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| **University Assessment Committee**  Meeting Date: Feb 8, 2021 | Time: 3:00 p.m. – 5:00 p.m.  Room: Zoom | GVLEFT |

**2020-21 UAC Members**

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| **Brooks College of Interdisciplinary Studies (1)**    **Peter Wampler, Honors (20-23)**  **College of Community & Public Service (2)**    **Scott Berlin, School of Social Work (18-21)**    *Allison Adams, Hosp. & Tourism Mgmt. (21-21)*  **College of Education (2)**    Wei Gu, Teaching & Learning (18-21) *Greg Warsen, Ed. Lead. & Counseling (19-22)*  **College of Health Professions (2)**    *Denise Ludwig, Communication Sciences (19-22)*    **Libby MacQuillan, Allied Health Sciences (18-21)**  **College of Liberal Arts and Sciences (11)**    Richard Besel, Communications (20-23) **Jon Hasenbank, Mathematics (19-22)**    **Julie Henderleiter, Chemistry (18-21) chair**    **Mike Henshaw, Biology (19-22)**    **David Laughlin, Movement Science (20-23)**    *Keith Oliver, Physics (20-23)*  **Zsuzsanna Palmer, Writing (21-23)    Janel Pettes Guikema, Modern Lang &Lit (20-22)**    **Carolyn Shapiro-Shapin, History (20-23) recording** Al Sheffield; Music, Theatre, and Dance (19-22)   **Fang (Faye) Yang, Communications (18-21)**  (bold, in attendance; *italics, notified absence*) | **Kirkhof College of Nursing (1)**    **Sue Harrington, College of Nursing (18-21)**  **Padnos College of Engineering and Computing (2)**    **Greg Schymik, Computing & Info Systems (19-22)**    **Sung-Hwan Joo, School of Engineering (20-23)**  **Seidman College of Business (2)**   **Sonia Dalmia, Economics (20-23)**   **Anne Sergeant, School of Accounting (18-21)**  **Service Unit Representatives (6)**    **Colleen Lindsay-Bailey, Housing & Res. Life (20-23)**  **Colin DeKuiper, PCEC Advising (20-21)**  Breeann Gorham, CCHP Advising (20-21)    **Susan Mendoza, OURS (18-21)**    **Betty Schaner, Assistant Dean, CLAS (19-22)**    **Kate Stoetzner, Padnos International Center(19-22)**  **University Libraries Representative (1)**    **Scarlet Galvan, University Libraries (20-23)**  **Student Senate Representatives (2) (1-year terms)**    **Undergraduate: Nick Raak**    Graduate: *TBD*  ***Ex Officio* (Office of the Provost)*:*  Chris Plouff, AVP for SPAA**  **Taylor Boyd, SPAA Assessment Specialist**  **Anca Enache, Graduate Assistant** |

**Agenda:**

1. Arrivals and pre-meeting review of the Minutes (3:00 – 3:05).   
    **Meeting called to order at 3:05 p.m.**
2. Approval of minutes from 1/25/2021 (attachment) Motion from Schymik, second from Berlin. Motion carried.
3. Report from the Chair
   1. Mid-year report to UAS, attached - Sent to committee
   2. Fall, 2020 review status—thank you for updates, all units with 2019 reporting have initials.
   3. Plans for seriously delinquent units – meeting with most units to talk about best path forward.
      1. Email sent to units without materials
      2. Meetings transpired and have been productive. UAC Chair asked to attend meetings.
      3. COE is looking to streamline UAC assessment
4. Report from the Provost’s Office
   1. Plouff has nothing new to report.
5. New business
   1. Discussion: how UAC will review and provide feedback on Self-study reports; what role is most beneficial?   
      Potential model listed below prompt (blue/green text below) given to structure the discussion.
      * 1. This type of work is in our committee charge.
      1. What does meaningful feedback look like?
      2. Is it best for UAC to read and comment on entire Self-study or on a portion of the Self-study?
      3. What is the best structure for the reviews/what do our programmers need to set up in GVAdvance?

Comments (Henderleiter):

* We have a chance to make the assessment process more genuine for units that are not externally accredited should the unit want to use the process to make their department better.
* Self study is effectively summative assessment. We are not fact-checkers. We can help units to move forward. Look at reviews to see where units believed they succeeded and where they want progress.
* Skim though findings and find successes resulting from assessments. Take an area where units want to improve and help them revise a measure, find a new assessment tool, etc.
* Report will be an email from UAC chair with 1 compliment and 1 way that we can help.

**PROMPT: After reviewing the assessment of the Student Learning or Student Centered Outcomes, identify key areas (1 – 5) where students are excelling, and areas (1 – 5) that need improvement. For complex programs with many majors or emphases, more items can be included.**

**Why review:**

UAC can use this opportunity to provide short but focused feedback to units AND extend a helping hand for assistance with assessment. As we move into the next SP, units should have the chance to revise their AR’s if they wish or if they need to. Reviewing gives UAC the opportunity to help units design their AR to be (more) meaningful to them, less about compliance and more about exploring what’s of value to the unit.

**Constraints:**

* The Self-study is effectively a summative assessment, our feedback should help units as they move into the next SP and acknowledge work done.
* UAC cannot do a comprehensive review (fact-check) everything units do, nor is that our responsibility.

**“Straw person” model for reviews:**

* Have the Self-study window open
* Compile Assessment Reporting for “all” for 5 years back
  + Skim through past UAC reviews, as needed
* Read Self-study response, noting the objectives the UNIT identifies as where students are excelling and areas needing improvement.
  + Read through the findings associated with only these Objectives (files attached will appear and are viewable for those units that attach files instead of extensive comments).
  + Find ONE area of excellence and comment on how the unit’s assessment/findings has improved or supports the good work.
  + Find ONE area where the unit wants to improve and offer help—could a measure be revised? Know of a good assessment tool? How can UAC help the unit? Offer one constructive suggestion.
* Report is an email back to the unit doing the following three things:
  + Thank the unit for their assessment work.
  + Compliment the unit on one (specific) thing they did well that shows up in their Self-study.
  + Offer one way that the unit could make assessment reporting more helpful—might be suggesting consolidation, reworking a measure or two, better assessment tool…offer UAC help at a faculty meeting to talk about assessment.
  + Chair will email units from GVAdvance after UAC members send comments to chair.
  1. Discuss whether UAC responsibilities need to be changed, as related to Strategic Planning (Suggest discussing this in Winter, 2021, AFTER Self-study review process is set).

Discussion:

Pettes Guikema: Noted that feedback from UAS concerning setting priorities and highlighting values was very helpful. We are offering helpful/useful information on establishing future assessments.

Hasenbank: There are forms in GV Advance already that says UAC Feedback might be replaced by a PDF with this information. However, we will want to keep all assessment information in one place.

Wampler (In chat): If everyone is providing similar feedback to these questions would it be more efficient to have people enter the data in a Google or CMS form so that it can compile the comments for you to merge into an e-mail to the units?

Henderleiter – Unit heads might benefit more from an email rather than a link that they would have to locate. Agreed that the use of a form might be helpful. We will have less in the way of regular reviews from the 2 year cycle with Covid. We want to offer meaningful reviews but also maintain a manageable workload.

Shapiro-Shapin: It would be helpful to have the committee do a common review so that we are all on the same page.

Henderleiter: Those who are writing self-study might be willing to submit a draft to create boilerplate language. If any thoughts occur to you concerning units with Student Learning Options that work well, note the types of assessments that work well or are challenges.

Palmer: A list and examples help those who are new know what to look for.

Henderleiter: How do we want to conduct reviews? 2 stage reviews, buddy system, etc.

Wampler: Could we get a text data dump of earlier language? (Boyd will look into this.)

Hasenbank: We also have stock language on our Bb site (though it will need changes).

Hasenbank: Asked about the timeline and what needs to be done now to prepare for Fall and where we will collect our responses.

Henderleiter: We may want to delve into previous comments.

Wampler sent an example of a Google Form we might use. Example Google form with dropdown of comments <https://forms.gle/UyRK7kd9L4dGAGGx5>

Henderleiter: Tasks: To send to Henderleiter:

Think about which format would be easiest for use. Text boxes, drop downs, etc.

What types of comments are frequent for those doing well and for those units that have difficulties?

From Jon Hasenbank to Everyone : Reminder we have some stock language posted to our Bb site here: <https://docs.google.com/document/d/1S0A7wrjlHe8TyySDmjFhK2-3N86TkFAwlRRiGkl4eFI/edit>

From Scarlet Galvan to Julie Henderleiter(Direct Message) : I'm writing the self-study for the library, but the library is unusually structured compared to a unit, so I don't know how helpful it would be.

***Standing Responsibilities (Faculty Handbook):*** *The UAC is responsible for:*

1. *Providing leadership and support to university constituents as they design and implement the five to six year self-study report and every two year student learning outcome assessment plan/report with strategic plan updates based on best practices.*
2. *Reviewing and providing feedback on assessment plans, reports, and self-studies submitted by all academic programs and most service units \**
3. *Providing instructions for reporting formats and schedules.*
4. *Providing feedback to Administration in support of ongoing accreditation standards as set forth by the Higher Learning Commission.*
5. *Conducting user training on the on-line system for reporting Assessment reviews/plans and Self-Study updates/reports.*
6. *Maintaining and updating the UAC website, Blackboard site, submission links as needed, and Assessment Report and Self-study (ARSS) automated timeline and notification system (4 month and 2 month notifications).*

*\* Service unit representatives are appointed to serve as the primary reviewer of reports submitted by service units.*

Schymik: It is early to be discussing this as the university is still in the process of developing strategic plans. The process is therefore premature.

Boyd: Strategic planning is more the responsibility of the colleges.

Hasenbank: There was no reference to UAC working with strategic plans until 2017, change occurred between 2014 and 2017 and was then shown in subsequent iterations.

Harrington: The idea of strategic planning assessment was considered under Harrington but developed later.

Plouff noted that coupling of ideas of strategic planning with assessment.

Henderleiter will discuss the matter with Boyd and Plouff.

Hasenbank asked if reviews should begin. Henderleiter noted that teams were now stable and that reviews could begin.

1. Adjourn to small groups if needed

Moved by Schymik and seconded by Berlin to adjourn to breakout rooms at 3:59. Motion carried. Next meeting in 2 weeks