**MINUTES**

**University Assessment Committee**

**February 1, 2013 1:30 – 3pm**

Science Lab Facility, Rm. 111

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| **Present – voting members** | **Present – ex officio members** | **Absent** |
| Krista Rodin | Sue Pieper | Allen Saunders, voting |
| Yuly Asencion-Delaney | Melinda Treml | Laura Crouch, voting |
| Vicki Ross | Gerald Wood | Bruce Fox, voting |
| Sharon Cardenas | Margot Saltonstall | Niranjan Venkatraman, voting |
| Kathee Rose |  Sami Cross, student rep | Cynthia Conn, ex officio |
| Rob Till |  | K. Laurie Dickson, ex officio |
| Marianne Nielsen |  | Patrick Deegan, ex officio |
| Joe Anderson |  | Karen Pugliesi, ex officio |
| Ding Du |  | Kathy Hildebrand, ex officio |
| Peter Mangan |  |  |
| Julia Ragonese-Barwell, by phone |  |  |
| Dierdra Bycura |  |  |
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1. Call to order - Rob

 Meeting called to order 1:34 PM

1. UAC Business
	1. Approval of the UAC minutes from December 7, 2013

Unanimously approved.

* 1. NCATE subcommittee update – Sharon, Gerald, and Dierdra

The sub-committee did not have an update for the UAC. Melinda informed the UAC that earlier in the week Gypsy Denzine updated Laurie about the need for SPA programs to start preparing for their accreditation through annual assessment efforts and the possibility of replacing Taskstream with BBLearn for the collection of assessment data.

* 1. UAC feedback guidelines

Sue: Has been impressed by the work of the UAC over the last six years - keeping culture of assessment alive on this campus. She noted not only quantity and quality of the assessment practices, but also with colleagues helping colleagues. She has been developing guidelines with Melinda and Laurie, but would like to get some feedback on guidelines. What will further the culture of assessment at NAU?

UAC comments included:

* + - Make it more personal, have meeting with the person in charge, rather than asking whether they want a meeting or not. If optional, nobody has time.
		- We get caught up in a culture of reporting rather than a culture of assessment – how do we get the larger picture, how are people using the process?
		- It is increasingly becoming the work of one person, and faculty should be involved. We should try to get those who serve on assessment subcommittees to speak to others in the programs and get input from all program faculty. We should be assisting faculty instead of putting barriers in front of them. Faculty knows best. Are the assessment guidelines useful to the faculty? How to share assessment work/results with students?
		- In Yuma, retreats are run by faculty, without administrators attending.
		- Some faculty have been hearing about assessment for a long time, and don’t want to keep hearing about it every year.
		- Maybe we should talk to the newcomers every year to make those people knowledgeable and make the connection with the departments.
		- We might seek out successful ways that others have found to make the connections we suggest for the reporting units.
		- We could have a meeting for us to talk about guidelines and benchmarks. What flexibility do we have, particularly for new people?
		- Examples are really good, and make for more consistency.
		- How do we get more people to buy into the process? This might be especially important at the beginning of the school year.
		- We could have faculty presenting to faculty about the process.
		- Maybe invite faculty on assessment committees within departments to come to a fall semester campus-wide assessment event?
		- How about a culture of incentives? Where is the money for assessment?
		- We could spend more time on our difficult points, sharing them with the more experienced people to see what they have done in similar situations.
		- We can look at reports that the sub-committee thinks could be done better.
	1. Potential need for summer UAC work

 Melinda: We have not had many reports so far this year, but we are expecting the bulk of the reports in April and May. There will be stipends for a summer sub-committee (of about 3 UAC members) to review reports.

* 1. CoLT update

Council on Learning & Teaching would be the group that includes all committees/offices dealing with curriculum and assessment. Chairs of various committees will hold an initial meeting on the 14th of Feb.

 College curriculum committees will have more assessment and outcome focus. Specific structure is yet to be voted on.

* 1. 11th Annual Assessment Fair - Humphreys Ballroom of the HCCC from 3:30 to 5:30 pm on Thursday, March 28, 2013

 Margot: UAC presence and academic program assessment desired.

 Faculty participation could be improved for the Fair. Interested in ideas people have to increase participation.

* + Faculty participation has been steady, but student-affairs participation has increased. Does the format still work?
	+ Would people attend some presentations or round-tables?
	+ Should we help people to create their posters?
	+ What might appeal to faculty and get them more involved?
	+ Yuly: Maybe relate to the Community of Practices concept… share what other people are doing, keep it informal, not required… “Language Assessment Club” group that is interested in this and wants to share ideas on the topic.
	+ Would be good to freshen up the Assessment Fair? It may seem the same stuff every year.
	+ We could give special invitations to speakers or presenters, something to brag about. There could be formal awarding of UAC’s seals, a context for sharing of the awardees’ expertise…
	+ Focus on student learning is good: Academic affairs side and student learning side.
	+ Maybe offer workshops through Faculty Development.
	+ Maybe create a new name or different wording for the assessment fair using language closer to ideas of learning outcomes or teaching/learning.
	1. NAU Outcomes update
		1. Sample webpages (please provide feedback at the meeting regarding what you like/dislike regarding the organization and content of these sample webpages):

<https://learningoutcomes.byu.edu/>

<http://www.assessment.uci.edu/assess/outcomes.asp>

<http://www.bucknell.edu/x50035.xml>

Perhaps NAU should have the overarching learning outcomes as a banner.

Bucknell has the university-wide outcomes and then ties the program-level outcomes to the university level ones - a good model we might consider.

 BYU has a video on main page, emphasizes for students what they can expect (in various majors) – lengthy, emphasizes students successfully doing things in their fields of study (speeches, work in community, etc.) that illustrate the learning outcomes we are after!

 Gerald: With all the focus on communicating/advertising expected learning outcomes to students, don’t forget there can also be **unexpected** learning outcomes!

 Important to emphasize a culture of learning outcomes rather than a culture of reporting (of assessment efforts). Some stigma seen for word “assessment” in contrast to enthusiasm for “teaching and learning” or even “learning outcomes.”

 Need content, sequencing and something to engage the viewers.

 Good image of a student on the page – BYU.

* 1. Resources/workshops

 Basically covered above…

 Coming out with more curriculum development later this spring and next year.

 Discussion about need for UAC to spend a little time at meetings looking at new or old assessment reports – to help train new members and refresh old members in this important aspect of UAC work. Maybe have something on next agenda.

1. Update from OCLDAA about website – Melinda

 Getting dimensions of the site completely redone.

 Bringing in the ability to search by different components, with input of the committee. Should be able to move forward on this by May.

 Making sure all feedback is password protected.

 Newest edition should work much better. Committee will be able to see a lot more on-line. Instructions have been revamped after suggestions from the committee.

1. Future agenda items for AY 2012-13:
2. Revise UAC by-laws

 b. Propose a Teaching Academy with learning outcomes, or a learning community around this? New people would welcome more participation or having new people observe.

1. Adjournment

 ADJOURNED 3:00 PM.

1. Future meetings: Meeting dates for Spring 2013: March 1, March 29, and April 26. All meetings are Friday 1:30-3:00.

Respectfully submitted by Joe Anderson