



University Assessment Committee Meeting Minutes

Thursday, June 20, 2019

1022 North Engineering

Attendees: Alana Malik, Barbara Schneider, Tom Atwood, Brian Ashburner, Holly Monsos, Matt Franchetti, Geoff Rapp

Discussion Items

1. Assessment Day – CAS Workshop Recap and review of evaluations
 - Branched out beyond the scope of the UAC – many folks attended who were not necessarily academic.
 - CAS publishes their updated self-study guides and book – we purchased them. Alana will pull the self-study guides and send an email to those who attended the workshop and attach the files for attendees to find their related guides. There are also general standards for those who do not know which file relates best.
 - Trying learn about how to do Program Review as a service unit, but we are waiting on a meeting with President Gaber.
 - Service units – having the distinction between a learning outcome, a program outcome and an operational outcome has helped them to try to distinguish between what they are doing and why they are or are not doing it.
2. Summer items
 - Pulled a report of plans that need to be updated for the catalogs – an update of all academic program outcomes since October, 2018. Alana will update them for Cathy Zimmer.
 - Please go back to Chairs to make sure plans are updated.
 - Any current plan that is marked 2015 or 2016 needs to be updated.
3. UAC Report Template Revisions/Curriculum Mapping
 - Last meeting, we looked at examples of report templates (BGSU long form/short form, Marymount University form).
 - Marymount – you list all of your learning outcomes, when you assessed them last, whether or not they are assessed this year and which ones you plan to assess next year – this helps them realize you do not have to assess everything every year, or report on your assessments of everything every year.
 - For academic, BGSU suggests instead of submitting a report to the institution under their template – you submit what you would need to do per your accreditor (for accredited programs). This helps to keep on track for accreditation visits.

- Also discussed accredited and non-accredited programs submitting curriculum maps (Assessment Office can help with this).
- We can ask accredited programs to describe how their standards map to the institutional learning outcomes. We could also ask them to reflect on what was done throughout the year and what changes were made based on what data and if no changes were made, on what was that based and why.
- If programs have mapped SLOs to ISLOs, they could complete a curriculum map and identify where they assessed those, see what they reviewed this year, what it told them and what they are going to do about it.
- Artifacts need to be collected and reviewed – mapping assignments to SLOs.
- Advantage: Build feedback for the student based on the outcomes of the program.
- We worry about lacking evidence under assessments.
- When programs come to their seven-year (or shorter) cycle for accreditation, it would make the process simpler, by forcing the programs to stay on track. However, non-accredited programs would need a process created.
- Program-level assessment goes back to the colleges and the colleges figure out how they assess their programs from within themselves (assisted by the Office of Assessment) and the UAC looks at college-level information and focuses on the ISLOs.
- Gen Ed - Idea for student focus groups: “How do you connect what you are doing in Gen Ed with your major?” “How does that connect with the ISLOs?” “Where does the co-curriculum attach?”
- Gavin Henning, Assessment Day - Accreditors used to like seeing as much data as possible – now, they want to know what you are doing with it/what changes you are going to make because of it, i.e., you lost 19% of your first-year students – why and what are you going to change to fix it?
- Curriculum maps – over the upcoming academic year
 - Would like there to be a pre-populated report, per program, with DFW rates, outcomes-based data (as opposed to courses individually), etc. to help look at program achievement of SLOs and ISLOs.
 - Colleges would view from a program standpoint – the UAC would look at it from an institutional standpoint.
 - Meet with departments to discuss program SLOs and mapping to ISLOs to determine student achievement of each program – replace reports with curriculum maps.
 - Those who already have a curriculum map – share what it looks like, how it was done, etc.
 - For service areas – keep the same template and work on CAS items.
 - As we work on curriculum maps, Alana will help fix SLOs and ask where the key assignments are that measure them.

To-Do

1. Plans need to be updated or revised by the end of the fall semester (~November 15)
2. Curriculum maps may take the full year.
 - a. Collect those that already exist in the fall
 - b. Have an initial meeting in the fall with those that do not have one, and provide existing examples (and form that would be pre-populated)

Upcoming 2019 Meetings

UAC Meeting	July 9, 2019	2:00-3:00pm	North Engineering 1022
UAC Meeting	August 13, 2019	2:00-3:00pm	North Engineering 1022
UAC Meeting	September 4, 2019	1:00-2:30pm	North Engineering 1022
UAC Meeting	October 2, 2019	1:00-2:30pm	North Engineering 1022
UAC Meeting	November 6, 2019	1:00-2:30pm	North Engineering 1022
UAC Meeting	December 4, 2019	1:00-2:30pm	North Engineering 1022