# University Assessment Panel Meeting

# Friday, September 20, 2024

# 10:00 a.m. – 12:00 p.m.

# Approved Minutes

# Members

**Present:** Hamid Bateni, Amy Buhrow, Amanda Durik, Chris Goodman, Liping Guo, Nicholas Grahovec, Michaela Holtz, Young Lee, Kay Martinovich, Linda Matuszewski, Tracy Miller, Bette Montgomery, Christine Nguyen, Tawanda Paul, Bethany Rohl, Cathy Schaff, Jeanie Sparacino, Betsy Sterner, Carrie Zack, Peitao Zhu

**Absent:** Doug Boughton

* **The meeting was called to order by Amy Buhrow at 10:00a.m.**
* **Welcome, Introductions, and Announcements**
	+ Amy Buhrow introduced the team to the University assessment panel on the team’s channel.
	+ Buhrow discussed the organization of files and academic year folders for meetings, and highlighted the UAP notebook and the living document for the AY 2024-25 plans.
	+ Changes to the assessment summary reports and plans were mentioned, including the adjustment of deadlines for College of Business programs.
	+ Buhrow emphasized the importance of meeting deadlines and the use of the meeting package for document organization.
* **Approval of Minutes:** Motion to approve the September 6, 2024, minutes by Nicholas Grahovec, seconded by Amanda Durik, motion carried unanimously.
* **Assessment Refresher**
	+ Carrie Zack went over types of assessment methods
		- Quantitative methods (narrative, illustrative examples, themes).
		- Direct methods of assessment (assignments, projects, papers, exams, performances.
		- Indirect methods of assessment (self-evaluation, satisfaction surveys, course grades.
		- Considerations for reporting, Employment related to major, acceptance to Graduate School.
		- Formative methods provide evidence of knowledge, skills, or affect the student learning outcomes that develop early or in the middle of a program or course of study.
		- Formative assessment is something that happens earlier in the course and summative assessment would be toward the end of the course.
		- Multiple semesters or years of data over time to examine trends.
		- Discussion about the deadline for college data collection.
		- Consideration of the previous academic year’s data for assessment.
		- Challenges in setting a deadline for assessment data collection.
		- Importance of discussions and decisions on curriculum changes.
		- Feedback on the timing of the assessment data collection deadline.
		- Suggestions to communicate with associate deans for process improvement.
* **Regular Updates**
	+ Buhrow updated the UAP
	+ HLC quality initiative undertaken from 2018- 2020 focused on increasing success rates in gateway courses and reducing academic equity gaps.
	+ Diversity advocates and associate deans are discussing ways to institutionalize the initiative into reporting, potentially linking it to program review.
	+ Co-curricular assessment plans were due, some are missing, and discussions are ongoing with stakeholders about the implementation timeline.
	+ Review of the Gen. Ed rubrics, also known as the Baccalaureate Student Learning Outcome Rubrics, is planned for this year.
	+ GEC will be looking at the rubrics to ensure they are inclusive and may request representatives from the group to participate in a short working group.
	+ A working group has been initiated to assess community engagement courses, with more updates to come.
* **Old Business -** None
* **New Business**
* Assessment Summary Report and Assessment Plan Rubrics/Feedback
* The panelists discussed the current rubric/feedback process and improvements to reduce the overwhelming nature of the feedback.
* UAP will continue to use the rubric with these changes:
	+ The order of rubric elements will change.
		- Narrative on what is going well.
		- Narrative on what to improve.
		- Narrative on expected actions.
		- Rubric items. All items will be assigned a weight to key programs into what should be addressed in priority order.
* When results are shared, AAE staff will ask if it would be helpful to present feedback at a faculty meeting, focusing on the highlights and recommendations on where programs should focus improvement efforts.
* A revise and resubmit process tied to AAU submission was discussed as a possible action item.
* A supplemental question will be added to the AAU in 2025, “How were faculty involved in the assessment process in 2024-2025?”
* Cocurricular Assessment Report Review
	+ Buhrow showed the panel several cocurricular assessment reports, went over them and spoke to what was done well and what feedback was given to the program.
	+ Measurable observable verbs in the outcomes, everything starts with the outcomes.
	+ Not as much experience with the cocurricular process as we do with academic programs.
* Assessment/Artificial Intelligence Tools
	+ An AI program was created to develop first draft rubrics and assessment plans for programs.
	+ Zack demonstrated its use by uploading documents to the program, then received feedback and suggestions for improvement.
	+ The AI program suggested potential goals, objectives, targets for assessments, sources of evidence, and student learning outcomes based on existing plans.
	+ Buhrow commended Zack for developing the AI/assessment apps.
* **Adjournment:** Motion to adjourn by Bette Montgomery, seconded by Amanda Durik, motion carried unanimously, meeting adjourned at 11:59am.
* **Next meeting October 4, 2024**

**Respectfully submitted by Jeanie Sparacino**