

UAP Meeting  
Friday, February 15, 2019  
10:00 a.m. – 12:00 p.m.  
Altgeld 315

Present: Abendroth, Arado, Ballantine, Brain, Coley, Comber, Douglass, Ferdowski, Gipson, Hathaway, Hogan, Holtz, Joung, Osorio, Setterstrom, Siblik, Subramony and Zack

Guests: John Siblik, Director, School of Art and Design; Michael Day, Professor and Freshman English Director, Department of English; and Ellen Franklin, Assistant to the Director of First Year Composition, Department of English

1. Announcements

- Come to the Art Building for the Community College Students Reception
  - Artwork from Community College students from the around the state will be on display.

2. Review of Assessment Plans and Status Reports

- First Year Composition – Assessment Plan and Status Report
  - Michael Day, Professor and Freshman English Director, Department of English; and Ellen Franklin, Assistant to the Director of First Year Composition, Department of English were on hand to discuss the report.
  - Context: Michael Day gave an overview of the program and a bit of a background; the program staff noted they would appreciate more resources allotted to the program since it is so valuable to the College of Liberal Arts and Sciences and the university. Overall, the history and context in the report was very well done.
  - The goals are very well written.
  - Learning Outcomes/Goals: Although, all details are in the Unit Goals and Objectives section, not everything needs to be reported to the UAP. Some of this can be streamlined and can be cut down. Some of the objectives can be taken out. A small suggestion is to find an alternate action verb to “understand”; similarly consider using an actionable word alternate to “recognize” – could there be higher levels of learning e.g., analyze? Consider adding an outcome relating to preparing GA and TA’s to be able to teach.
  - Methods: re: survey used in Method 2, could you get this info any other way? From a focus group maybe? Suggestion was made to use data from the Navigate system on the 103/203 classes to see what it says about those students and those classes. Re: method 4- decrease the spread of GPA variability related to teachers – AAE could give some suggestions on how to do this or how to rework this area, and how you can utilize this, how you can identify the strengths and weaknesses.
  - All pie charts and graphs could be labeled and created to be able to read with more clarity. For example, currently not clear if the numbers are scores or percent’s.
- B.A./B.S. in Art – Assessment Plan and Status Report
  - John Siblik, Director, School of Art and Design was on hand to discuss the report.

- The degree was recently expanded into a B.A./B.S. degree in 2016 and there is a lot of excitement about it, lots of new opportunities with that change and it has created new opportunities with other programs on campus.
  - Enrollments have almost doubled since the degree change in 2016.
  - The B.A. follows foreign language requirements; the B.S. requires 6-10 hours of courses in math, science and tech in place of the foreign language.
  - SLOs: consider SLO #2 and #4 – how do you measure it? Can you use a different word than “understanding” and “possess?”; SLO #5 and #7 sound very similar – can they be rewritten to sound a bit different and more of their own?
  - Adding rubrics/tools being used to this report would add value.
  - Results: The results are reported by Method and not by SLO, and per the template they should be reported by SLO; SLO #6 and #7 were not reported at all.
- M.S. in Art and Design Education – Assessment Plan and Status Report
    - John Siblik, Director, School of Art and Design was on hand to discuss the report.
    - It was a great report, and very comprehensive.
    - SLO’s: Liked how there were bolded areas; the committee would have liked to see the items listed underneath be a little bit clearer and have them broken out into subsections or objectives. Why are the SLOs the same as the undergraduate degree? Even though there are teacher licensure requirements, the program could add additional items that make the SLOs unique to the specific degree program. Re: SLO #4 and #5 – the language could be reworded to say what is being measured and how it is being measured.
    - Assessment Methods: Add tools used as appendices for greater clarity in interpreting narrative in results section. For example, re: “Cooperating Teacher Assessment”- what are the “10 categories” on this assessment? Consider using the EdTPA scores in the report.
    - Decision, Actions and Reports: Some typos with the degree name “B.S.Ed.” and MS. Ed.” should be fixed to say the correct degree name.

### 3. Assessment Expo – Ritu Subramony

- Ritu discussed the proposal for the upcoming Assessment Expo.
- HLC Quality Initiative starts in spring 2019.
- Due to a busy spring with the HLC Quality Initiative, we would like to propose postponing the Expo to spring 2020.
- AAE would still hold an Assessment Workshop in Fall 2019.
- UAP Orientation for Academic Programs – do a debrief to the UAP Members of what we have done over the last year and a half on April 5<sup>th</sup> and then the last half of that meeting will be the UAP Orientation.

### 4. Other Business

### 5. Adjourn

Meeting adjourned at 12:02 p.m.

Next meeting Friday, March 1, 2019, 10:00 a.m. in Altgeld 315