University Assessment Committee Meeting-October 3, 2012

Attendance:

Barbara Kopp Miller  Rebecca Schneider  Alana Malik (with visitor Katrina Nottke)
Penny Poplin Gosetti  Ben Pryor  Suzanne Spacek
Marlene Porter  Lauri Mauro  Marilyne Wood
Scott Molitor  Barbara Schneider  Erin Harper
Holly Monsos  Jordan Gannon  Heather Huntley
Peggy Fritz  Linda Smith  Susan Pocotte
Brian Ashburner

Introduction of new members

Vice Provost Report – Penny Poplin Gosetti

- There is a space on the third floor of University Hall dedicated to the Office of Assessment, Accreditation, and Program Review. We are currently working with architecture and interior design to update the space for use of the office.
- Heather Huntley has officially been appointed as the Senior Specialist for the Office of Assessment, Accreditation, and Program Review. Congrats Heather!
- The additional assessment position is currently on hold pending final enrollment data and budget review, but we should know more about the status of the position by the end of this week.

Discussion of the Weiner article, “Establishing a Culture of Assessment.” The article details 15 elements of assessment. Which elements are we addressing sufficiently, and where is there room for improvement? For example, the Ad Hoc Terminology Committee is tackling the second element of assessment: common use of assessment terms. In addition, perhaps the UAC has achieved a culture of awareness and a culture of compliance, but we must improve on the culture of assessment. The UAC will continue to re-visit this article throughout the academic year.

Presentations were given by both Brian Ashburner – College of Natural Sciences and Mathematics, and Holly Monsos – College of Visual and Performing Arts.

As a result of the presentation given by Holly Monsos, we may implement an “award” for outstanding practice of assessment.

Marilynne Wood has provided the Faculty Course Evaluation form that the College of Nursing Program Assessment Committee initiated for all programs in the College of Nursing, undergraduate and graduate. Please feel free to use this form as an example for your college/service unit. (See attached)

A sign-up sheet was passed for presentations remaining this year. Two slots are open for presentations per UAC meeting.

Update on a UAC Glossary, Ad Hoc Terminology Committee – Barbara Kopp Miller and Marlene Porter. Identifying a common language of assessment has proved to be a difficult task. The terminology committee is going to approach this task in “baby steps.” We are going to begin by defining the assessment of student learning and student learning outcomes/objectives. A chart was provided to
committee members which includes various definitions of both terms. We would like to know how these terms are used in your specific college/service unit? We would also like to come up with a succinct phrase for each term. Please review the provided definitions and bring your ideas to the November meeting.

Scott Molitor (Chair of Report Committee) demonstrated how liaisons can access the Z: Drive to upload reports. An easy way to find the Z: Drive - type https://files.utoledo.edu into an internet browser, enter your UT username and password, and the Z: Drive folder will appear on the left of the screen. If you still have trouble accessing the Z: Drive, please contact Heather Huntley. (Reports were due on Monday, October 1st)

Announcements/Reminders:

- If you have yet to sign up for a committee, please do so.
- Please sign up to present this year.
- November presentations by Rebecca Schneider – JHCEHS, and Llew Gibbons – College of Law
- Next meeting date: 11/7/2012
<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Student Learning Outcomes</th>
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<th>Student Learning Outcomes</th>
<th>Institutional Learning Outcomes</th>
<th>General Education Student Learning Outcomes</th>
<th>Non-instructional student learning outcomes</th>
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<td>An outcome statement that captures specifically what knowledge, skills, and attitudes learners should be able to exhibit following instruction. SMART Specific Measureable/Observable Attainable for target audience within scheduled time and specific conditions Relevant and results-oriented Targeted to the Learning and the desired level of learning.</td>
<td>Concise measurable statement that specifies what students will know, be able to do, or be able to demonstrate when they have completed/participated in a program/course/project or received a service. Characteristics • Practical • Measurable • Meaningful • Specific • Consistent • Sensible</td>
<td>Directly describe what a student is expected to learn as a result of participating in academic activities or experiences at the college. SLO focus on knowledge gained, skills and abilities acquired or demonstrated, and attitudes or values changed. Priorities • Directly involving all faculty who teach the course being assessed in the assessment process itself • Make the process as unobtrusive as possible • Minimize potential sources of biased data</td>
<td>Measurable cognitive, psychomotor, or affective skills or knowledge acquired which embody the overarching goals of a course, program or student service unit. Page 5 – Good definition of assessment from AAHE Bulletin, November, 1995, p. 7</td>
<td>ILOs are the knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student’s total experience.</td>
<td>GE SLOs are the knowledge, skills and abilities a student is expected to be able to demonstrate following a program of courses designed to provide the student with a common core of knowledge consistent with a liberally educated or literate citizen.</td>
<td>Ask yourself the following questions: • Who is the typical student or client to utilize your services? • What are the attributes, skills, and values that are supported and nurtured by the students experience when in contact with your services? • What does this student know as a result of using your services? • What can this student do as a result of using your services? • What does this student care about as a result of using your services? What are the services provided by your unit that contribute to the development of the ideal student?</td>
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Another definition: Objectives are INTENDED results or consequences of instruction, curricula, programs or activities.

Another definition: Outcomes are ACHIEVED results or consequences of what was learned.

http://ccoe.umdnj.edu/for ms/EffectiveUseofLearnin gObjectives.pdf  
http://www.uwlax.edu/learningoutcomes/edreading/LearningOutco mes.pdf  
http://www.montgomerycollege.edu/Departments/outcomes/docoments/sloa_handbook.pdf  
### Define: Assessment of Student Learning

|---|---|---|---|---|
| **Assessment** is an ongoing process aimed at understanding and improving **student learning**. It involves:  
- making our expectations explicit and public  
- setting appropriate criteria and high standards for learning quality  
- systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards  
- using the resulting information to document, explain, and improve performance  
When it is embedded effectively within larger institutional systems, **assessment** can help us:  
- focus our collective attention  
- examine our assumptions  
- create a shared academic culture dedicated to assuring and improving the quality of higher education | **Assessment of student learning** can be defined as the systematic collection of information about student learning, using the time, knowledge, expertise and resources available, in order to inform decisions about how to improve learning. | **Assessment of student learning**: the “process by which we ascertain through data collection if students have learned the skills, content, and habits of mind that will make them successful; if students are not learning, we decide on changes in the curriculum or teaching strategy to improve learning.” | **Assessment** is the ongoing process of:  
- Establishing clear, measurable expected outcomes of student learning  
- Ensuring that students have sufficient opportunities to achieve those outcomes  
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our outcomes/expectations  
- Using the resulting information to understand and improve student learning  
**Assessment** is a systematic process for gathering information about student learning; it answers the question, “How do we know what students are learning, and how well they are learning it?” | **Assessment** is a systematic process for gathering information about student learning; it answers the question, “How do we know what students are learning, and how well they are learning it?”  
**Assessment** is a five step process:  
1. specify learning objectives;  
2. select teaching and learning strategies;  
3. gather data on student learning;  
4. evaluate the data; and  
5. make decisions and implement them. |
Presentation Sign-Up Sheet

November 7, 2012:

Rebecca Schneider - Judith Herb College of Education, Health Science and Human Service
Llew Gibbons – College of Law

December 5, 2012:

Scott Molitor – College of Engineering
Ben Pryor – Online Learning

January, 2013:

Marlene Porter – Library
Lauri Mauro – College of Pharmacy and Pharmaceutical Sciences

February, 2013:

Alana Malik – Division of Student Affairs
Barbara Schneider – College of Language, Literature and Social Sciences

March, 2013:

Suzanna Spacek – UT Learning Collaborative and Center for International Studies and Programs
Holly Monson – College of Visual and Performing Arts

April, 2013:

Linda Smith – Honors College
Marilyn Wood – College of Nursing

May, 2013:

Peggy Fritz – College of Adult and Lifelong Learning
Susan Pocotte – College of Graduate Studies
Brian Ashburner – College of Natural Sciences and Mathematics
Faculty Course Evaluation (Syllabus Attached)

Semester:

Course #: Course Title:

Clinical Site/s (if applicable): ________________________________

Number of students in course: ____

Number of faculty teaching in the course: __________

Number of CA’s (if applicable): _____________

Distribution of final grades: A____B_____C_______D______F______S_____U____

ATI Testing distribution (If applicable)

ATI National Benchmarking distribution (if applicable)

Number of midterm SARP referrals______ final SARP referrals________

Strengths of course:

Limitation of course:

Were there adequate resources available to support course and student needs?
Were concerns and issues addressed in implementing the course?

What areas in the course need to be improved or changed?

How will you make those changes?

Other comments about the course:

Faculty name________________________________ Date: ___________________

Revised 9/24/12