



University Assessment Committee Meeting Minutes

Wednesday, June 3, 2020

1:00-2:30pm

WebEx Meeting

Attendees: Brian Ashburner, Tom Atwood, Lydia Cozier, Lori DeShetler, Matt Franchetti, Brian Kuhn, Alana Malik, Laurie Mauro, Shery Milz, Holly Monsos, Susan Pocotte, Ashley Pryor, , Patty Relue, Barbara Schneider, Michele Soliz, Lisa Taylor, Jackie Thompson

Not present, Lynne Hamer, Terribeth Moore, Shannon Neumann, Julie Quinonez, Geoff Rapp, Valerie Simmons-Walston, Tia Tucker

Welcome: Holly Monsos

VP Updates: Barbara Schneider

Budget – There is a tentative budget for 2021 – the Office of Assessment budget lost a lot of weight, there is very little money. We cannot support conference fees. We cannot plan on bringing in a speaker this upcoming year. We may be able to get some funds from the Foundation account for Assessment Day to do something internally. I have retained enough money in the Teaching Center budget for support of the valued rubric work. We all need to tighten our belts and do the work with what we have.

Chair Updates: Holly Monsos

The Dean of CAL asked the associate deans to reduce the number of associate deans from 3 down to 2. CAL Liaison Holly is voluntarily stepping down from the associate dean position. Will continue as chair of the UAC but not the CAL Liaison. Dan Hammel will join this group next month as the CAL Liaison. I learned in the last WebEx there are no classes for me to teach in my department. I will still be in charge of assessment and program reviews for the College. I will run assessment through the fall for the College. I am currently the Interim chair of Theater and Film.

Office Updates: Alana

Thank you to the Template Revisions Task Force-Tom, Lydia, Lori, Shery, Ashley!!! They all did a great job of giving me the feedback. We were able to get all of the rubrics draft templates completed.

Campus Labs contracts – Still hanging in there but on life support due to the budget. Barbara and I met with the IT folks and the CCI team regarding the internal assessment tracking tool. Starting with Course Leaf and Banner and the tracking tool to see if all can speak to each other. When faculty enter program outcomes into the curriculum management system they will be pulled over into our system. We don't know if that can happen but that's what they are looking at. I am working on the HCL assessment, the institutional assessment plan needs to be updated. We would like to include a frequently asked questions FAQs section. Please email me FAQs from your area. I will draft something for the next meeting.

Items for Discussion:

Committee Charge - The online form is from 2014. We need to revise the one from my files from 2016. We can send the draft form to the Provost and see if she would like to change anything. Vote – approve to send forward – We did our best to be very precise in our language. Please let me know if there are any suggestions or comments. If all agree I will send to the Provost office for approval.

Approve sending charge forward: Yes - Majority vote

Policy Statement
Template Revisions

Roundtable Items for Discussion:

Curriculum Mapping Timeline:

Action Item	Target completion date	Person(s) responsible	Status
Determine the purpose and scope	September 2019 UAC Meeting	UAC membership	Complete
Communicate plan with university leadership	November 2019	Barbara Schneider, with support from college liaisons	Complete
Develop the template(s) and other developmental materials	December 2019 UAC Meeting	Alana Malik, with approval from UAC membership	Complete
Train faculty and staff to complete their maps	January	Alana Malik, with support from college liaisons	Kick-off-Complete Individual help-In progress
Collect maps	April 30th Revised to September 15	Individual Programs submit materials through online system	In progress
Provide feedback	Revision date?	UAC liaisons	Not started

Fall Due Dates:

- September 15 Curriculum Maps (deadline extended from April 30th)
- October 15 2019-2020 Program/Service Unit Reports
- November 1 2019-2020 College/Division Evaluation Reports
- December 15 2019-2020 Core Course Reports (tentative-deadline extended from June 15)


University Assessment Committee Charge

The University Assessment Committee (UAC) is responsible for the design and implementation of the institutional assessment process. Through liaisons designated by the colleges and student support service units responsible for co-curricular offerings, the UAC evaluates assessment activity at the program level, and provides feedback to faculty, staff members, and administrators. Specifically, the UAC will:

- Review assessment information aggregated from multiple sources and make recommendations to the Provost to inform institution's decision-making, strategic planning, and budgeting processes
- Evaluate the effectiveness of the overall assessment process, and initiate changes to improve the system
- Communicate with University senior leadership and the campus community regarding assessment policies and activities
- Collaborate with the Faculty Senate Committee on the Core Curriculum, responsible for the assessment of the core curriculum
- Offer professional development on best practices in assessment
- Recognize substantial individual and group contributions to improve the culture of assessment
- Lead the development of learning assessment policies at UT

The UAC is supported by the Office of Assessment, Accreditation, and Program Review to fulfill the following functions:

- Serve as a clearinghouse for the dissemination of information on student learning and assessment
- Lead professional development for faculty and staff in the use of assessment tools
- Provide documentation for accreditation as requested
- Facilitate and maintain the process by which assessment data are collected, analyzed, and shared throughout the campus community
- Develop and reinforce the culture of assessment at all levels of the institution as a reflection of best practice in higher education
- Maintain the assessment website and assessment tracking tool

Name of Policy: Policy Number: 3364- Approving Officer: Responsible Agent: Scope: All graduate and undergraduate degree programs		 Effective date: Original effective date:	
Key words:			
<input checked="" type="checkbox"/>	New policy proposal	<input type="checkbox"/>	Minor/technical revision of existing policy
<input type="checkbox"/>	Major revision of existing policy	<input type="checkbox"/>	Reaffirmation of existing policy

(A) Policy statement

The University of Toledo recognizes that assessment of student learning is integral to effective teaching and learning. Consistent with its mission, the University of Toledo strives to help students obtain a world-class education, and as such is committed to the continuous improvement of curricular and co-curricular programs, informed by the assessment of student learning.

(B) Purpose of policy

The purpose of this policy is to articulate the requirements for assessment of student learning outcomes and the use of results to improve curricular and co-curricular programs; and to specify the roles and responsibilities for implementing and overseeing assessment processes to assure the University of Toledo fulfills its primary mission as an educational institution.

(C) Scope

Academic degree major and certificate programs
 Core curriculum program
 Academic and student support service units responsible for co-curricular learning
 Colleges
 Divisions responsible for co-curricular learning

(D) Requirements

- (1) The University of Toledo’s assessment process requires academic programs, including the core curriculum program, and student support service units offering co-curricular learning experiences to prepare, and submit the following to the Provost, through their respective Deans or Vice President/Provosts:

- (a) An assessment plan that defines the expected student learning outcomes; appropriate evaluation methods or metrics to assess these outcomes, and performance targets.
- (b) A current curriculum map
- (c) An annual assessment report describing the context of the assessments conducted; summarizing the analysis of the data; and describing how the results, as evidence of students' achievement of the expected student learning outcomes, have been used to inform and justify decisions to make improvements in the program or service unit.

These assessment plans and reports are required in addition to any other evaluation-related reporting obligations, such as those for program review, specialized accreditation, and sponsored research.

- (2) The University of Toledo's assessment process requires colleges and divisions overseeing offices that offer co-curricular programs to submit the following to the Provost:
 - (a) An annual college/divisional-level assessment report analyzing program-level results to help inform college/divisional-level decisions related to budget and resource allocation. These reports will inform program review and college annual reporting.

(E) Roles and Responsibilities

- (1) The Provost has overall responsibility and oversight for the institutional outcomes assessment process.
- (2) The University Assessment Committee, as charged by the Provost, is responsible for the design and implementation of the institutional assessment process. The committee is also responsible for reporting institutional-level findings to the Provost for his or her use in decision-making related to budget and resource allocation.
- (3) Faculty Senate has overall responsibility and oversight for the assessment of the core curriculum. Responsibilities include:
 - (a) Maintaining a current assessment plan and curriculum map;
 - (b) Ensuring that departments contributing courses to the core curriculum:
 - (i) carry out course-level assessment processes based on best practices in their discipline;
 - (ii) submit an annual report to the Faculty Senate and University Assessment Committee documenting their analysis and evaluation of their students' performance, including the context, evidence, and justification of course-level decisions informed by assessment results.
 - (c) Appointing one or more persons to serve as a representative of the core curriculum to the University Assessment Committee.
- (4) The Office of Assessment, Accreditation, and Program Review, under the direction of the Provost or his/her designee, and in conjunction with the University Assessment Committee, implements and maintains the institutional assessment process, and provides professional development resources for faculty and staff members. The office also supports the Faculty Senate in implementing and maintaining the core curriculum program's assessment process.
- (5) The Dean and Vice Presidents/Provosts have overall responsibility for the assessment of student learning within the college/unit.

- (a) Deans/VPs are responsible for ensuring all academic programs and service units offering curricular and co-curricular programs:
 - (i) carry out individual program assessment processes based on best practices in their discipline;
 - (ii) maintain a current assessment plan and curriculum map;
 - (iii) submit an annual report to the college and University Assessment Committee documenting their analysis and evaluation of their students' performance, including the context, evidence, and justification of program-level decisions informed by assessment results.
 - (b) Deans/VPs are responsible for submitting an annual report to the University Assessment Committee analyzing program-level results to help inform college/divisional-level decisions related to budget and resource allocation.
 - (c) Deans/VPs are responsible to appoint one or more persons to serve as the liaison to the University Assessment Committee.
- (6) University Assessment Committee Liaison
- (a) Must be a full-time faculty, academic administrator, or staff member
 - (b) Responsible for:
 - (i) Collecting and reviewing individual program assessment plans and reports;
 - (ii) Providing feedback to faculty and staff about the quality of their assessments;
 - (iii) Providing college/divisional-level reports to the Dean/VP for approval prior to submission to the University Assessment Committee
 - (iv) Participating in University Assessment Committee meetings and sponsored events to represent their college/division's interests

(F) Definitions

Academic Program: A formal course of study that leads to a degree or a stand-alone certificate.

Assessment Plan: A document that articulates the academic program or service unit's intended student learning outcomes, methods to be used to measure these outcomes, and provides examples of how faculty/staff use the data measured to impact decisions to improve student learning.

Assessment Report: An annual report from an academic program or service unit that describes the student learning outcomes measured during the past year, the findings from those assessments, and how the specific results were used to make decisions and improvements related to student learning.

Core Curriculum Assessment Report: An annual report from a department teaching a course(s) in the core curriculum that describes the student learning outcomes measured during the past year, the findings from those assessments, and how the specific results were used to make decisions and improvements related to student learning.

Co-Curricular Program: Intentionally designed learning opportunities sponsored by the University of Toledo that fall outside of the scope of a credit-bearing course. They are purposefully aligned to, and support student development in, one or more of the institutional student learning outcomes (ISLO). Each academic program and service unit that offers co-curricular programming is responsible for: (a) determining the program’s alignment with the ISLOs; and (b) assessing and reporting the program’s impact on students’ learning.

Service Unit: An organization that offers co-curricular learning opportunities in fulfillment of the University’s mission, but does not offer credit-bearing courses that lead to an academic degree or certificate. (i.e. Student Affairs, Library)

Student Learning Outcomes: Statements that describe the desired knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience- what students should know, think, and be able to do upon completion of an academic or co-curricular program.

<p>Approved by:</p> <p>_____</p> <p>Name</p> <p>Title</p> <p>_____</p> <p>Date</p> <p><i>Review/Revision Completed by:</i></p>	<p>Policies Superseded by This Policy:</p> <ul style="list-style-type: none">••• <p>Initial effective date:</p> <p>Review/Revision Date:</p> <p>Next review date:</p>
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Any questions on the draft policy? Procedure: It will go to the Provost staff then reviewed to determine if it's appropriate – sometimes they add information - then it goes to Legal, then back to the Provost staff so they can review any changes. Then it's sent to the governing body of graduate and undergraduate council executive committees and the Faculty Senate exec then they put it out to their whole body for comments; then it's returned again to the Provost's office to review any changes. Once everyone is happy it will be posted for comment. The process takes about a month.

Approve sending forward: Yes - Majority vote

The Co-Curriculum committee went through and looked at all of the reports from the different courses over the past 3 years and made recommendations to Faculty Senate on improvements they want to see in the process. For example: One of the things they noted was (a finding they had before Covid19) - Departments that had time set aside time in someone's workload to consider and compile the data from each of the courses; those reports seem to be more robust. The departments seem to be making more progress when they had dedicated someone's time to core assessments.

Fall Due Dates:

September 15 Curriculum Maps (deadline extended from April 30th) We will be uploading curriculum maps this year.

October 15 2019-2020 Program/Service Unit Reports

November 1 2019-2020 College/Division Evaluation Reports

December 15 2019-2020 Core Course Reports (deadline extended from June 15)

2020-21 Meeting Schedule

September 2	1-2:30pm	WebEx
October 7		
November 2		
December 2		
January 6		
February 3		
March 3		
April 7		
May 5		
June 2		
July 7		