Assessment Leadership Team Meeting

September 3, 2021

9AM via Zoom

Attendance: Brian Stone, Shelley Arvin, Ellen Malito-Green, Sheikh Ferdous, Melissa Nail, Ashley Layman, Kelley Woods-Johnson, Malea Crosby, Greg Bierly, Joseph Harder, Laura Froelicher

Brian Stone led introductions among the group.

Kelley introduced absent members and provided an introduction to the role of the Assessment Leadership Team.

Kelley made a motion to accept the minutes. Brian led discussion of individual and committee reports.

Brian reported on composition assessment. Assessed English 305 and collected helpful data. Trend in regard to citation. Seeing more buy-in from faculty. Faculty attitudes are changing to become more positive as they see data being used. Most valuable part is faculty conversations. Students are not effectively citing. Starting to put together faculty workshops. There will be grant money available to lower course caps and demonstrate effects on student learning. Portfolios will be assembled for selected courses.

Also heading the English major assessment. Looking at the current process. The results have not previously been used for professional development. Helping senior faculty to see the value of assessment.

Brian also discussed the potential use of e-portfolios for assessment. Allows view of student learning over time and reflections on learning. Will continue working on it and look at use in other disciplines. Need to figure out how the e-portfolio system works. Includes assignments like podcasts and web sites. Looking at capabilities and drawbacks.

Ellen reported on activities of Div. of Student Affairs. Had a busy summer in terms of assessment. Heading into third year of assessment planning. In early summer, all participating units completed the SOAS reports. Theme was that most units have made improvements and become more comfortable with assessment. Trying to break down the “fear factor.” Provided feedback to all of the units. Now focusing on keeping people on track. Looking at how we share within our own division and others in the University community.

Kelley added that the assessment is full of people who want to stay on the committee from year to year. Kelley wants to get to a point where she can transition out of the assessment process and become more of a consultant. Next step is trying co-curricular activities to larger university goals. Kelley’s graduate class is doing some work on that process.

Shelley reported there is a new public services chair in the library. Shelley is looking at what type of assessment data is available and what the quality of the data. Started looking at evaluating information as it is a timely topic. Looking at how to capture data. Has a new system called LibWizard to collect data. Trying to figure out how to use it to analyze information about student queries. Also trying to figure out where new training may be needed for library personnel on how to help them or when to refer to a librarian. Looking at way to improve helping students to do research. Learned from conversations with Honors students that were gaps in knowledge. Looking at developing workshops. Also looking at how to take anecdotes and make them more credible data.

Malea reported on a College of Education virtual site visit coming up. Also working on SOAS reports.

Sheikh reported on numerous accreditations are being worked on in the College of Technology. New engineering program is starting.

Kelley provided updates and committee reports. She does not have a graduate student on campus due to visa issues. Kelley is holding the position. Ashley Layman is seeking a practicum in the Assessment Office. Getting ready for SOAS submissions as they are due on Oct. 15. Have gotten feedback from faculty on the reports through surveys and focus groups. Looking for ways to better use the data. Trying to get feedback returned more quickly. Meeting with faculty on developing their reports.

Foundational Studies assessment workshops are beginning next week. Doing workshops on laboratory sciences and the UDIE category. Finished with workshops on High Impact Practices. Review of course proposals is coming up soon. Helping to provide feedback on course proposals.

Tuesdays from 8-10AM Kelley has open office hours in the Office of Teaching and Learning. Meeting with Alexander Allen in the Career Center to review career readiness in the curriculum. In previous years, the Career Center and University Engagement were really focused on career readiness in the curriculum. Different approaches have been used to address this. Faculty were uncertain about the purpose of the career readiness approaches and how it was useful to them. Kelley with work with Alexander on better integrating career readiness in the curriculum. Career readiness will not be included in the upcoming SOAS reports.

Outreach to areas like Center for Global Engagement, Career Center, and University Engagement. Have been taking a gentle approach for the last couple years due to COVID. Now we are trying to get co-curricular assessment back on track.

Kelley moved on to committee reports

Strategic Planning: Used Excellence in Assessment self-study rubric as a framework. Focusing on key areas for improvement. Thinking about how assessment is being incorporated beyond programs, pockets around the university, and in the assessment council. How could assessment be incorporated more broadly? Questions on what can we influence. Review notes from last semester and then look at short and long-term goals. Ashley will help to define and flesh out the language.

Reporting: Data has been collected and Kelley and Malea are looking at reporting options. Want to unveil new approach in time for the next reporting cycle. Take into account changes in academic program planning.

Kelley is now asking programs to review data on institutionally important metrics and discuss that data qualitatively in regard to importance to the university’s mission and goals. Susan Powers is working on pulling the data in an effective way. Faculty can ask questions about the data. SOAS also asks programs to provide a narrative on key metrics. Looking at how to remove duplication of effort. Kelley likes the reflective part of the report as it show the passion in programs, but that is something that will need to be worked out.

Greg noted existing concerns that the data could be used to evaluate programs in regard to cost and enrollment in a serious budget environment. Assessment Council could serve as a watchdog for how the data would be used. Program narratives could be become defensive rather than reflective.

Kelley agreed, noting that this process could contribute to fear of assessment. It needs to be communicated to faculty that the assessment process is not about punishment. There is currently not a rubric for the qualitative narrative. The narrative should be closely tied to the mission.

IUPUI Assessment Institute is coming up in October. It is free to attend. There will be physical space on campus to watch key sessions. There is targeted marketing to departments. Trying to generate conversations around it.

Consider if you interested in serving as an officer. Next week officers will discuss their roles.

Meeting adjourned at 10:01 AM.