for the purpose of providing awareness of the variety of assessments, surveys, questionnaires, or other forms of instruments that students are asked to take. This could be viewed by public at large, sort of a "schedule" of these types of activities. This would be of value for several reasons.

- Avoid survey fatigue
- Create awareness of the timing of distribution over the period of a semester
- Create awareness of the types or nature of assessments that are taking place
- Create awareness of the types or nature of data that might possibly be available

There was a question of whether this schedule would come under the authority or responsibilities of the committee. How would it be communicated to faculty, departments, or programs that they should, or could, provide this type of information? Who should communicate it? Would it come from the Provost, from IRB, from department chairpersons, from individual faculty, or from any and additional sources?

The discussion evolved to include, or have as a separate listing, research activities of faculty. Again the intent of this would be to provide awareness, this time of faculty work within the university, which might provide benefit to others. Again, there was the question of whether or not a listing of this nature would come under the authority or responsibilities of the committee.

It was proposed that a resolution be drafted that addressed these topics. It was not yet decided, but the resolution might be sent to either the university senate or Provost. Jeanette, Patti, and Walter volunteered to work on it and it will be discussed at next meeting.

#### **7. Common Drive (K) protected repository for Assessment Documents (K:\Common Areas\Senate Assessment Committee)**

- Jerry identified the Common Drive (K) as a potential place to store assessment documents. This is a secure electronic storage area accessible only to those with access permission granted. It can be used to hold all documents related to assessment, particularly for the NEASC five year interim review upcoming. All committee members should have access to this folder.
- The assessment website has potential for being an online home for such documents; however, the website is open to the public and some departments may not want their documents or data shared publically.
- For previous NEASC visit, a system called ERES, which was a library resource, was used to store NEASC documents. Not all documents were in ERES, it is no longer in use, and documents that were stored there are no longer available.

#### **8. NEASC Update; Experiential Education; Annual Reports; and E-Series documents**

##### **NEASC**

- NEASC will be looking for location of student learning outcomes for each department, as well as general education and institutional level outcomes. NEASC provides forms (E-Series Forms: Making Assessment More Effective) to be utilized to provide information that documents educational effectiveness.
- Some departments currently provide student learning outcomes on department websites. The university NEASC committee will need to determine how they will obtain general education and institutional level assessment of student learning outcomes. The target date to have this information available is July but need to have it by end of the semester.
- Concern was expressed about measuring and obtaining data for student learning outcomes on general education and institutional levels. Is there data? How will learning outcomes be measured? Suggestions for assessing critical thinking were Watson-Glaser or developing our own rubrics. We need to revisit this and Jerry said he would bring it to the NEASC Steering Committee meeting in October.

##### **Experiential Education**

- There are some degree programs that require some form of experiential education, such as internships, student teaching, and clinical work in nursing. Placements for these instances must have priority over situations where the experience is not a requirement.

- There are many instances outside of course work where experiential education takes place, in volunteer or paid (employment) situations, such as theatre work, athletics, and sciences (lab work).
- How does evaluation take place in these situations? Ancell, advising committee. School of Professional Studies, evaluation by institutions such as hospital or schools that take on student teachers.
- Jerry identified the National Association of Colleges and Employers (NACE) and a set of career readiness competencies (<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>). Sharon volunteered to come up with an adaptation of this for the committee.
- Walter said student affairs has an interest in the institutional level, having recently formed a student affairs assessment committee to look at learning outcomes.

### **Annual Reports**

- There is a need for program review for Board of Regents. Better to be proactive, help craft the process rather than have it handed down to us. Refine our guidelines for program review.
- Is there software available to help gather information? Demo of new software upcoming in April, limited attendance available.

### **9. Other Business**

- Walter introduced information about Core Institute (<http://core.siu.edu/index.php>) and a survey administered by CHOICES/Sharon Gluck here at WCSU. Core Institute is located at Southern Illinois University and their surveys are the designed to determine alcohol and drug use in higher education. They have the largest database of this type of information and results of the survey here at WCSU can be compared to the national benchmark.
- Additional issues affecting student learning outcomes: family issues, single parents, mental health, work, etc.
- Sharon will be invited to discuss the survey and related aspects at October meeting, providing a perspective on how these aspects might effect student learning.

### **10. Schedule for remainder of academic year**

No issues were brought up, confirming the schedule will be as listed on the Assessment website.

<http://www.wcsu.edu/assessment/>

### **11. Announcements**

There were no other announcements.

### **12. Adjournment**

Adjournment at 2:40 PM

Minutes submitted by Tom Schmiedel