Present: Abendroth, Arado, Ballantine, Coley, Comber, Cripe, Douglass, Ferdowsi, Gipson, Joung, Lagana, Osorio, Setterstrom, Siblik, Subramony and Zack

Guests: Melissa Dawson, Director, Student Athlete Academic Support Services

1. Announcements
   - Accreditation, Assessment and Evaluation is currently looking for papers to be submitted to the University Writing Project. If you would like to participate, please contact our office.

2. Review of Assessment Plans and Status Reports
   - Student Athlete Academic Support Services – Assessment Plan and Status Report
     - Melissa Dawson, Director, Student Athlete Academic Support Services was in attendance to discuss the report.
     - Regarding the History/Context provided by the program, the UAP would like to see more detail regarding the services provided by the unit. For example, the unit focuses on "maintaining eligibility" of athletes, but additional detail about how this is done would be helpful.
     - The UAP appreciated the Mission statement of the unit, but it was recommended to add a few words to make it unique to SAASS (e.g., "… of student athletes").
     - Typically, units are recommended to not focus on GPA or grades due to the various factors that can influence them (all of which the unit cannot track); however, because those GPA thresholds are required for athletes, it does make sense for the unit to leverage GPA as an outcome.
     - Regarding the Huskie Experience Programming Database, there was a question of why the targets did not specify an exact number. SAASS responded that athletes' schedules constantly change due to different practice schedules, so they did not want to make themselves beholden to a specific number.
     - Also regarding the Huskie Experience Programming Database, it helps SAASS to encourage athletes to take advantage of extant services and helps SAASS to identify collaborative opportunities with other units across campus.
     - Currently, the tutoring method only focuses on the efficacy of the tutors and not on how athletes benefit from the sessions. It might be informative to have athletes rate how helpful they find the sessions to be.
     - The UAP was curious if athlete services are only offered on-season. SAASS clarified that services are also offered off-season, but the End-of-Season Assessment represents an optimal time for the unit to reach out to all athletes who usually have differing schedules.
     - SAASS is working on invoking alumni input by matching students with alumni who engaged in similar sports.

- o The UAP noted that a lot of data collected from students is currently self-reported. It may be helpful to triangulate this with performance data, whereby others evaluate students' performance. This may work especially well if such data are already being systematically collected. Those data would simply need to be evaluated alongside other assessment-related data.
  - o The UAP noted that the 4-year graduation rate of athletes was phenomenal, but there was a question about what typically happened to athletes who failed to graduate. The unit responded that those students may turn professional and do not finish their degree, although SAASS encourages them to finish.
  - o In addition, for data such as graduation rates, sample sizes are missing. The UAP requested that the unit ensure that sample sizes are provided for all Methods.
  - o Regarding the cumulative GPA 3.0 target, the UAP asked if the unit does anything to help students who fall below that. SAASS responded that they work with head coaches and may even develop academic plans to set students on a trajectory of success.
  - o When disaggregating data, it may be helpful for the unit to ascertain which teams are benefitting most from each Method (e.g., do teams take advantage of tutoring opportunities so they can enhance their GPA?).
  - o Regarding the unit's current improvement actions, the UAP asked how SAASS has identified which areas require enhancement. SAASS has been reviewing incoming students' transcripts to identify these areas. The UAP recommended that disaggregating data would help to provide additional data that may inform SAASS' areas of focus.
- B.F.A. in Art Studio and Design – Assessment Plan and Status Report
  - o John Siblik, Chair, School of Art and Design was in attendance to discuss the report.
  - o The program offered some context prior to receiving feedback from the UAP: their assistant director position had recently been filled; curriculum maps have been helpful to faculty as they navigate delivering the same course content with fewer resources, and the program is looking forward to feedback from the accreditor next year.
  - o The UAP recommended ensuring that SLOs include measurable verbs. The program responded that its curriculum committee can help make its SLOs easier to understand for all audiences.
  - o Regarding curriculum maps, the UAP noted that simply mapping SLOs by course might be more helpful than providing multiple different curriculum maps based on each pathway.
  - o The UAP noted some gaps related to the assessment Methods used. It was noted that the program needs to implement alumni feedback and employer feedback. In addition, utilizing other Methods might be useful: not all SLOs were addressed by more than one Method, and grades are not recommended as an assessment Method because they do not permit granularity in observations of student learning. It may be helpful to review course-embedded assessments currently in use. They may be able to provide additional assessment-related data.

- Regarding the Area Retention Review, the UAP had some comments. The program designated it as an indirect Method; however, given that it involves the evaluation of students' portfolios, it would be best described as a direct Method. Furthermore, the program could consider leveraging this Method to get external input (e.g., from employers or alumni) by asking professionals outside the program to evaluate students' portfolios.
- The UAP appreciated that the Results section involves disaggregation according to different performance categories, but the connection between each category and the program's SLOs should be highlighted. This will help the program to convey how the improvement actions indicated in the Use of Results section are relevant to student learning.

- M.A. in Art – Assessment Plan and Status Report
  - John Siblik, Chair, School of Art and Design was in attendance to discuss the report.
  - The UAP found the numbering of the SLOs somewhat confusing. It might be clearest to assign each SLO a unique number even if it pertains to a different specialization, instead of reusing numbers (e.g., SLO SA5 and AH5).
  - SLO 1 refers to the action of "deepen knowledge", which conveys higher-level learning but is slightly vague. The program intended to convey the specific type of learning that occurs with immersive experiences such as travelling to witness artwork in-person. The UAP recommended the program to focus on wording that captures how students perform after having these immersive experiences.
  - The UAP found the rubrics demonstrating performance at varying levels of proficiency helpful.
  - The three Methods in the Assessment Methods table were very well explained. However, the Outcomes-by-Methods Matrix seemed to suggest that there were additional Methods beyond what appeared in the table.
  - Also regarding the Methods, the various program-level targets for each SLO represented by the Comprehensive Exams were appreciated. However, the target for SLO 6 seemed especially low, and it was not clear as to why.
  - The Results section was difficult to navigate. It would be helpful to put the contextual information in a separate section (e.g., the Assessment Methods Table) and to put results in the format of a table or a graph. Also, sample sizes were missing for some Methods.
  - Regarding the Use of Results section, the UAP noted that there was a good reflection on strengths/weaknesses regarding student learning. However, for instances of missing data, it is difficult to discern how the program should follow-up. It would be ideal for the program to focus on filling those data-related gaps.

3. HLC Quality Initiative
- During years 5 – 9 of the HLC accreditation cycle, NIU needs to undergo a quality initiative. The chosen topic involves equity gaps and student success, with a focus on first-year students, gateway courses, and UNIV 101.
- A small group is putting the proposal of this initiative together, which will eventually be vetted through multiple shared governance groups (including UAP, which will see the

proposal during the next academic year).

4. Other Business
    - The next UAP meeting would be April 5, during which the orientation of academic programs coming up for UAP (Academic Year 2019 – 2020) will take place. UAP members are encouraged to attend.
    - In addition, academic support units will receive an orientation during the afternoon of April 9. Although this is outside of the typical UAP time, any UAP members can attend.

5. Adjourn

Next meeting Friday, April 5, 2019, 10:00 a.m. in Altgeld 315