

University Assessment Committee Meeting

December 2, 2015 – 1:30-3:30pm

Alana Malik: Assessment Conference Presentation – Assessment Institute in October, 2015

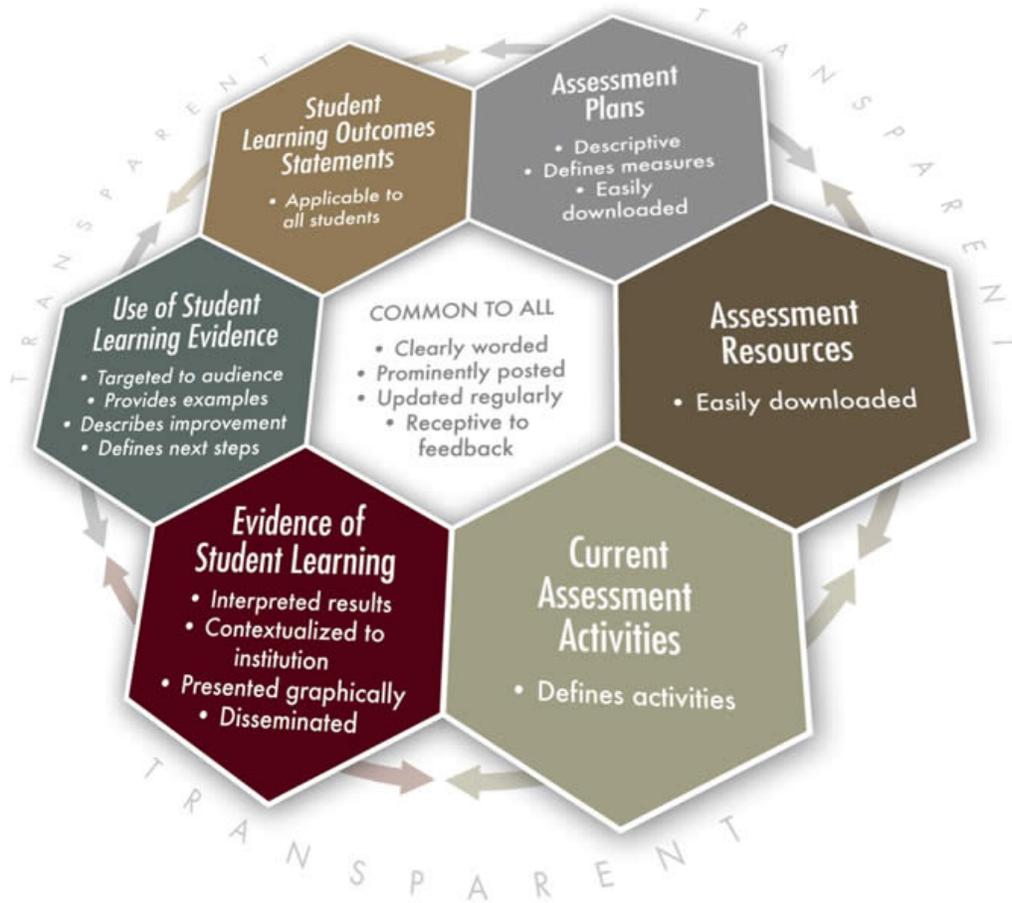
Holly Monsos, Kim Pollauf, Angela Paprocki, Connie Shriner and Alana Malik attended the Assessment Institute in Indianapolis, IN. A few slides to show what was learned.

Kim Pollauf: “Assessment is a way to tell your story” – there are a lot of resources outside UT, all around the country, that relate to assessment (Alana: handout posted to Blackboard)

Connie Shriner: One of the most powerful messages was that assessment is such an integral part of all of our efforts in retention of students and the completion of their program for their graduation. When you frame assessment activity in looking at how students are doing, with this endpoint in mind of making changes that will help them finish their degrees, putting that in the context of President Gaber’s new focus on retention, it really made sense that assessment is not just an “add-on” activity that we are all required to do, it is really the heart and soul of what we are in looking at how our students are performing to help them get through. Brian Ashburner will continue to be a part of our group and Alana will remain part of his committee who looks at retention issues, so that there is cross-talk so that his group does not look at retention and then the UAC looks at the same thing, but calls it something else. One school took all of their assessment reports and wherever they had things changed to help students learn more, they replaced that with the language of “retention” and “completion” so that those two things really became integrated.

Holly: We were all taken with a particular quote: “Assessment moves at the speed of trust.” It is very much the case that if you force people to do something, they might do it, but they might not do it as well or get much out of it. One session that stuck out to me – faculty coming together across disciplines to develop common rubrics to evaluate the same thing (i.e., writing, critical thinking, etc.) They came together and created their rubrics, started from a base, and had free reign to modify/change them how they wanted. Through that process, they gained trust in what other faculty members were doing and in the process itself, which made it a much more integral part of how they went about teaching.

Alana: A move toward more transparency in terms of what we are trying to accomplish. I had the specific idea that I wanted to learn how to redesign our website, because we have the UAC website and the Office of Assessment website and they really need to come together, but we don’t want to lose the good information that is out there on the UAC website and we also want to make sure we are integrating it into the Office of Assessment website as well. Great session on how a school had used the NILOA (National Institute for Learning Outcomes Assessment) framework:



<http://www.learningoutcomesassessment.org/TFcomponents.htm>

The boxes represent the six components of the transparency framework. Next project: figuring out how to make this framework work for our website development – making sure what we have is in line with what the national conversation looks like in what is happening with assessment. Second portion: (packet with NSSE information given at meeting) somewhat related to transparency – session where I learned that the NSSE now has a dashboard similar to Argos – you can dig around with your data and check statistics/scores against other schools’ data.

If you are interested in attending next year’s Assessment Institute, contact Alana – it is usually in late October – the Monday-Wednesday of the last week of October, almost always in Indianapolis.

Connie: Vice Provost Report – the HLC report is up for public comment – encourage you to take a look at Section 4, which is related to the assessment process and all of the activity to which you have contributed, and if you have any feedback or additional ideas for evidence, there is a link that Heather Huntley will be monitoring any feedback that comes in and it will be out for review for the entire community for several weeks and we will incorporate those changes. There is a HLC website for UT where you can see the text (blue links within the text are not live, yet) – Criterion 4 Draft.

HLC visits went well – we have not received a report, yet, but the reviewers seemed to be impressed.

Chris Roseman: Chair Report – Prior Learning Assessment group; attended several of their meetings. It is an area of growth, in terms of what they are assessing. The importance of potential students out there who have a degree of work experience, who are looking to get their work experience transcribed somehow, is really beneficial. After listening to the stories of students who go through that process, I am not sure that they would otherwise have the hopes and dreams of being able to accomplish a degree if they didn't go through that process. It's not an area that most faculty engage in, but their numbers are growing – and it is very faculty-driven, and none of the coursework gets transcribed unless the faculty get involved and approve it. I believe the UAC can be a venue to help advocate for it – the assessment process is growing and it is pretty thorough. Kim and Barb are also involved and I will continue to attend those meetings.

FAR Report – Assessment plan revisions:

- 116 plans on our list (formed with Alana and Ming), down to 92 in October, and now down to 44.
- Relying on liaisons who are really helpful in getting us information about reviewing the plans and where they need help.
- Hoping to be able to share in January that the number of 44 is down to 0, though 12% of the plans that have not been started, yet.

Alana: Everyone should keep working on their report submissions. For the gen. ed. report, Holly and I met with the core curriculum committee from Faculty Senate – one of the things they requested was for the language of how we labeled the faculty members, they want to tease out 'visiting' and 'emeritus' as their own and change the name of one of them to be more reflective of tenure/tenure track. I will make changes. They want Holly and I to come to the full senate to have a discussion with the group about what is presented in the report.

Program and evaluation report submissions – We are down to only 15% of our program-level reports not started. If you have not turned yours in, please do so. December 15th is the cutoff date for submissions – the system will be turned off. The true shut-off is in March. Can be opened back up in special cases.

January UAC meeting – President Gaber will be in attendance for the first half hour of the meeting. We asked what we can be doing to help her with her strategic planning and supporting student success, so if you have ideas, let Alana know. Llewellyn Gibbons - positive feedback group to see how UAC affects administration, etc. – something to discuss with Dr. Gaber.

Hoping to get plans up in December, though there are 35 who still have not provided anything.

NSSE – (handout given) asks students about their experiences; Ying (in Institutional Research) gave me access, until the end of January, to their dashboard to play around with it and see what data can be pulled. System allows you to go back (to 2009) surveys. Will not let you pull data if there are not enough people. I asked if the link can be shared with the UAC, if Ying is comfortable with it. Otherwise, send me requests for what you would like run and I will pull it for you.

Off-site location annual report draft (handout):

- Connie did a lot of work to put it together.
- Got feedback from Heather, Thea, Chris and Barb Kopp-Miller, trying to get more specific data for the academic programs that are offered at off-site locations.
- Presents questions that cover what we think the HLC is looking for and that would give us information about how effective our programs are.
- The HLC was very positive about this as a base set.

Issues raised during off-site location discussion:

“If we have programs offered at different sites, wouldn’t it make sense to treat the assessment of those as separate programs?”

- All we want to know is if the assessment of student learning is the same or different.
- We were thinking that now that we have this new system, we could ask them to help us code:
 - i.e., missing a certificate – we have to ask undergrad or grad? In the system, there is a way to distinguish between undergrad vs. grad vs. certificate, etc., maybe we could add another column for off-site location information – so that in addition, these questions come up.
- Second page of handout – “evidence of equivalence of experience and achievement” – we really want to know if students are learning the same thing in different programs and have the same outcomes, and those outcomes are being assessed and responded to in the same way. Maybe a lot of this data is superfluous, when we just want to learn that student learning is the same in both locations.
 - The questions that really need addressing are, “do students in both locations have access to the same quality of faculty?” or “do students have access to the same type of library services?” – these are the types of variables that they want to tease out.
 - They are really asking if the programs are different.
 - What are we interested in, as the UAC? Are the programs the same, as far as assessment goes? We should focus on student learning outcomes.
 - It should just be the same report, given twice, with perhaps a different set of data.
- This is specifically focused on off-site locations, not DL. One of the things that Connie is discussing with Barb Kopp-Miller is whether there is a similar set of questions that addresses off-site – i.e., if a program is completely online, it comes in as its own program in the system that we already use, if it is completely here face-to-face, it comes in as a regular program – but we don’t have a mechanism for questions related to those blended programs.
- If you have a program that is offered completely DL, and you also have that same degree being offered here, face to face, how do we know that the students who are taking it DL are learning the same things as in-person? How is this being assessed?
 - There are program-level learning objectives that should be in place.

- There is research outside of UT, but we need faculty partners to do the research inside UT. We have a lot of research that indicates that student learning is as effective, or more effective, in these venues.
- If students are able to get degrees in more than one way, we, as the UAC, need to know what student learning is like and how it is being assessed. Everything else may end up being outside the scope of the UAC.
- Part of what they were trying to avoid was having multiple reports coming from multiple places, but we already have this system in place.
- Scott – collecting the data as far as facilities, faculty qualifications, ADA compliance, program objectives are the same, etc. is outside of the scope of what the UAC does.
 - If we were to collect it through CCI through the system, it would be an addendum and then we would kick it to the appropriate committee. We are still interested in whether the student outcomes change at all – what they were saying was that they might be the same at these off-campus sites, but you might have 5 PhDs in your program and 3 Masters at the off-site location, or the facilities might be top-notch on-campus, but dilapidated at the off-site.
 - Our committee should review the answers to questions about these things and then help to address things like facility conditions, poor results of faculty quality, etc.
 - Or, the programs should collect this data and deal with this issue on their own.
 - If you are a program with separate sites, collect this data and submit it to be reviewed side-by-side and the UAC can review this way to evaluate whether student learning is the same at both sites. And, it should be upon the program to explain why their results are different and what they should do to address them.
 - Asking the UAC – do you have a problem collecting this information and moving the data we don't need on to someone else who needs it and just staying focused on what is within our purview?
 - It would be good to have something that could directly compare student learning at multiple sites. Whatever we collect for our purposes, it has to kind of be a side-by-side comparison.
 - This is already in the handout questions.
 - This would all be more like section 3 of the handout.
- A lot of the data is available through IR already, we would just need to access it.
- These points will be taken back to Connie.

**Room change for 2016 – we will be in the Health & Human Service (HH) building, room 1711C.

Faculty Assessment Representative (FAR)

Nov 1-Nov 30, 2015 Report

- Continued work with Alana, Ming, and various programs and their faculty on **44 (down from 92 in Oct & 116 originally)** assessment plans that still need revisions. This work will continue through the fall 2015 semester as plans become available online.
- 11/2/15- Met with Alana and Connie regarding offsite program evaluations.
- 11/3/15- Meeting with HLC representatives, Connie, Alana, Thea, and Heather regarding program assessment/evaluation of UT's offsite locations with academic programs and services.
- 11/10/15- Attended PLA meeting representing both UAC as Chair and in FAR role.
- 11/18/15- Met with Alana on the assessment plan revisions.
- 11/19/15- Met with Health Science Campus faculty re: role of FAR and shared various ways this role can assist them with assessment and resources.

General Statistics

1. 18 phone calls tallied re: program assessment plan revisions
2. 14 phone calls tallied re: program assessment reports for this year
3. 89 emails specific to review of/revising program assessment plans
4. 6 emails specific to program assessment reports
5. 4 general emails regarding assessment (rubrics, assignment design, resources, etc)

Respectfully submitted,

Christopher P. Roseman 12/2/15