

UNIVERSITY ASSESSMENT PANEL

January 17, 2020

10:00 a.m. – 12:00 p.m., Altgeld 315

MINUTES

Present: Arado, Brain, Comber, Douglass, Gipson, Grahovec, Hathaway, Joung, Lagana, Osorio, Santuzzi, Setterstrom, Subramony, Zack

Guests: Monique Bernoudy, Assistant Vice President, Academic Diversity, Equity and Inclusion; Rose Henton, Director of Coordinated Education, Training and Outreach Programs, Academic Diversity, Equity and Inclusion; Jocelyn Santana, Social Justice Education Coordinator, Academic Diversity, Equity and Inclusion

1. Announcements

- a. Carolinda Douglass introduced the new committee member – Nicholas Grahovec.
- b. The committee members went around the room for introductions by stating their name and department.
- c. Afterwards, the guests introduced themselves.
- d. Ritu Subramony discussed the discontinuance of the University Writing Project.
 - i. Douglass commented with the severe budget issues currently, it cannot continue at this moment, but it was a great project.
- e. There is no spring expo with the budget cuts this year as well.
 - i. Hopefully, this will be reinitiated again next year.

2. Review of Assessment Plans and Status Reports

- a. Social Justice Education – ADEI – Assessment Plan
 - i. Monique Bernoudy, Assistant Vice President, Academic Diversity, Equity and Inclusion; Jocelyn Santana, Social Justice Education Coordinator, Academic Diversity, Equity and Inclusion attended to discuss the report.
 - ii. Representative said they love hearing the feedback. A lot has changed the last few years. It is a work in progress. It also expanded as well to include faculty and staff, from just students only.
 - iii. Douglass opened the conversation with the history and content.
 1. She commented you could say more about the program richness, especially for the people who are not aware of the programs.
 2. Carrie Zack said add detail about the educational experiences, so it is easier for people to follow along with what is going on.
 - iv. Douglass directed the conversation towards the mission, goals, and objectives.
 1. She emphasized student learning outcomes (SLOs) are looked at here. She said they have a lot of SLOs, which are also programmatic objectives.
 2. They introduce the assessment methods here as well, and then they come up again later.
 3. In reporting “data tracking”, do you mean attendance or participation? Is there anywhere to have an “in the door” and “out of

- the door” question to understand what the participants got out of attending the event?
- a. We have tried collecting information the day of and even sending them something afterwards.
 - b. Some students and faculty have mentioned how they have been able to apply some concepts to the classroom, but getting this feedback is challenging.
4. Attendance tracking has the piece of the actual number itself, but it also has the piece itself of the learning measure. This is one of the challenges of these kinds of programs.
 5. There are two targets for the second assessment method. Are you in a position that you have gone through a year or two to say what those incremental values are?
 - a. This has been a program for four years, and we started tracking since the first day. Roughly we were looking to 18-20% increase for a while. The Presidential Goals changed some of that work.
 6. Another program more focused on faculty members would be great.
 7. Reporting out what the priority tactics are important.
 8. Subramony encouraged them to track the numbers for the data purposes.
 9. Subramony also discussed survey response rates. This truly is your student impact evidence.
 10. Zack asked if it makes sense to add a target in when trying to see if there was an improvement in your results.
 11. Subramony emphasized the support units are looking at the operations.
 12. The first time they did the survey it was for information gathering. It was similar for the second survey as well. We are trying to make sure we have an action plan in areas of growth.
 13. Objective 2.2 comes before objective 2.1.
 14. It makes sense to connect with department chairs for elaboration.
 15. You can have people take a quiz before the workshop, and then afterwards sometime later, have them take the same quiz again. You can compare their scores before and after the workshop. Once you see what the deficiencies are, you can go back and improve it.
 16. Assessment methods by outcomes, there is not a direct assessment listed.
 17. Douglass directed the conversation to recording results.
 - a. There is nothing in writing in this part, but Douglass said there were two pieces of information submitted.
 - b. It was noted that this was an assessment plan only, so there are no results.
 - c. What is a good response rate to one of the surveys you administer?
 - i. A good rule of thumb is 30%, but it depends on how diverse the group is and what results you are interested in seeing.

- ii. They think they received 20%. Are you requiring student workers to do this? Is there a way to get other groups as well?
 - iii. Three things came from this. We decided to track by classification under Conversation on Diversity+Equity (CODE). We asked a lot of demographic information. It was the first time we did it. Student workers usually come up during our diversity training.
 - d. Who you are asking is also interesting.
- b. Affirmative Action, Equal Opportunity and Education – ADEI – Assessment Plan and Status Report
 - i. Rose Henton, Director of Coordinated Education, Training and Outreach Programs, Academic Diversity, Equity and Inclusion attended to discuss the report.
 - ii. We are now in a different opportunity and environment. Affirmative action and education is everywhere.
 - iii. We are moving into our own right now, which is really nice.
 - 1. Douglass opened the conversation on the history and content. Committee said it was good.
 - iv. Douglass directed the conversation to the mission, goals, and objectives.
 - 1. The mission will be changing within the next month.
 - 2. Zack had a question with goal 1. What is this piece of academic?
 - a. It will be in employment. We want more diversity in our applicants. Instead of limiting advertisement, we have multiple search engines looking for applicants.
 - b. Was trying to see if it was only students included.
 - 3. Maybe we should list what trainings we offer. There is such a variety of modules of training.
 - a. This needs to go into goal 3 to say what our educational model is.
 - 4. We previously felt comfortable with our mission, but with the addition of affirmative action, now we want to revisit our mission statement.
 - 5. Subramony said some of the methods could be rearranged by clarifying the goals.
 - 6. Douglass said sometimes people pick the assessment methods out and say it is a separate piece and then connect it to different parts. She did not know if they were required to complete it the way it is currently formatted. It is okay for a method to touch on several goals and objectives.
 - 7. They discussed adding focus groups and surveys. We can survey people after they hire someone. We can ask them if this information assisted them. We need to know if it helped them and diversified their department. This is about 60 to 90 days out to send this survey out to them. They are also required to do this every year. We want to

- see how to make this different because we do not want it to be the same year after year. This would help us develop our next training.
8. Results from the client survey are helpful as well.
 9. The tracking 60 days later is great. But, what about right after they walk out from the training? Then, asking them 60 days later how they have used what they have learned?
- v. Douglass directed the conversation to the assessment methods.
 1. The number of committee members completing the training, what is the 100%?
 - a. It must be determined if the search team has had diversity training. We provided this training once or twice a month. We also provide it on demand, for the nursing students since they invited us.
 2. A committee member is still confused on when?
 - a. It is on a quarterly basis.
 - b. This is completed every training.
 3. Zack said if there are existing instruments, it would help our understanding with what they are trying to do and learn. It is unclear you are collecting information, but we do not know what it is you are collecting and what you are trying to get at. It can be hard to follow what you are trying to talk about since everything has similar names. Also, maybe add a column saying which goal it aligns to?
 4. We also want to make sure we are not overlapping students, faculty, and staff with the training.
 5. Douglass emphasized that new units updated often, and they can send the updates.

3. Annual Assessment Update Report: Summary of Multi-Year Trends Across Academic Degree Programs

- a. Subramony said this is a summary of all the academic programs.
 - i. One of the main duties is peer review and feedback in terms of how they do the assessment practices. This is one of the main tasks of AAE.
 - ii. The ratings are based on a standardized rubric.
 - iii. The report gives a high-level review of the assessment status of NIU's academic programs.
 - iv. In general, most programs are not directly reporting their disaggregation. This is a recommendation we would want to make.
 - v. Some programs have well-developed student learning outcomes; others are in process to hone theirs.
 - vi. These tables provide a high-level overview of all colleges.
 - vii. AAE is presenting this report to the UAP so we can factor your input to determine actionable steps we can take to support assessment of SLOs.
 - viii. An assumption is that the assessment practices have an impact on the program's operations and vision.

4. Other Business

5. **Adjourn:** Meeting adjourned at 11:54 a.m. Next meeting Friday, February 7, 2020, 10:00 a.m. in Altgeld 203