University Assessment Committee Minutes
Friday, February 15, 2013
Noon to 1:30pm Lower Dansbury
(Replacement for Friday, February 8, 2012 Meeting Cancelled Due to Weather)

Attending: Jeff Weber, Sandy Shaika, Joann Stryker, Laura Waters, Adam McGlynn, Mike Jochen, Paul Creamer, Chris Dudley, Paul Creamer, Jo Greenawalt, Jaedeock Lee, Heather Garrison, Suzanne Prestoy, Fernando Perez, John Robinson, Pamela Kramer Ertel, Mark Kilker, Tom Tauer, Kelly Harrison, Douglas Friedman, Sheila Handy, Michael C. Sachs, John Chang, Kim Roselli

Tom Tauer explained that Jodi Levine-Laufgraben was unable to come as planned today to ESU. As a result, we were able to use the planned time for the UAC to meet with her to hold the UAC meeting cancelled last Friday due to inclement weather.

1. The minutes from the November 7, 2013 meeting were reviewed and approved.

2. Moving Forward
   a. Moving forward with the recommendation of Michael Middaugh made at the January 22nd faculty retreat, the undergraduate and graduate curriculum maps were distributed to academic departments. These were sent out via email from Friday, February 8th through Monday, February 11th. Both the undergraduate and graduate templates were populated with departmental courses and degree programs. They were sent out in separate emails to all permanent faculty in each department copying the appropriate dean and administrative assistant.

Feedback from Committee Members:
   ➢ Departments are having a difficult time printing the templates.
   ➢ Standard for assigning instructional level letters to a given course – what guidance? Guidance for identifying the instructional levels for use in the templates: Discussion included using Bloom's taxonomy to determine level of instruction with course level for example: 100 level courses are introduction level, 200 level courses are reinforcement of concepts, 300 level are emphasized, and 400 level courses are advanced. Also take into account course sequences ie I and II for a series.
   ➢ Given the assignment is subjective and prone to faculty interpretation, how important is it to tie back to syllabus? If you don’t have this information on the syllabus but feel the course is meeting a specific outcome, this can become a discussion point among departmental faculty for changes moving forward. In the annual assessment report the department would need to state their rationale for how this activity meets the SLO.
   ➢ Interpreting based on person teaching the course - should information go to department chair? Point is to get consensus among all faculty in the department –
universal goals for each course. Only one spreadsheet per department should be sent to OAIE.

- With course cap sizes changes (large classes), there have been changes in pedagogy. Should the template reflect original class size or large class size? Base the assignment to what is the current reality for the course.

b. Department Chair Meeting 2/21/13, next Thursday, is going to be an assessment working meeting. Joann and Laura will do a brief introduction and then will conduct a working session on completing the undergraduate and graduate templates, and discuss program level assessment. There will be an email coming from Jeff Weber, Sheila Handy and Laura Waters (three department chairs on the UAC) to department chairs explaining the purpose of the meeting. Additionally, Chris Dudley, Jennifer White and Adam McGlynn will be asked to attend the meeting as ACT members to assist. Questions and issues regarding the curriculum maps will be addressed. Interdisciplinary discussion can occur for directed general education and cognate courses between chairs. Next working step for program assessment will be completion and submission of annual assessment reports if they have not been done.

c. The Monitoring Report Writing Team has been determined by Dr. Reidhead:
   - Tom Tauer, Oversight Editor (Assessment Manager)
   - Jeff Weber, Report Author
   - Laura Waters, Editor/co-author
   - Sheila Handy, Editor/co-author
   - Bonnie Green, Participating Editor
   - Jack Truschel, Participating Editor
   - Joann Stryker, Data Editor
   - Assessment Manager to be hired, Staff Support

3. UAC Membership – updated membership list distributed. We are welcoming several new members at this meeting: John Chang representing College of Arts and Sciences, Science Faculty; Michael Sachs, representing Student Affairs; and Suzanne Fischer Prestoy, representing APSCUF for the Health Sciences faculty. In addition, Ken Levitt will be the representative for the General Education Committee for the remainder of this academic year. In the continuation letters going to non-tenured faculty, faculty are being instructed to balance their time and not spend an undue amount of time/effort on university service. We all need to be cognizant of this going forward as a committee. Joann asked for two or three volunteers from the committee to work with her to establish formal procedures on establishing membership for the coming academic year, establish terms and track when new members need to be identified. Mike Jochen and Fernando Perez offered there assistance. Joann will set up a short meeting next week with them to get this started.

4. Communication. The role of each member in communicating information from UAC to the group they represent as well as bringing information back from the represented group was stressed. A general discussion ensued about the lack of awareness among the campus
community regarding student learning outcomes and assessment. The lack of awareness at the January faculty retreat is an indication that there is not a culture of assessment on campus.

- At MSCHE conference Drexel University gave a presentation on the development of icons for their student learning outcomes. Is this something to do at ESU? There is some concern that faculty would see this as propaganda rather than as a communication tool. Dr. Chang's assistant, a graduate student in Instructional Technology, suggested that the use of a QR code which can be read by smart phones would be an efficient way to communicate SLO information to students.
- Pam Kramer-Ertel shared that new students in teacher education are given their outcomes printed on heavy cardstock that will hold up.
- Tom Tauer indicated the Provost Office will support the development of materials such as posters, etc. to enhance communication.
- Paul Creamer indicated he would be willing to do a presentation of basic information to new hires.
- At department chair meeting we will ask what each department does to communicate student learning outcomes to their students. The methods will be compiled and shared with all programs.

5. Implementation of University Level Assessments. This semester there are two required institutional level assessments that must be conducted. UAC member assistance in getting the word out and identifying implementation methods was requested.

a. National Survey of Student Engagement. Joann shared the one page communication brief on NSSE. This will be ESU’s third administration of this instrument. All 14 PASSHE institutions are required to participate this spring semester. Joann will send the electronic form to UAC members to distribute.

b. Proficiency Profile – Seniors. ESU selected the student learning assessment performance measure as one of our optional funded measures. We must have a sufficient number of seniors, trying for 300, take this approximately one hour standardized test during the spring semester. We want a representative sample from all colleges. Several methods for obtaining participation have been tried and have failed. Joann is checking into the online proctor status with ETS – new development this year.

Ideas from members to get participation:

- Approach student groups which have service hour requirements
- Student workers, how many seniors, have take as part of work hours
- Give graduation tickets as an incentive
- Give cap and gown, tassels as incentive
- Give faculty incentive to have students participate
- Do as part of last teacher practicum on campus
- UAC membership – encourage participation of your department’s seniors

Next Full UAC Meeting – March 8, 2013; 2:30 to 4pm, Room 137 Science and Technology Building
University Assessment Committee 2012-2013 Membership

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<thead>
<tr>
<th>Name</th>
<th>Representing</th>
<th>Workgroup</th>
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<tbody>
<tr>
<td>Adam Demetros</td>
<td>Graduate Student</td>
<td>Institutional Level Assessment</td>
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<td>Caroline DiPipi-Hoy</td>
<td>APSCUF, College of Education</td>
<td>Institutional Level Assessment</td>
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<td>Fernando Perez</td>
<td>Non-Classroom Faculty</td>
<td>Institutional Level Assessment</td>
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<td>Heather Garrison</td>
<td>College of Education, Faculty of Education</td>
<td>Institutional Level Assessment</td>
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<td>Jaedock Lee</td>
<td>College of Business and Management, Faculty of Business and Management</td>
<td>Institutional Level Assessment</td>
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<td>Ken Levitt</td>
<td>General Education Committee</td>
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<td>Mark Kiker</td>
<td>Academic Deans</td>
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<td>Patricia Jersey</td>
<td>Library</td>
<td>Institutional Level Assessment</td>
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<td>Sandra Eckard</td>
<td>Writing Specialist</td>
<td>Institutional Level Assessment</td>
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<td>VACANT</td>
<td>Enrollment Management</td>
<td>Institutional Level Assessment</td>
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<td>VACANT</td>
<td>University Senate Academic Affairs Committee</td>
<td>Institutional Level Assessment</td>
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<td>Jeffrey Weber</td>
<td>UW Curriculum Committee</td>
<td>Institutional Level Assessment, <strong>Leader</strong></td>
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<td>Christopher Dudley</td>
<td>College of Arts and Sciences, Faculty of Social Sciences</td>
<td>Professional Development, <strong>ACT Leader</strong></td>
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<td>Jennifer White</td>
<td>Committee for Excellence in Teaching and Learning</td>
<td>Professional Development</td>
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<td>Jennifer Young</td>
<td>APSCUF, Non-Classroom</td>
<td>Professional Development</td>
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<td>John Robinson</td>
<td>Student Activity Association</td>
<td>Professional Development</td>
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<td>Kelly Harrison</td>
<td>APSCUF, Human Performance</td>
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<td>Kelly Weaber</td>
<td>Student Affairs, General</td>
<td>Professional Development</td>
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<td>Nancy Greenawalt</td>
<td>Student Affairs, Non-classroom Faculty</td>
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<td>Pamela Kramer-Ertel</td>
<td>Academic Deans</td>
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<td>Paul Creamer</td>
<td>College of Arts and Sciences , Faculty of Arts and Letters</td>
<td>Professional Development</td>
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<td>Sheila Handy</td>
<td>College of Business and Management, Faculty of Hospitality and Leisure</td>
<td>Professional Development, <strong>Leader</strong></td>
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<td>Debra Ballinger</td>
<td>College of Health Studies, Faculty of Human Performance</td>
<td>Program Level Assessment</td>
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<td>Douglas Friedman</td>
<td>APSCUF, Business and Management</td>
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<td>John (Jyh - Hann) Chang</td>
<td>College of Arts and Sciences, Faculty of Science</td>
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<td>Justin Potts</td>
<td>Intercollegiate Athletics Coaches</td>
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<td>Michael Sachs</td>
<td>Student Affairs, General</td>
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<td>Mike Jochen</td>
<td>Graduate Coordinator</td>
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<td>Shaun Cunningham</td>
<td>Undergraduate Student</td>
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<td>Suzanne Fischer Prestoy</td>
<td>APSCUF, Health Sciences</td>
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<td>VACANT</td>
<td>Associate Provost for Academic and Institutional Effectiveness</td>
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<tr>
<td>Adam McGlynn</td>
<td>APSCUF, Social Sciences</td>
<td>Program Level Assessment, <strong>Leader</strong></td>
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<tr>
<td>Joann Stryker, Staff Co-Chair</td>
<td>Director, Academic and Institutional Effectiveness</td>
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<td>Laura Waters, Faculty Co-Chair</td>
<td>College of Health Studies, Faculty of Health Professions</td>
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University Assessment Committee Charge:

→ Review and continuously monitor university-wide assessment programs and their activities;
→ Conduct university-wide assessments and support the assessment efforts of other university constituencies;
→ Issue a biennial status report to the university community;
→ Identify and recommend structured and appropriate assessment-related professional development opportunities for the university community to support the assessment of university programs.

Last Updated February 1, 2013
National Survey of Student Engagement (NSSE)

What is NSSE?
The National Survey of Student Engagement (NSSE) is an online student survey administered to all freshmen and seniors during the spring semester. The 2013 updated NSSE survey asks students questions relating to the following five Benchmarks of Engagement:

- **Academic Challenge** – Including Higher-Order Learning, Reflective and Integrative Learning, Quantitative Reasoning, and Learning Strategies
- **Learning with Peers** – Including Collaborative Learning and Discussions with Diverse Others
- **Experiences with Faculty** – Including Student-Faculty Interaction and Teaching Practices
- **Campus Environment** – Including Quality of Interactions and Supportive Environment
- **High-Impact Practices** – Special undergraduate opportunities such as Service-Learning, Study Abroad, Research with Faculty, and Internships that have substantial positive effects on student learning and retention

With the 2013 update NSSE has also added topical modules - short sets of questions on designated topics. As a member of the PASSHE consortium ESU will be administering the Academic Advising module. ESU will also be administering a series of PASSHE consortium specific questions as part of the 2013 NSSE administration.

When is NSSE?
NSSE will be administered from February to April 2013. The first invitation will be sent February 26th to student ESU email accounts. ESU will receive our survey data and reports in August 2013.

Why NSSE?
Although NSSE doesn’t assess student learning directly, the survey results point to areas where ESU is performing well and aspects of the undergraduate experience that could be improved. NSSE also meets one of the requirements of participation in the Voluntary System of Accountability. PASSHE requires participation in NSSE every two years.

Student Incentives:
Students are being offered incentives to complete this survey. One $50 incentive will be awarded each week to a first year and a senior respondent. Students can select the form their incentive takes – either a gift certificate to the bookstore or as an addition to their e-card.

What FACULTY and STAFF Can Do:
- Help get the word out at ESU about NSSE.
- Encourage students to take the survey.
- Look at the survey instrument and identify items of interest to your work at ESU.
- Obtain and use NSSE results to inform your work.


Website for additional information: [http://nsse.iub.edu/](http://nsse.iub.edu/)

Campus drive location of past NSSE results:

S:\Acad. & Inst. Effectiveness\Assessment\ESU Specific\National Survey of Student Engagement - NSSE
Measure 4: Student Learning Assessment - Collegiate Learning Assessment (CLA), Collegiate Assessment of Academic Proficiency (CAAP), and ETS® Proficiency Profile

Theme: Success
Group: II, Optional

Description: The CLA, CAAP and ETS® Proficiency Profile learning outcome tools are utilized to assist institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes. This measure uses the assessment scores to evaluate the effectiveness of value-added component or learning gains between the freshman and senior years.

For peer comparisons, the value-added score reflects the institutions’ average learning gains relative to those of other colleges admitting students of similar academic ability.

The senior score will be used to evaluate year to year improvement.

Assessment
University performance will be measured as follows:
- 50% based upon performance at or above the established target;
- 50% based upon at least meeting the average scores of similar institutions participating in the study.

Source: CLA, CAAP, or ETS® Proficiency Profile scores

Benchmark: Peers are determined by the administering company based on admittance of similar students.

Notes: A sufficient number of university students must participate in the study for credit on this measure.