**Assessment Council Minutes**

**12/2/2022**

In Attendance: Shelley Arvin (Library), Kelley Woods-Johnson (OAA), Nathan Myers (CAS), Larry Tinnerman (At-Large), Haijing Tu (Associate Deans), Melissa Nail (BCOE), Alyce Hopple (At-Large), Maggie Dalrymple (EM), Darlene Hantzis (UCC), Christopher Fischer (Associate Deans), Ellie Rippy (UCC), Jessica Durbin (CHHS)

Welcome – Introduction of Larry Tinnerman as the new Faculty Rep At-Large as appointed by Faculty Senate. Larry will serve a 3-year term in this role.

Approval of the Minutes – Melissa noted a spelling error in the minutes. Kelley corrected the error. Nathan motioned to approve as amended, Melissa seconded the motion. Vote – 8 in favor, 1 abstain, 0 against

Reports

Chair – Shelley noted that she will send the Strategic Planning progress document with the Council via email. She reminded the group of their roles in representing their various constituencies and the need for them to report on their behalf.

Coordinator – Kelley said 75% of annual Student Outcomes Assessment and Success Reports

Member Reports

* Shelley (Library) – Did not get much response from fellow Librarians, but did find a need to improve Librarian knowledge and use of Blue Reports.
* Shelley (UCC) – The University College Council will be working with COMM 101 and ENG 100 level courses to integrate an information literacy component and assessment into their courses in the spring to provide additional data on the Information Literacy competency.
* Nathan (CAS) – Distributed a Qualtrics survey to the CAS faculty. Received 33 responses. Most people are interested in learning strategies for assessing writing, critical thinking, class discussion, and group work.
* Melissa (BCOE) – Data that we’re getting from Academic Affairs is not helpful or meaningful. How can we disaggregate the data or construct it in more meaningful ways? It is hard to account for double majors, transfers, etc. Kelley asked could Blue Reports training potentially help take this as a starting point and go deeper into the data on their own? Melissa said yes. The faculty really appreciated the new report format, especially the opportunity to use the narrative format rather than the table/data focus on representation. Training in SPSS software could be an area for training in how to analyze and assess data. Individualized mentoring or coaching could be helpful for assessment outcomes. Mastery Pathways in Canvas trainings.
* Chris (CAS) – The CAS faculty shared the BCOE’s experience of interpreting the data coming from Academic Affairs about programs/departments. The data that is pulled is not necessarily helpful for the realities of practice of different academic programs and how students may move through those majors. More competency with Blue Reports or changes in the type of data provided could better assist the faculty in generating helpful insights or making decisions based on that data.
* Larry – Speaking about the C&I PhD program, talked about using a competency-based assessment approach incorporating peer evaluations and critique, and moving away from grade-based practice.
* Haijing (CHHS) – Qualtrics survey didn’t receive any response, but did get some anecdotal information from conversations with faculty. Faculty are wondering how assessment findings may come into play when looking at program review, in the sense of which programs may be eliminated. Also noted what the channel is for reporting potential errors in the Academic Affairs data. Kelley noted to send any concerns about errors to Susan, or follow up with Kelley to confirm.
* Maggie (EM) – Blue Reports training is offered regularly and by appointment via Institutional Research. Information is on the IR webpage.
* Darlene (UCC) – Encouraged people to attend the FS Assessment Day, and talked about the value of learning about assessment that comes from those activities. Discussed the ways that assessment strategies and techniques can be used to map to some of the things the Provost discussed in his meetings with faculty about institutional health re: academic affairs. Noted that the UCC may engage in more discussions on assessing pedagogy in the coming semester in light of the intersections between UCC’s interest and emerging trends in terms of students bringing in dual credit, etc – how to serve an ISU first year student regardless of how much college credit they bring in with them.
* Nathan – Strategic Plan Update. Met with Molly Hare to discuss working with faculty to develop scholarly writing about assessment activities. This will be an ongoing conversation with the Assessment Council and leadership, as it may require some funding/assessment grant resources. Also spoke with Mark Alesia about giving more coverage in university communications about the Hampton Award and the Provost’s Award – something to be aware of as we start to meet as committees in the spring.

New Business – Hampton Award

-Kelley jumped ahead to new business to quickly inform members that she, Shelley, and Nathan will attend the January 26 Faculty Senate meeting where the Hampton Award will be read into the record and the floor will be opened for commentary and feedback. She invited members to attend if they are interested in doing so.

Old Business – NSSE Discussion

-Kelley shared observations about the comparative data in the NSSE summary report, as well as the year-over-year data from ISU. She asked for member insights, what seemed important or interesting to them, and how this information could be used.

-Darlene shared that her experience is that this information is not shared widely.

-Shelley – If faculty and the campus community don’t know the data is even available or what it says, then how can we act upon the findings or even identify the concerns?

-Darlene noticed that on the FSSE, faculty believe that student engagement in activities is less valuable, and students at the NSSE confirm that they’re getting that message. We have 40 years of experience that tells us the building of community and connection that happens off campus is essential to students’ sense of belonging. Being able to engage faculty in sharing the message and modelling the importance of engagement in the life of the campus community impacts that sense of belonging and persistence to degree.

-Kelley noted that the meeting time had come to an end and suggested continued conversations can take place in the next meeting, or that exploring NSSE/FSSE findings at a training in the FCTE may be a good option.

Announcements

-Kelley reminded members of the dates and deadlines on the agenda related to Jumpstart January Program Renewal in the FCTE, HLC Annual Conference registration, and Intersections Journal call for submissions.

Meeting was adjourned at 10:03am.