Assessment Council Meeting

Feb. 12, 2020

9AM

Via Zoom

Attendance: Shelley Arvin, Nathan Myers, Ellen Malito-Green, Malea Crosby, Alyce Hopple Laura Froelicher, Bailey Bridgewater, Whitney Nesser, Brian Stone, Chris Fischer, Joe Harder, Cary Burch, Maggie Dalrymple, Heather Dalton Miklozek, Ashley Layman, Edie Wittenmyer

Kelley Woods-Johnson out due to illness.

Brian: Blackboard migration of classes. Download class materials by Feb. 20. English program in the middle of an IRB review of courses.

E-Portfolio: Exciting opportunities. Blackboard was did not allow for it (our version). Canvas will allow for more use of e-portfolios. Full roll-out: Fall 2022. Identify faculty needs and provide support for the roll-out. Brian noted hearing positive things about Canvas, but there will be anxiety. LMS transitions often not smooth. Good to make faculty aware of how an LMS can be integrated into their assessment process. Could be part of strategic planning. IUPUI dealt with those issues at their assessment institute. Canvas and E-portfolio were discussed. E-Portfolios are a collection of materials for assessment, including reflective thoughts. Can be shared with a wide audience. Can even be shared with potential employees. IUPUI has a cyberlab which uses course networking social media, which is integrated with Canvas.

Allows students to access their e-portfolio from Fall of their first year through their senior year. Examine what support we have to do this type of work. Working toward closing the loop by helping faculty to design assignments with assessment in mind.

In English department, reflection and assessment are built in to the process, as well as multi-modal processes. For example, writing a paper and then changing it into a podcast.

In Canvas, portfolios are linked to learners, not just courses. Can easily follow student learning over time. Can move from the snap shot approach to student learning to one that is more representative. Think about using Canvas to create innovations in assessments/e-portfolios. Recorded presentations could be included in portfolios as well. At this point, identify stakeholders and resources. Brian will start discussion with technology personnel and working on assignments and assignment prompts. If you anyone knows of useful resources, please share with Brian.

Bailey noted that he should look at the Project Success program students as a group to test out approaches to some of these approaches.

Chris Fischer noted that previous efforts to assess writing across the curriculum were challenging. Identify a handful of classes that emphasize writing and get faculty to have students tag assignments for assessment from freshman comp to later years. Could allow for review of a sustained cross-section over time.

Joe Harder: Noted goal-aligned rubrics. Have done some piloting efforts and Business can redo efforts in Canvas and get a conversation going among programs. The more conversation and coordination, the more efficiency in implementing.

Students are in charge of their portfolio, so whatever they put in there would be available for assessment.

Heather Miklozek: Discussion of what employers want to see? Have there been discussions with Career Center?

Brian: English has a professional writing unit to address writing cover letters, etc. Collaboration with Career Center is important in the future.

Chris Fischer: Need to help students to create portfolios to create a positive image. Do outreach to Tradara and Darby to get people involved.

Chris added in Chat: What I said was that I think that we want to make sure that Tradara or someone else from the Career center is on the planning both to know the possibilities but also to make sure they can plan programming to make sure any outward facing portfolios help, and not hurt students. The Career Center might also have ways that they can use the assessment tool to align student portfolios to NACE categories (teamwork, critical thinking, etc.) in helping both to do career readiness assessment on campus and to help students build a case in each of those areas/reflect/argue in favor of.

Edie: Teaching Intro to Engineering Technology. Students build an initial resume that they build on over time. Need to have a professional resume at the end along with the capstone. All of the work is in alignment with accreditation.

Brian asked how the information is stored. Edie noted that the totals of the rubric are kept in an Excel sheet and Edie reports out to Kelley. Edie does a similar report for accreditation where she has all project files in notebook form. Students are graded on their capstone projects using a rubric. All the work is driven by the advisory committee.

Heather suggested creating an exhaustive list of all the departments with a culminating experience. This would signal appropriateness for being involved with e-portfolios. Don’t make programs recreate the wheel, but give programs an opportunity to participate in e-portfolios.

Shelley: Indicated understanding that e-portfolios are available to the departments, but not more broadly. Purpose of the writing repository is to create a resource with broader access. Create resources that are convenient for faculty to share information, as opposed to responding to specific requests. Repository can allow for improved sampling. Repository likely to be needed even with the e-portfolios. Plan to present the project to Senate Exec and Faculty Senate. Logistical issues are still being addressed by Kelley and Ellen Rippey.

Brian noted that the processes would be parallel and not all professors would participate in e-portfolios. Can also consider whether e-portfolios could be put in a repository. All depends on whether people feel the portfolios complement their work.

Bailey reported on Assessment Day. Reviewed ESR and SBS artifacts. Got through the ESR artifacts. Have not completed the SBS artifacts. Need more content experts. Bailey and Kelley are continuing to work with departments on getting the artifacts reviewed.

Bailey reported on ESR assessment. 15 sections, 75 artifacts. No one submitted for one outcome, which was outcome 4. This issue has come up before. We need to talk with faculty about what is there about this outcome? Are assignments not reflecting the outcome? Is the outcome being addressed with other outcomes? Will be holding workshops to address the issue.

Students hit milestones 1 and 2, which is good. Will ask faculty if student performance is appropriate for their course. We did find that some assignments did not allow students to move beyond benchmark. Talk to faculty about allowing students to demonstrate a range of ability. Question of how to get more faculty involved in assessment of artifacts. Those that participate in Assessment Day find it helpful. A lot of artifacts were provided from courses taught by TA’s focused on a particular outcome. Need to have discussions regarding outcomes and whether they need to be revised.

Bailey noted that the data is a snapshot, would be good to be able to look at student progression.

Repository could be helpful for finding artifacts for particular outcomes.

Minutes: Change to Ellie Rippy.

Shelley moved approval, Ellen seconded. Passed, 2 abstentions.

Meeting adjourned at 9:51 AM.