

2020-21 UAC Members

<p>Brooks College of Interdisciplinary Studies (1) Peter Wampler, Honors (20-23)</p> <p>College of Community & Public Service (2) Scott Berlin, School of Social Work (18-21) Allison Adams, Hosp. & Tourism Mgmt. (21-21)</p> <p>College of Education (2) Wei Gu, Teaching & Learning (18-21) Greg Warsen, Ed. Lead. & Counseling (19-22)</p> <p>College of Health Professions (2) Denise Ludwig, Communication Sciences (19-22) Libby MacQuillan, Allied Health Sciences (18-21)</p> <p>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) Al Sheffield; Music, Theatre, and Dance (19-22) Fang (Faye) Yang, Communications (18-21)</p> <p>(bold, in attendance; <i>italics, notified absence</i>)</p>	<p>Kirkhof College of Nursing (1) Sue Harrington, College of Nursing (18-21)</p> <p>Padnos College of Engineering and Computing (2) Greg Schymik, Computing & Info Systems (19-22) Sung-Hwan Joo, School of Engineering (20-23)</p> <p>Seidman College of Business (2) Sonia Dalmia, Economics (20-23) Anne Sergeant, School of Accounting (18-21)</p> <p>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)</p> <p>University Libraries Representative (1) Scarlet Galvan, University Libraries (20-23)</p> <p>Student Senate Representatives (2) (1-year terms) Undergraduate: Nick Raak Graduate: TBD</p> <p>Ex Officio (Office of the Provost): Chris Plouff, AVP for SPAA Taylor Boyd, SPAA Assessment Specialist Anca Enache, Graduate Assistant</p>
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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 2/8/2021 (attachment)
- 3) Report from the Chair
 - a) UAC feedback from Fall, 2020.
 - b) Met with several Unit Heads and assessment leads to plan for the units to resume assessment reporting in Fall, 2021.
- 4) Report from the Provost's Office
- 5) New business
 - a) 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)
 - i) What does meaningful feedback look like? (LOOK AT GVReview

Prompt from 2021 Self-study, Reflections on Student Learning or Student Centered Outcomes

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. (suggested length: 1000 words)

Box 1. UAC feedback on the Unit's response to areas where students are excelling.

Box 2. UAC feedback on the Unit's response to areas where improvement is needed.

Box 3. Optional: Additional Comments

Potential Response template

Strengths in Assessment (comment on 2-4 items)

- The unit makes a compelling case for...as evidenced by the data and discussion of...
- The unit clearly shows how improvements in...resulted from data collection and analysis of...
- The analysis of...clearly shows that the unit...
- The **unit's response to** use of assessment data to demonstrate...shows...
- The implications for future unit work are well grounded in...
- It is clear that the unit's assessment plan and reporting supports...
- Assessment reporting paints a picture of an organized, coherent assessment process that supports the unit's work by...
- The unit discusses a clear plan to continue improving...as evidenced by data and analysis reported under...

Continued actions in assessment (add 2-4 comments)

- The UAC can help (unit) to devise outcomes/objectives/measures that will better help/more clearly demonstrate...
- Moving forward, the unit's plan to...seems sound. Please reach out to UAC if we can help design rubrics/measures to help the unit meet the SLO of...
- UAC has examples of other units with a Student Learning Outcome similar to.... Please let us know if we can help by putting you in contact with another unit with a similar SLO. Sharing rubrics/assessment ideas may make it easier for your unit to...
- The future work described by the unit may be more readily assessed through changing/adapting/modifying... UAC is happy to meet to explore options for assessing... Resources are also available online at www.gvsu.edu/uac/resources.
- Future work is well focused to help the unit achieve...UAC looks forward to reading about future improvements.

ii) What is the best structure for the reviews/what do our programmers need to set up in GVAdvance? Look at what is CURRENTLY in GVAdvance, keep or change? If change, to what? (Time-critical decision)

(1) Current GVAdvance Self-study feedback form

(2) Recommendation to keep *Reflections on Student Outcomes*, with edits as needed, with boilerplate prompts for UAC, as noted above in orange

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.
- b) Discuss whether UAC responsibilities need to be changed, as related to Strategic Planning.
- i) It seems, from the last meeting, that this is not something we need to pursue at this time.

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

- 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.*
- Reviewing and providing feedback on assessment plans, reports, and self-studies submitted by all academic programs and most service units **
- Providing instructions for reporting formats and schedules.*
- Providing feedback to Administration in support of ongoing accreditation standards as set forth by the Higher Learning Commission.*
- Conducting user training on the on-line system for reporting Assessment reviews/plans and Self-Study updates/reports.*
- 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.*

- c) Reporting in GVAdvance. After working with the system for several semesters, are any edits in order as we move into Fall, 2021? Do we need all of the fields that we currently have? Do we need additional fields? At our next (March 8) meeting, we will discuss if edits to the Measure Reporting page in GVAssess are in order, and if so, what changes should be made. The current fields are listed below.
 - i) Status
 - ii) Year to attribute finding
 - iii) Closing the loop (Summary of changes since the last time reporting was entered)
 - iv) Findings value (if appropriate)
 - v) Target
 - vi) Threshold
 - vii) Threshold/Target definition
 - viii) Brief progress update
 - ix) Online/hybrid course?
 - x) Findings since last reporting
 - xi) Findings file title & pdf upload
 - xii) Analysis of findings
 - xiii) Next course of action
 - xiv) Sharing of findings
 - xv) Additional comments

- 6) Adjourn to small groups