

**Academic Assessment Committee  
November 1, 2017  
Meeting Notes**

**Present: David Barnes, David Button, Renee Campbell, Ken Erickson, Cullen Haskins, Kirk Jones, Doug Scheidt, Jennifer Sovde, Jess Spooner, Sarah Todd**

**FYI Items (to be addressed if anyone has anything to add):**

**1. Assessment in the Major:**

1. Follow up sent October 30, 2017
  - a) All participants have had training now
  - b) We're beginning to get feedback on the guidebook and functionality of documents online.
  - c) We'll be updating the guidebook and website before the new group of faculty begin in December, but anticipate further feedback suggestions from current participants.

**Still Pending:**

2. In December the committee will begin working on AIM's new timeline for the 2018-2019 faculty.

**2. ISLO:**

1. Reviewing rubrics as they come in. Getting them in several different ways.
  - a) We'll be encouraging faculty again in the near future to submit rubrics for consideration. Both for Comm & Critical Thinking as part of closing the loop on this cycle year's assessment process and for Social Responsibility as we move forward.

**Still Pending:**

2. We're still compiling samples. The committee has decided to have a few samples for each ISLO for the three schools.
  - a) The rationale is that the schools have different approaches.
  - b) Guidebook is being created.

**3. GER:**

Wil Rivers Update (Jennifer Sovde updated in Wil's absence)

\* The committee is in the process of creating a FAQ document in addition to the GER assessment webpage so people can find answers to questions.

\* The mission of the GER committee was discussed, we talked about what we did last year and where we are going next year.

\* We talked about revising GER 12 assessment methodology, but in the end we decided to work with what we have now.

\* It was determined that the GER sub-committee members will serve for three years and then will be replaced.

\* Wil went to the AACU conference and we are hoping he brings some new things to the table at our next meeting.

\* We are hoping to keep the general structure and are optimistic that SUNY will align GER requirements with Middle States requirements which will simplify things for us in many ways.

\* The question arose as to where GER data, methodology, reports and documents should be housed. Currently we have things on our website, Black Board, and OneDrive. We need a smart, organized place to house our data now.

**Action Item:**

Kirk: Send Nina at SUNY the information he received at the conference he attended in Buffalo.

#### **4. Fall 2017 Assessment Plan**

1. Program Assessment progress checked. Faculty have been gently reminded to enter measures. Deans have been notified.

\* Measure entry update has been completed for this semester. Faculty are a bit behind, but this trend isn't uncharacteristic of where we find ourselves at this point in the semester.

\* In the future, the director will be tasked with reminding faculty of the responsibility if they are part of a program assessment plan, but a complete "compliance report" approach is not cost effective when considering our limited resources and may not be conducive to creating a positive, faculty-driven culture of assessment. We want to move away from authoritarian approaches to assessment as much as possible.

\* At the very latest, measure and findings entry must be completed by the week after finals in order for the director of assessment to complete annual reports for program coordinators.

#### **5. Website updates continue on the assessment page.**

1. Johanna and I will be discussing a new setup in which the assessment home page features a link to academic assessment and one link to non-academic so the assessment page doesn't look so unwieldy. Navigation is more intuitive, but could be even more intuitive.

2. If you need or want anything added, please contact me and I'll add the items to my list of updates for Travis.

#### **6. ( Middle States Accreditation:**

1. Johanna and I met with Doug. We're currently in the process of discussing committee composition before we proceed. Anyone interested please let Kirk know.

2. I'll be attending MSCHE again this year. I have discussed with Doug the possibility of cycling the responsibility of attending this conference with others, including Johanna and Sarah.

## 7. Taskstream:

### Important Milestones:

1. Program Directors have been reminded of their requirement to map ISLOs to PSLOs on Task Stream. Deans: please encourage your program directors to complete this crucial update, because it will make the transition into subsequent cycle years a bit smoother.
2. I'll be sending out another reminder and checking programs by school over the next few weeks.

## 8. Day-to-Day

1. Because the course listings are available, the programs who have completed their ISLO-PSLO alignment will acquire their assessment plans a bit earlier so I can dedicate the week after finals to producing full-year reports for program directors.

## Discussion Items:

### Using our broad assessment results (aggregate ISLO results) to implement changes

The link below suggests using one brown bag discussion to address in a proactive way any issues that might arise in our institutional assessment findings. So if there are problems with critical thinking, have a session to discuss tools to measure critical thinking, or even just discuss understandings of what constitutes critical thinking.

<http://www.lindasuskie.com/apps/blog/show/44875203-an-easy-inexpensive-meaningful-way-to-close-the-assessment-loop>

**Question #1:** We already have a way that we're closing the loop for program assessment. What kinds of ideas do you have for closing the loop on institutional assessment (aggregate, so institutional trends)?

I'm concerned primarily with the more difficult ISLOs, like Social Responsibility and its sub categories (listed below for context).

For ISLOs like these, I don't think it is enough to simply say our students met or did not meet these ISLOs. These ISLO sub categories play a direct role in the quality of student experience at our institution.

**Question #2: What do we already have in place or what can we put in place to ensure students are meeting these and continually improving the campus climate?**

ISLO 4, with subcategories, listed below:

**4. Social Responsibility** (two of four subsets required for programs) The category of social responsibility requires students to demonstrate understanding of cultural relations and global concerns. Students should demonstrate cultural sensitivity and global concerns with an emphasis on ethical standards.

**Ethical Reasoning** Students demonstrate the ability to assess ethical values and the social context of problems, recognize ethical issues, think about how different ethical perspectives might be applied to dilemmas, and consider the ramifications of decisions and actions. Not coered in survey

**Global Learning** Students engage with complex, interdependent global systems and legacies (natural, physical, social, cultural, economic, or political) and explore their implications for people's lives.

**Intercultural Knowledge** Students demonstrate knowledge that supports effective and appropriate sensitivity to, and interaction in, a variety of cultural contexts.

**Teamwork** Students exhibit behaviors that facilitate teamwork and collaboration as demonstrated by effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

Sarah will be working on an institutional instrument (comprehensive survey) where we can integrate the questions that we want to ask into. This would measure student satisfaction where we have concerns such as racial harmony, personal safety, working well with others in a collaborative environment. This will be indirect data, but may still be helpful.

To get a more global picture, we could have students participate in the CLA Exam that gauges critical thinking and problem solving. However it is difficult to get students to voluntarily participate in a three hour test that they will not be receiving a grade for. Therefore it would need to be incorporated into a class.