University Assessment Committee Meeting—September 5, 2012

Attendance:
Barbara Kopp Miller  Rebecca Schneider  Alana Malik
Susan Pocotte      Chris Roseman       Suzanne Spacek
Marlene Porter     Anthony Edgington  Marilyne Wood
Scott Molitor      Barbara Schneider  Erin Harper
Penny Poplin Gosetti Jordan Gannon  Heather Huntley
Peggy Fritz        Linda Smith        

Introduction of new members
Barbara Kopp Miller provided an overview of the assessment presentation given by UAC members last week at the Senior Leadership Retreat. “Student Learning Outcomes Assessment: Closing the Loop.”

- The presentation sparked a lively conversation about assessment, especially terminology, and received positive feedback from those attending.
- President Jacobs has requested that a half-day of the next Senior Leadership Retreat be devoted to the topic of assessment. The UAC has been invited to contribute. The next retreat is November 29, 2012. Please reserve the day in your calendars, as we do not know if it will take place in the morning or afternoon.
- Members—before we meet in October, please review the article, “Establishing a Culture of Assessment,” by Wendy F. Weiner. We will discuss the article and come up with benchmark goals for the upcoming year. You can find the article here: http://www.aaup.org/AAUP/pubsres/academe/2009/JA/Feat/wein.htm

All UAC members were asked to join at least one committee and a sign-up sheet was passed. The Ad Hoc Terminology committee will present briefly next month.

Vice Provost Report
- Penny Poplin Gosetti highlighted key components of the HLC (Higher Learning Commission) Report and recent site visit. All criteria and core components were met, and The University of Toledo has received Continued Accreditation.
- Penny also gave an update on The Office of Assessment, Accreditation, and Program Review. Two new positions have been reviewed by Human Resources and loaded into People Admin. However, the assessment position is currently on hold pending final enrollment data and budget review.

Website update
- Marlene Porter spoke about updates to the UAC website.
- Meeting minutes are now organized by year.
- The website offers access to new resources, such as the article by Wendy F. Weiner.

Scott Molitor answered liaison questions about program reports. He will send a detailed e-mail to provide instructions for summary reports.
Announcements/Reminders

- Barbara Schneider is the new Training and Development Chair
- Holly Monsos and Brian Ashburner are scheduled to present to the committee in October.
- Anyone who did not present last year will do so in November.
HLC Report on the Comprehensive Evaluation

University Assessment Committee
September 5, 2012

Penny Poplin Gosetti
Vice Provost for Assessment, Accreditation and Program Review

The University of Toledo has received

Continued Accreditation

from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

Post-HLC Site Visit Activity

- Draft report sent by team to UT in May
  - Reviewed for misstatement of fact and returned to the team end of May
- Team submitted final report to HLC for committee review
- HLC sent final report to institution for response mid-June
- Notification of continued accreditation received mid-July

Terminology

Assurance Report + Advancement Report

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HLC Report of a Comprehensive Evaluation Visit
Terminology

Assurance section:
Presented team's evaluation, documents team's judgment, and evaluates extent to which institution fulfills each criteria. Includes:
- meets the criterion
- meets core criteria but would benefit by initiating improvements
- meets criterion but Commission follow-up is necessary

Advancement section:
Provides team's observations and consultation focused on:
- future improvement
- issues raised in the Assurance section
- areas deserving or requiring institutional attention
- areas of accomplishment
- other areas as defined by either the team or institution

Accomplishments

- Priority of student learning
- Foundation for effective assessment
- Comprehensive and remarkably effective diversity programs

Consultations of the Team

Assessment and Effectiveness
- Importance of assessment to the teaching and learning mission of UT
- Added attention to assessment of interdisciplinary programs
- Permanent position in the provost's office to promote and oversee assessment
- Evidence of formalized program review
Consultations of the Team

General Education
- Implementation of newly developed general education assessment plan
- Evaluation of core curriculum

HLC Pathways
- Revised/restructured criteria influenced by federal guidelines
- Focus on integrity, transparency, and demonstrated quality
- Increased focus on compliance and accountability issues (e.g., completion, assessment, job placement)
- Standard Pathway, Open Pathway, AQIP

Transition to Standard Pathway

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Next Steps
- Create process for developing evidence file
  - Document management
  - Data collection
- Develop committees
- Ensure minimum expectations are met
- Address suggestions/expectations from final report
- Prepare for next site visit
**Student Learning Outcomes Assessment: Closing the Loop**

**Senior Leadership Retreat**
August 30, 2012

Dr. Barbara Kopp Miller  
Chair, University Assessment Committee

Dr. Penny Poplin Gosetti  
Vice Provost for Assessment, Accreditation and Program Review

**UAC Members:**
Dr. Jamie Barlowe  
Marlene Porter  
Dr. Susan Pocotte

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**Terminology: Student Learning Outcomes**

Student Learning Outcomes (SLOs) are the "knowledge, skills, attitudes, and habits of mind" that students gain from participating in a program.

*Sukle, 2004*

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**Terminology: Assessment**

- Systematic collection, review, and use of information about educational programs to improve student learning and development.  
  *Banta & Palombe, 1999*
- A strategy for understanding, confirming, and improving student learning
- A meaningful, useful, and workable process to:  
  - evaluate how we are achieving our commitments,
  - act on the results in ways that advance student learning and improve educational quality.  
  *Higher Learning Commission*

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**Terminology: Evaluation**

- Assessment: determines what a student knows/has learned and can do
- Evaluation:  
  - determines the worth or value of a course or program  
  - often uses assessment data along with other information/data to make program decisions

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**Historical Perspective**

- University Assessment Committee established in Spring 2002
- Original role was to develop an assessment and reporting process
- Movement toward program level assessment
- Movement toward assessing units supporting the academic enterprise
"At UT, effective assessment begins with the leadership provided by the University Assessment Committee (UAC), which has a clear charge and an engaged membership drawn from across academic and student service units, as well as from the Faculty and Student Senates."

HLC Report
Assurance section, p. 21

University Assessment Committee At A Glance

Membership:
- Chair and Leadership Team
- Liaisons from each college and academic support and student service units
- Representatives from Faculty Senate, Core Curriculum Committee, Student Senate, Graduate Student Association, and Institutional Research
- Ex officio members from Office of the Provost

Working Committees:
- Report
- Training and Development
- Website

"Systematic [UAC] monitoring processes and feedback will support continual improvement. Although there is a wide degree of variation across units/programs, there is sufficient evidence to believe that UT has made great inroads in establishing a foundation for effective assessment."

HLC Report
Assurance section, p. 22

The 2010-2011 Assessment Process

- Step 1: Program/Department Self-Study
- Step 2: Assessment Plan
- Step 3: Assessment Results
- Step 4: Assessment Review
- Step 5: Assessment Report
- Step 6: Assessment Action Plan

Elements of an Assessment Report
- Mission
- Accreditation status (if applicable)
- Specific student learning/academic support and service outcomes
- Data collection methods or assessment measures
- Student and faculty involvement in process of assessment
- Assessment results
- Actions to improve learning
- Communication of assessment results
- Actions to improve the process of assessment
2010-2011 Outcomes

- Redesigned website
- Training and development
- Building a culture of assessment

"the predominating attitudes and behaviors that characterize the functioning of an institution [and] support the assessment of student learning outcomes"

HLC Report
Advancement section, p. 3

Opportunities for Assessment

Building a Culture of Assessment through continuous involvement of students, faculty, and staff

- Add assessment component on new course requests
- Integrate general education assessment into university level assessment processes
- Include assessment in the strategic plan, State of the University speech, and other university-wide communications
- Increase communication of Committee's goals and how we, as a university, endorse assessment of student outcomes at the program and academic service level

Opportunities for Assessment

Office of Assessment

- Create Office of Assessment with personnel and additional resources dedicated to assessment of student learning
- Increase efficiency in assessment process with software programs that will gather data across colleges and academic service units

Opportunities for Assessment

"...the University Assessment Committee may wish to consider how it will develop processes that bring interesting questions about learning to the surface (and to distinguish between those questions that are merely interesting, and those that are truly important.) The Committee might consider sponsoring an assessment grant project to fund research projects focused on these assessment data, open to both academic and student services areas, with an emphasis on improving student learning, student success, or eliminating barriers that may prevent students from achieving their academic goals."

HLC Report
Advancement section, p. 5

Opportunities for Assessment

Closing the Feedback Loop

- Develop alignment of program review and assessment report timelines
- Request that the President and appropriate Senior Leadership personnel provide examples of decisions made using assessment data