University Assessment Committee Minutes

March 27, 2013
Stroud 210
2:00pm

Attending: Alberto Alegre, Paul Creamer, Mary Beth Allen, Fernando Perez, Michael C. Sachs, Chris Dudley, Mike Jochen, Eugene Galperin, Suzanne Fischer Prestoy, Tom Tauer, Adam McGlynn, Sheila Handy, Joann Stryker, Chris Willis

Organization

Minutes from the previous full UAC meeting (dated January 21, 2014) were reviewed and approved.

Workgroup Updates

Each of the four workgroups provided updates on their ongoing projects and proposals.

General Education Workgroup

The workgroup presented a proposed assessment calendar for piloting and implementing direct assessment measures for all seven of ESU’s undergraduate student learning outcomes. The calendar is set in a 5-year timeframe, and each learning outcome is on a four-semester cycle of research, piloting, implementation, and analysis. The creation of this calendar and the subsequent pilots will most likely necessitate a round of updates for departmental curriculum maps, as they are the foundation for determining what courses could be used to pilot new assessment measures. No quorum was determined on how to go about doing this.

Institutional Assessment Workgroup

This workgroup is also working on an institution-wide assessment calendar focused on tracking and implementing all broad assessment measures in use. This would include General Education assessment practices as decided by the GE workgroup, as well as both internal and external measures targeting a larger swath of ESU students. The goal is to create a calendar the can demonstrate not only when certain assessments will occur, but also what student learning outcome is assessed in a given cycle so that any gaps might be filled as necessary.
This workgroup is also monitoring three currently ongoing institutional assessments: the National Survey of Student Engagement, the Proficiency Profile, and the Graduating Senior Survey. These are outlined below.

**Professional Development Workgroup**

This workgroup has been hard at work putting on a series of professional development workshops for faculty and staff, the most recent of which was last Friday, March 28. Another one is scheduled for March 31 at 2:00pm. This a panel of ESU faculty who will discuss their use of a particular direct measure in place to assess student learning. All upcoming workshops will be placed on the University Calendar with the assistance of Michael C. Sachs, and an announcement will be sent to all deans and department chairs.

The group is also working with John Stabinger to create an assessment webpage that will serve as a landing page and reference point for all assessment on campus. It will have links for the UAC and all workgroups, as well as resources for faculty and staff to help them assess student learning. It will also have links to recordings and materials for all recent professional development workshops. The wording for this page was approved in the most recent UAC meeting, and initial instructions (wording, structure) were sent to Mr. Stabinger on Thursday, March 27 after the UAC meeting.

**Program-Level Assessment Workgroup**

This group is working primarily on evaluating program Annual Assessment Reports. Adam McGlynn has been coordinating workgroup members and additional volunteers in making sure all reports are reviewed, while Chris Willis has been working steadily on reviewing all reports to provide at least one more viewpoint before combining and summarizing evaluations to be sent to department chairs. All reports have been assigned, those not all evaluations have yet been returned.

**Institutional Assessments**

Currently ongoing institutional assessment updates were provided to the group as well. These are outlined briefly below. More information can be found in the handout provided for this meeting.

**National Survey of Student Engagement (NSSE)**

Administration began on February 25 with an email from Indiana University at Bloomington. The third reminder to students was sent on March 26. As of March 24, 536 students have participated so far (220 freshmen, 316 seniors). Our response rate is 24.4%. A final push emphasizing the grand prizes ($200 textbook scholarship for one freshman, free cap/gown set and diploma frame for one senior) began this week. These will be chosen on April 4.

**Proficiency Profile**

As of March 26, 157 seniors have completed the Proficiency Profile, while 220 possible senior administrations have been formally arranged with faculty across campus. At the time of this
meeting 175 total tests had been administered. See the handout for a break of senior participation by college, as well the weekly open lab times that have been established.

Graduating Senior Survey (GSS)

Since the focus of the GE workgroup has been on Global Citizenship (SLO #1), this semester a question on that topic was added to the survey. It launched on Monday, March 24 at the Grad Fest in the University Bookstore. After one day, 114 students (out of the 796 who applied to graduate) had participated. Our response rate is currently 14%. Email reminders will be sent out approximately every two weeks.

MSCHE Monitoring Report Writing Team

The final members of the 2014 Monitoring Report Writing Team were formally announced to the UAC at this meeting after a vote from committee members over SurveyMonkey. The team consists of:

- **Chair**: Tom Tauer, Associate Provost
- **Lead Writer**: Sheila Handy, Business Management Dept. Chair
- **Writer & Editor**: Jeff Weber, Political Science Dept. Chair
- **Writer & Editor**: Kelly Harrison, Athletic Training
- **Data Editor**: Joann Stryker, OIRA
- **Staff Support**: Chris Willis, OIRA

Michael C. Sachs also volunteered to serve as a resource for editing and review purposes.

GE Committee Update

The GEC forwarded the proposal for a new GE program to the curriculum committee on March 20. At this point it is an overall program change. There is no process in place for courses changes just yet. This will be a 45 credit program. John Elwood from the GEC will share this proposal with UAC members if they would like to see it, however he cautions that it is not approved yet, so changes will likely occur.

Upcoming Events

UAC members are urged to look at the handout for upcoming professional development workshops that was provided as a handout and to encourage their peers to attend. The Professional Development workgroup has been working hard on setting these up, and it would be nice for faculty to come support their friends and colleagues when they present. Michael C. Sachs will put these events on the university calendar.

New Business

The UAC is tasked with writing a Monday Morning Message addressed to all faculty, staff, and students on the importance of institutional accreditation. As there were no volunteers to write this message, the group decided to send out a quick survey to members asking them to answer
the question, “Why is institutional accreditation important?” Joann will work on combining those answers into a coherent message.

Inquiries from faculty were also brought to committee members. Specifically, there has arisen an issue involving faculty’s ability to provide evidence of student learning as it relates to documentation of their teaching excellence. While the UAC and ACT were tasked with providing assistance to those who reach out for help, some discussion occurred as to the nature of the issue. In the end, it was theorized that, rather than a situation in which faculty are simply not assessing students, faculty are having trouble providing evidence of that assessment. They need help identifying and describing appropriate measures in their reviews. In addition, based on input from certain faculty, there appears to be a miscommunication between what the dean desires in his/her initial letter to faculty, and what the president’s office requires for their review. Sheila will bring this issue to the Provost to get more concrete guidance on their expectations.

Out of this discussion, a proposed workshop idea was developed to teach faculty how to take assessment measures and use them to demonstrate their teaching effectiveness in faculty review reports. No final decision was made on this, however.

Meeting adjourned.
National Survey of Student Engagement (NSSE)

NSSE asks students about their experiences with practices that are believed to impact engagement and success both in school and afterwards. These include academic challenge, learning strategies, campus environment, experiences with faculty, and learning with peers. PASSHE requires participation every two years, however this year is a small pilot study to test the survey’s mobile compatibility.

Administration began on February 25 with an email from Indiana University at Bloomington. Since then, three reminders signed by President Welsh have gone out to students, the latest on March 26. Per the respondent list sent to ESU on March 24, 536 students have participated so far (220 freshmen, 316 seniors). Our response rate is 24.4%. A final push emphasizing the grand prizes ($200 textbook scholarship for one freshman, free cap/gown set and diploma frame for one senior) began this week. Look for ads on the school’s TV screens around campus, as well as on campus computers and in the Warrior Notes.

Proficiency Profile

OIRA has been administering the Proficiency Profile since the end of January. This is a major institutional assessment, as it is one of our PASSHE performance measures. It also serves as a key assessment of several of our general education student learning outcomes. There are weekly open lab times scheduled to accommodate faculty who are unable to allow us into the classroom:

- Tuesdays at 2:00pm
- Wednesdays at 9:00am

The totals for senior participation by college are:

<table>
<thead>
<tr>
<th>College</th>
<th>Completed</th>
<th>Pending</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>35</td>
<td>64</td>
<td>99</td>
</tr>
<tr>
<td>Business Management</td>
<td>43</td>
<td>41</td>
<td>84</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>79</td>
<td></td>
<td>79</td>
</tr>
<tr>
<td>Education</td>
<td>115</td>
<td></td>
<td>115</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>157</strong></td>
<td><strong>220</strong></td>
<td><strong>377</strong></td>
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</tbody>
</table>

Terry Barry in the College of Education provided his college’s estimate based on who should be participating in their exam day (April 21). CAS and CBM pending totals include approximately 40 students in classes where faculty said they would encourage open lab visitation. To date, 175 tests have been administered.

Graduating Senior Survey (GSS)

The GSS is an opportunity for students to tell us about their experiences at ESU, as well as their impressions of how much they have learned and the skills they have gained. Since the focus of the GE workgroup has been on Global Citizenship (SLO #1), this semester a question on that topic was added to the survey. It launched on Monday, March 24 at the Grad Fest in the University Bookstore. After one day, 114 students (out of the 796 who applied to graduate) had participated. Our response rate is currently 14%. Email reminders will be sent out approximately every two weeks.
Assessment at ESU

The term “assessment” may be defined in multiple ways by different individuals or institutions. ESU’s Guide to Program and Departmental Assessment Handbook developed by the Program Assessment Workgroup of the University Assessment Committee states:

“An assessment system is typically defined as the process of collecting, synthesizing, and interpreting information to aid in educational decision making – and assessment is an umbrella term for the comprehensive process of measurement and evaluation. Within an educational system, assessment should be viewed as a systematic collection and analysis of information for the main purpose of improving student learning and performance.

Although many individuals in higher education focus primarily on assessments related to student knowledge and performance, assessment is also critical to evaluating and improving such areas as the learning and living environment, student engagement, student retention, and any area that supports the university mission, goals, and operations.”

This page is designed to be the first stop for ESU faculty, staff and students for resources and information related to assessment. It is a work in progress and will be shaped by institutional needs and feedback from users.

Links:

- Calendar
  - Assessment Calendar
  - General Education Assessment Calendar
  - Upcoming Events

- Presentations/Workshops
  - Direct Assessment Workshop
  - ESU Examples of Direct Assessment
  - Global Citizenship
  - Rubrics

- Resources
  - Assessment Handbook
  - Frequently Asked Questions
  - Glossary of Terms
  - Internet Links

- Templates and Forms
  - Annual Assessment Report
  - Assessment Flow Charts
  - UG and GR University Student Learning Outcomes

- University Assessment Committee
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Global Citizenship</td>
<td>Demonstrate an understanding of their role as citizens of a diverse, global society.</td>
<td>Research</td>
<td>Pilot</td>
<td>Implement</td>
<td>Analyze</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2 Critical Thinking</td>
<td>Utilize critical thinking skills.</td>
<td>Research</td>
<td>Pilot</td>
<td>Implement</td>
<td>Analyze</td>
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<tr>
<td>3 Communication</td>
<td>Communicate orally, in writing, and through other formats.</td>
<td>Research</td>
<td>Pilot</td>
<td>Implement</td>
<td>Analyze</td>
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<tr>
<td>4 Information Literacy</td>
<td>Demonstrate information literacy and technological skills.</td>
<td>Research</td>
<td>Pilot</td>
<td>Implement</td>
<td>Analyze</td>
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<tr>
<td>5 Scientific Reasoning</td>
<td>Apply scientific reasoning to solve problems.</td>
<td>Research</td>
<td>Pilot</td>
<td>Implement</td>
<td>Analyze</td>
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<tr>
<td>6 Artistic Expression</td>
<td>Create and critique various forms of artistic expression.</td>
<td>Research</td>
<td>Pilot</td>
<td>Implement</td>
<td>Analyze</td>
<td></td>
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<tr>
<td>7 Understanding Holistic Development</td>
<td>Understand various models for the healthy development of the whole person.</td>
<td>Research</td>
<td>Pilot</td>
<td>Implement</td>
<td>Analyze</td>
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Professional Development Opportunities

March 28

- Workshop: Direct Assessments on Campus Panel Discussion
  - Bonnie Green – College of Arts and Sciences: Introduction
  - Mark Stewart – Physics: Using the ETS Major Field Test
  - Michael Sachs – Student Affairs: RA Training with Behind Closed Doors
  - Pattabiraman Neelakantan – Economics: Online homework feedback system
- Time: 2:00 – 3:30pm
- Location: Stroud 117

March 31

- Workshop: Direct Assessments on Campus Panel Discussion
  - Bonnie Green – College of Arts and Sciences: Introduction
  - Faculty Team – Professional and Secondary Ed: Portfolios and rubrics
  - Robert Cohen – Physics: Using the ETS Major Field Test
  - Rick Donnelly – Hotel, Restaurant, & Tourism Mgmt: Course-embedded external certification
- Time: 2:00 – 3:30pm
- Location: Stroud 117

April 16

- Workshop: Rubrics
  - Mary Beth Allen – Reading
- Time: 12:00 – 1:00pm
- Location: Senate Chamber

April 22

- Workshop: Direct Assesments of Global Citizenship on Campus
  - Jeff Weber – Political Science: Introduction
  - Chin Hu – Sociology
  - Adam McGlynn – Political Science
  - Matthew Wallace – Biology
  - Joni Oye-Benintende - Art
- Time: 12:30 – 1:30
- Location: Sci-Tech 117