Assessment Leadership Team Minutes 3.8.19

Attendance: Chris Fischer, Joe Harder, Denise Collins, Malea Crosby, Andreas Kummerow, Bailey Bridgewater, Eric Hampton, Laura Froelicher, Ellen Malito, Ruthanne Ekwealor, Kelley Woods-Johnson, Shelley Arvin, Jason Johnson, Greg Bierly, Brian Stone

1. Welcome
   1. Introductions
   2. Review of the Minutes
      1. Andreas motions to approve; Joe seconds
      2. In favor – 5, opposed – 0, abstain – 4
2. Reports
   1. Chair (Shelley)
      1. No report
   2. Coordinator (Kelley)
      1. Co-curricular
      2. ACPA
      3. HLC
   3. Members
      1. No reports
3. Old Reports
   1. Artifact Repository – Shelley
      1. Shelley gave out handouts regarding Project Plan and Fields Collected to describe how the repository is structured and how faculty may interface with the system, with attention given to reducing any barriers to use. Some conversation with Kelley (Assessment & Accreditation Coordinator) is to work with the AAC GA to assist with completing information for each artifact so faculty only have to submit the artifact and a student 991 number.
      2. Shelley opened floor for questions, noting that Joe and Kelley will continue to work with Shelley to pilot the system and develop operating procedures.
      3. Joe adds that the database format is similar to a digital card catalog in terms of how information is organized. The 991 information allows us to communicate with Banner to capture student information so we can look at larger sets of data relative to the artifacts collected. An important decision to make was whether we wanted to keep actual copies of the artifact or wanted to be able to connect with the artifacts from another location (ie – Blackboard).
      4. Jason asked if we need to add a field for semester.
         1. Joe, Denise, and Andreas discussed the formatting of CRNs, Denise noting the long format would be necessary to capture the date of the class accurately.
      5. Andreas walked through an example of how he as a faculty member would upload an artifact to the database. Asked about the actual value of this project.
         1. Shelley gave an example of the library’s assessment project analyzing student research papers for information literacy.
      6. Chris noted that this still could be a lot of work for faculty. Asked if Blackboard could be used to do this.
         1. Joe noted that we’re looking into this through the exploration of Assessment Management Systems.
         2. Bailey noted that Kristie Bigler is going to help us understand Blackboard’s functionality regarding pulling and evaluating artifacts in Blackboard and archiving or tying to a repository system. That meeting is upcoming with Bailey, Chris, Kelley, and Kristie.
   2. Strategic Planning Action Steps
4. New Business
   1. AY 19-20 Budget Reductions
   2. Foundational Studies Assessment
      1. Bailey – Has joined University College Council since winter break as the point person for assessment. Learning about FS assessment is that it has been ongoing over time, but that the information resides with different people who have conducted the assessment over time. The process now is to track down the information and make sure it is gathered in a central place and the reporting and use of that information has been documented. There is also an interest in expanding communication, reporting, and use to the faculty who have participated in teaching FS classes. This will help inform UCC on making improvements to courses and to FS categories on a rolling basis over time.
      2. Chris – Challenges over time were logistics, locus of FS assessment changing over time with changes to the Assessment & Accreditation Coordinator position, and the vacancies between the AACs left time where little was reported centrally. Good things that have been happening are the indirect assessments that are consistently gathered from students in FS courses as part of their evaluation processes.
      3. Bailey – A focus moving forward is collecting data on authentic assessment to make sure we’re fulfilling adequate assessment of student learning.
      4. Kelley – Next steps include Bob Guell working on a schedule to regularly assess each category for student learning and category relevance/quality, etc.
   3. Student Success Council
      1. Kelley –
5. Announcements
6. Adjournment