Assessment Leadership Team Minutes 3/1/19

Attendance: Shelley Arvin, Joe Harder, Brian Stone, Laura Froelicher, Nathan Myers, Ruthanne Ekwealor, Denise Collins, Kelley Woods-Johnson, Andreas Kummerow, Edie Wittenmyer

1. Welcome
	1. Approval of the Minutes
		1. Changes
			1. Nathan Myers was present
			2. Denise suggests changing “capability” to “capacity” in III.a.1.
		2. Denise – motions to approve; Andreas – seconds motion
		3. Vote – 6 for, 0 opposed, 2 abstain (some came late, not present for vote)
2. Reports
	1. Chair (Shelley) – Student Artifact Repository project may be modified some based on the exploration of Strategic Goal #1 (search for an AMS product). Will hope to have a prototype for the March Assessment Council meeting for review by faculty. The decisions that need to be made are related to who will maintain the database, procedure for collection/interface for faculty.
	2. Coordinator (Kelley)
		1. AY 19-20 budget reductions – Assessment & Accreditation Office will take about 20% reduction = $5606. This should be manageable through reductions in professional travel, trainings, and awards across the board. This can be a further discussion at a future Assessment Council meeting.
		2. HLC Assessing General Education workshop – We returned from the last two-days’ workshop with priorities for action to improve our Foundational Studies assessment practice prior to and beyond the HLC 2020 visit. We are in a good place with many aspects of organization and practice, but we have considerable room to improve the assessment piece. Priorities will be shared with University College Council exec in the next week to start moving forward on this work. This might become an opportunity for Assessment Council to lend some skills and time to the process.
		3. Provost’s Award – Deadline extended by one week to allow for programs to gather faculty for input on the nominations.
	3. Joe Harder – SCOB had their assessment meeting last week. This is their year of record for AACSB, so they are working to get their data and reports together now. Kelly Wilkinson and Joe have been working together to align SCOB learning objectives with Career Readiness competencies, and there is a really great alignment that will allow them to be more efficient in collecting and reporting student progress. Worked a couple years ago with a consultant to develop sophisticated rubrics for each learning goals. They decided which metrics they wanted to use for accreditation, selected from core courses so all SCOB students will be represented in the sample. Now working on integrating each metric across the curriculum. They did a workshop with one learning objective across the curriculum to help faculty see how this could work. Seems to have been really successful to take it just one piece at a time. They will do another objective at the next retreat, and so on until they have completed the cycle.
	4. Ruthanne Ekwealor – Glossary project draft. Trying to determine what language is “our” language at ISU, and making sure that this is made clear so we can continue to share language. Also working on an HLC glossary.
		1. Shelley – add “inputs” and “outputs”
		2. Joe – add “outcomes” in addition to “student learning outcomes”
	5. Brian Stone – 101 and 105 outcomes are revised. They are ready to go, but they need to consider dual-enrollment students who will come in with composition credits completed already. This adds an interest in shifting some of the assessment points to 107/305 in order to better understand the work they’ve done with students to develop composition over time. They do have a really good connection with the high schools and College Challenge to understand what students are typically getting, but that is limited to an understanding of Indiana schools, not beyond. This opens an opportunity to connect more with HS comp teachers and Indiana legislature/ICHE to identify improvement of composition prior to college. A solution on the table is a 4 credit hour 107 for students who bring 101 and 105 credits with them. Also considering whether to collect digital artifacts in an e-portfolio or using tools in Blackboard to create files for housing this information versus collecting hard copies. Artifact Repository may be an option at some point.
		1. Joe – It might be worth finding out the cost of the e-portfolio add-on for Blackboard because the way it is likely to be stored and shared across the platform.
3. Old Business
	1. Artifact Repository – tabled until the template is available for review
	2. Strategic Plan Next Steps
		1. Joe – AMS meeting. Investigating systems because of the institutional need and Malea’s concern with TK-20 declining support. Has a contact at TK20 and Watermark to get meetings on the calendar soon. Shared the functionality wishlist to get a presentation on what options we have available to us.
4. New Business
	1. Student Success Council
		1. Denise – SSC could be naturally split between SEM and Assessment Council. SEM is focused on enrollment, retention, graduation, and the use of data for decision-making. Data-informed decision-making is a part of what Assessment Council is all about. The assessment part of SSC is logical to come to the Assessment Council. Data subcommittee of SSC was very active and effective in the way they went about things. Transitioning those responsibilities to Assessment Council will be really helpful. Denise can assist in understanding those specific points of data that were tracked for us to continue to document and interpret.
		2. Shelley – Getting the information from what SSC collected will be important to make sure we’re continuing this.
			1. Denise – A liaison between SEM and AC would be very helpful for making sure we’re addressing the breadth of the former SSC work.
		3. Shelley – Taking on SSC may change who serves on AC.
			1. Denise – UCC representation.
		4. Kelley – Next steps will be for Kelley to integrate some of the suggestions from ALT into a draft for Assessment Council next week. This will also be shared with Susan Powers for feedback.
5. Announcements – none
6. Adjournment