

## Academic Assessment Council

### Minutes

September 22, 2014

#### I. Introductions

- A. Attendance: Mary Albrecht, Corinne Nicolas, Taimi Olsen, Joanne Logan, Kathleen Thompson, Nancy Howell, Carol Parker, Toby Boulet, Gary Skolits, Michael McFall, Denise Gardner, Dave Dupper, Charles Cwiek, Ron Kalafsky, Masood Parang, Kirsten Benson, RJ Hinde, Qiqi Ruan, Mallory Ladd.
- B. We now have student representatives: Qiqi Ruan for undergraduate students and Mallory Ladd for graduate students.

#### II. 2013-2014 Reporting Year

- A. We have completed programmatic assessment for the 2013-2014 academic year.
- B. We are in the process of updating the list of everyone who has access to the Planning Module in Compliance Assist.
- C. Our contact at Campus Labs will roll over certain data for the 2014-2015 academic year, such as the Student Learner Outcomes. Other information, like Actions Taken and Assessment Results & Analysis, will not be rolled over.
- D. The UTAAssess listserv was created, and this committee has been added.
- E. Corinne Nicolas looked at all of the reports, and she said about 99 percent of programs had something to submit. There was noticeable improvement from what was submitted 2012-2013 to 2013-2014.
- F. Corinne was asked if Compliance Assist can find trends in the data. She discussed what she saw. Most programs are using direct methods and using results to make changes to curriculum, courses, or instructional practices. We still have room to grow our assessment expertise.

#### III. Faculty Training for Upcoming Year

- A. Have the faculty gotten engaged in this process?
  - 1. It's mixed. Some have been very cooperative.
  - 2. A few programs have incorporated assessment discussions in their annual faculty retreats. Overall, though, faculty members are engaged unevenly in the programmatic assessment process. There is still a need to increase faculty buy-in, especially in regards to the importance of implementing instructional changes and carrying out assessment activities in their courses.
- B. Are department heads aware of this assessment process, or are they just passing it off to others? The discussion focused on:
  - 1. Possibility of having mandatory training for department heads.
  - 2. Some department heads attended the workshops, and others came from SACS COC accredited institutions and already have an understanding.
  - 3. Retreats are a good place for discussion.
- C. We can go to departments and colleges to help with curriculum mapping and course and program outcomes.

- D. It was suggested by a member of the Council that it would be helpful for faculty to talk with seniors who have completed internships – what alignment is there between the curriculum and what they learned during the internship; are there possibilities of improving programs?
  - 1. The student voice should be part of the process.
- E. In the instructions for how to use the Planning Module, add language that prompts people to look back and see progress.
  - 1. Programs need to be more intentional in linking assessment results to previous year's actions. Few programs compared results from year to year, so their reports did not include evidence of improvement. Training to help programs present use of results and actions more effectively may be needed.
- F. How do we handle assessment in broad programs (IDPs) versus very focused? May need different types of training for the different types of programs, so at the departmental, divisional (College of Arts and Sciences) or college, depending on the programs.

**IV. Goals for 2014-2015 Reporting Year**

- A. Share with departments what others have learned.
  - 1. For example, using the outcomes and findings in student recruitment, or sharing with others to learn from each other. What programs have learned; methods and instruments that have worked.
- B. The culture shift needs to be more intentional. Can this topic be discussed at events such as the Academic Leadership Retreat?
- C. Faculty can come up with the outcomes but have trouble measuring and interpreting them. Need assistance in learning how this is done.
- D. Try to hold an Assessment Day (need better title). Perhaps cover how people developed their rubrics in the fall and how to use the rubrics in the spring (just one idea).
  - 1. Its purpose would be to recognize good practices and provide resources (as well as a sharing space) for programs.
- E. Include student voice in the assessment process.
- F. Support program-level faculty: offer program- or college-level training. Generally, faculty prefer training that is relevant and applicable to their specific needs and situations.
  - 1. Suggested topics included curriculum mapping, rubric creation, and use of results. Similarly, faculty can come up with the outcomes but have trouble measuring and interpreting them. Need assistance in learning how this is done.