Date | Time | Location:
Tuesday, Sept. 10, 8:15-9:15 AM
TLC Training Room
Zoom link in calendar appointment

University Assessment Committee
Minutes

Agenda format explanation:
- Discussion leader: Begins the conversation about the topic.
- Update: Provide a brief overview of current project(s), anticipate needs for support from the TLC, UAC sub-committees, etc.
- Everyone: Provide any deadlines or programs coming up.

Chair: D. Ford
Attendees: A. Lampe, B. Wymer, G. Jensen, L. Rusch, M. Jergenson, J. Hearn, A. Earl, A. Guidero, To. Plater, P. Scholting, T. Barnard, R. Gibson, C. Taylor, B. Hall, S. Lux, S. Oliver, Y. Vuthapadadon, B. Coppard. By Zoom: L. Dross

Topic	**Discussion Leader**	**Decision** (If applicable)	**Notes / Action Steps** (as applicable)
Call to Order Opening Reflection Additions to agenda	D. Ford	No additions.	
Thank you to members who have resigned from UAC (record for the minutes)	D. Ford		Cassie Eno (SoM), Kevin Graham (CCAS), William Leggio (Grad School/EMS), Jose Miguel Lemus (CCAS), Bruce Mattson (CCAS), Wayne Young, Jr. (Student Life), Jim Bothmer (IT&S LS), David Ramcharan (IT & LS)
Introduction of members	D. Ford	Done.	
New process for taking minutes	D. Ford	Distributed.	See completed sign-up sheet attached to minutes.
Sign-up sheet for reflection & minutes	D. Ford	Distributed.	
Update/confirm sub-committee membership	D. Ford	See names in Notes/Action Steps column by committee.	
Committee Update: Academic Program Review	J. Hearn	Finished last two programs last week. Zoom meetings.	Committee members: Margaret Jergenson, Patty Scholting; Needs 1 new member.
Committee Update: Peer Review	S. Oliver	All reports have been released. Second email sent to owners who submitted.	Committee members: Brittany Hall, Lori Rusch, Ying Vuthipadadon; Needs 1 new member
Committee Update: Professional Development	S. Oliver for Angie Lampe and Sarah Lux	Call for posters going out 9/13. Abstracts due 10/2. PDFs of posters sent to printer by 10/9. Short session planned with deans and chairs in afternoon. DF will invite them.	Committee members: Angie Lampe, Sarah Lux, Patrick Borchers, Rachel Gibson, Alicia Klanecky; Needs 1 new member Has met once already. Working on 2019-20 Assessment Symposium plan. Ken Ryalls will present keynote. Development of objectives in process.

		Symposium scheduled for 8:30-11:30 or noon; Poster session will be held first.	Ken is president of IDEA Center, the evaluation system CU uses. Brief history of IDEA, myths & misconceptions, & how people can use reports. G. Jensen reported: IDEA started with a FIPSE grant run by PhDs and statisticians. Series of white papers available; one on assessment is excellent. Students can rate instruction, but not other aspects of teaching. Need more data points for teaching effectiveness beyond rating instruction; IDEA has developed that. Can link to resources-white papers, webinars, etc.
Taskstream Update and Template	S. Oliver A. Guidero	See attachments of draft templates. Committee members: Please give feedback on form to A. Guidero and S. Oliver as you try it out.	Connected to Excel sheet for entering data. Then copy and paste into Taskstream. Customer requirements in a PDF to fill in bubbles. Contact Amanda or Sarah to get the documents. Willing to partner with anyone interested for pilot. Taskstream contract goes on for two more years. G. Jensen: Remember that do not have to assess every objective every year; assessment is an iterative process. Training will be offered this fall. Goal: Figuring out what is really going on in the students' learning? Reminder: Use Taskstream to help us identify areas of needed faculty development. Watermark is holding company for Taskstream.
Update: UAC Taskforce, Policy, Strategy, & HLC Updates	G. Jensen	October: Add to agenda discussion about HLC. Committee members for 2019-20: B. Coppard, A. Guidero, A. Lampe, T. Plater, & C. Taylor.	Committee members: Curtis Taylor. Needs 4 new members. G. Jensen reported: • G.Jensen has a scorecard of all accreditation activities through 2021 (year 4 HLC assurance argument; summer 2021).

		TLC: Check letters of accreditation on accreditation website. Website needs audit. Goal for Sub-committee: Review policies against criteria to be sure we have all policies required, e.g., transfer credit. TLC: Ask a graduate student to go other school sites to find out what policies other schools have. Add G. Jensen Powerpoint to October agenda. She will update Provost and Board in November on accreditation processes. B. Coppard: AJCU Creighton Assessment Conference in July 2020 (see details below agenda). Two preconferences will be included.	Will have team and working groups for aspects of report (evidence) to demonstrate how we continue to meet requirements. Is a virtual review; review team looks at Sharepoint site. • College of Nursing built a classroom site in Phoenix. 12-page proposal with 250 pages of appendices for addition of site. Hopefully approved by Council this fall. Two multi-site location visits for fall. One-person visit with Denver and Anchorage. Done for US Dept of Education. • Branch campus request required for Phoenix because eventually will have over 800 students in the building. • Ann Shumacher is chairing the Academic Affairs Committee of the Board. • Bridget Keegan will become a site visitor this year. CU site visitors include: Gail Jensen, Mary Ann Danielson, Mary Kunce Connell, and Brenda Coppard. B. Coppard reported about upcoming AJCU Assessment Conference in July 2020: • See details below. Inviting Jesuit high schools and regional universities interested in assessment. Save-the-date will be coming out later in September.
Adjourn **Next Meeting: Tuesday, Oct. 8, 8:15-9:15 AM, TLC Training Room (RAL 33-34)**			

SAVE THE DATE: University Assessment Symposium
Keynote Speaker: Ken Ryalls, IDEA; General Focus: End of Course Evaluations
Friday, Oct. 25, 2019
8:30-11:30 AM
Skutt Ballroom

SAVE THE DATES: AJCU Creighton Assessment Conference
Planning Chair: Brenda Coppard
Pre-Conference for Health Professions: July 15, 2020
Conference: July 16 & 17, 2020
Details in development.

Attachment 1

Instructions/Definitions for Form A: Information for the Custom Requirement Report (instructions for Form B are on the second page)

1. Enter where program or department outcomes are located and accessible to students
2. Enter how the program/department informs students of outcomes.
3. Enter how the program/department informs faculty and staff of outcomes.
4. Enter how the program/department involves faculty/staff in reviewing the outcomes and describe the process.
5. Indicate any modifications that have made to outcomes based on changes in the program/department and provide examples.
6. (Optional question) Indicate if the program/department uses an assessment calendar and explain the assessment schedule.
7. Indicate if the assessment results are shared with faculty and staff and describe how the program/department shares these results.
8. Indicate if/how the program/department seeks faculty and staff input to draw conclusions based on assessment results.
9. Indicate if faculty and staff hold meetings to verbally discuss assessment results and explain the process.
10. Enter any additional explanations of how faculty/staff process, interpret, and use assessment data to determine future actions.
11. Enter any additional information that might be helpful for reviewers to understand the program/department's assessment process. Please note this information is put in the same text box as number 11.

Instructions/Definitions for Excel Form B: Information for Assessment Plan, Findings, and Continuous Improvement Plan

This form is to be used for each program or department outcomes (if the department or program has four outcomes you will have at least four columns in the excel sheet, each representing an outcome. If a department or program uses multiple measures for a single outcome they will use multiple columns to include the necessary data for each measures. Not all outcomes need to be measures each year. If the dept/program does not enter information for the outcome you can simply put N/A as needed. Ideally the department/program should provide some explanation of the non-assessed outcomes.

Item 1 is just to help keep the forms organized. Items 2 and 3 can be used to update programmatic outcomes if they are altered, new, or if the program or department has operationalized them.

1. Name of program or department (e.g. Modern Languages, Masters in Business Administration etc.). This is here to help you keep the programs/departments forms organized (in the case you have multiple programs/departments).

2. Name of the program or department outcome (e.g. Critical Thinking Skills). Please note if the program/department has not changed the outcomes you can pull this information from the prior year. If the program/department has updated or created new outcomes you should not pull from the prior year and should instead contact the TLC for assistance with adding new/updated outcomes.

3. Enter this information under outcome. It helps reviewers ascertain how the outcomes are measured.

<u>Items 4-11 are submitted in the Assessment Plan. The answers auto populate in the Assessment Findings and Continuous Improvement Plan.</u>

4. Enter a title for the measure (usually a shortened version of the outcome)

5. Select the type of measure/method from the available options. (note you can leave it as N/A if the outcome was not assessed)

6. Select one of the listed measure levels. (note you can leave it as N/A if the outcome was not assessed)

7. Enter the measure description.

8. Enter the acceptable benchmark.

9. Enter the Ideal target.

10. Enter plan to implement assessment of this measure.

11. Enter key/responsible personnel responsible for implementation.

Items 12-17 are submitted in the Assessment Findings

12. Enter the summary of results from the assessment of the outcome using the identified measure.

13. Enter the results of assessment in relation to the acceptable benchmark from the following options- Did Not Meet, Met, or (note you can leave it as N/A if the outcome was not assessed)

14. Enter the results of your assessment in relation to the ideal target outlined in the Assessment Plan from the following options provided in Taskstream: Moving Away, Approaching, Exceeded (note you can leave it as N/A if the outcome was not assessed)

15. Enter recommendations based on the findings.

16. Enter final reflections or notes about the results and recommendations.

17. Upload supporting documents to show assessment results. Submit a link to documents or provide separate document with evidence. Please note in TaskStream this is added through a separate button below "Substantiating Evidence"

Items 18-22 are submitted in the Continuous Improvement Plan

18. Enter the actions being taken to assess outcomes and how the findings will be used to improve student outcomes.

19. Enter plan/timeline to implement the actions described above.

20. Enter the key/responsible personnel for the implementation plan.

21. Enter the measures to assess changes based on previous assessment results.

Please note that Taskstream prompts you to enter a budget and dollar amount between items 21 and 22. The default answer is none for budget and $0 for dollar amount.

22. Indicate the priority level of the action described above – low, medium, high.

Instructions/Definitions for Form A: Information for the Custom Requirement Report

(instructions for Form B are on the second page)

12. Identify where your program or department outcomes are located and accessible to students

13. Describe how you inform your students of your outcomes.

14. Describe how you inform your faculty and staff of your outcomes.

15. Indicate if you involve faculty/staff in reviewing the outcomes and describe the process.

16. Indicate any modifications you have made to your outcomes based on changes in your program/department and provide examples.

17. (Optional question) Indicate if you use an assessment calendar and explain the assessment schedule you follow.

18. Indicate if you share the results of assessment with faculty and staff and describe how you share these results.

19. Indicate if/how you seek faculty and staff input to draw conclusions based on assessment results.

20. Indicate if faculty and staff hold meetings to verbally discuss assessment results and explain the process.

21. Offer any additional explanations of how faculty/staff process, interpret, and use assessment data to determine future actions.

22. Include any additional information that might be helpful for reviewers to understand your assessment process. Please note this information is put in the same text box as number 11.

Instructions/Definitions for Excel Form B: Information for Assessment Plan, Findings, and Continuous Improvement Plan

This excel form is to be used for each program or department outcomes. If you have four outcomes you will have at least four columns entered that correspond to each outcome. If you have multiple measures for a single outcome, you can have more than one column for a single outcome to capture all measures you have used/will be using. Please note you do not have to assess every outcome each year so you do not have to fill out measures and have results for each outcome, but you should make a note explaining that you have not yet assessed that outcome.

Items 1-3 should be entered to help keep your information organized for those entering the information into Taskstream and can be used to update your programmatic outcomes.

1. Fill in the name of your program or department (e.g. Modern Languages, Masters in Business Administration etc.). Please note this auto-populates in TaskStream. It should be filled in here as a way to help keep the paperwork organized.

2. List the program or department outcome (e.g. Critical Thinking Skills). Please note here if these are the same as the previous year, edited, or new (as that requires a different process for the person entering the data).

3. Operationalize your outcome – how do you define and measure your terms?

Items 4-11 are submitted in the Assessment Plan. The answers auto populate in the Assessment Findings and Continuous Improvement Plan.

4. Enter a title for the measure you used (it could be the same as what is offered in measure type/level or could be different. For instance, you might call it “Online Discussions” or “Final Paper”).

5. Select the type of measure/method from the available options. Note you can leave it as NA if the outcome was not assessed
    a. Note that Direct measures include evaluations of student performance that provide evidence of learning (Assignments, exams, etc.). For instance if the outcome is Critical Thinking – a direct measure would be an assignment or task in which the student uses critical thinking skills. These measures/methods are indicative of best practices.
    b. Indirect measures capture perceptions about the quality and effectiveness of the learning environment (Alumni/Employer surveys, graduation interviews, etc.). The students do not demonstrate the outcome but instead reflect on whether they perceive they have achieved an outcome. Please note some outcomes are more conducive to indirect measures. Be sure you explain that clearly in your details/description.

6. Select one of the listed measure levels that best corresponds with the source of your measure. For instance, was it an assignment in a course or from something that was distributed to all students in the program/department, like an exit survey? (note you can leave it as N/A if the outcomes was not assessed)

7. Provide a description of the measure. Be specific about how many artifacts were included or total number of survey respondents.

8. Determine an acceptable benchmark. For example if reviewing student papers, 80% of all students demonstrate critical thinking at the an introductory level (this should align with your assessment rubric).

9. Determine an Ideal Target (e.g. 95% of students demonstrate critical thinking at the introductory level).

10. Outline your planned timeline to implement assessment of this measure. (i.e. Spring 2020).

11. Identify key/responsible personnel responsible for implementation.

<u>Items 12 -17 are submitted in the Assessment Findings</u>

12. Summarize the results from your assessment of the outcome using the identified measure.

13. Identify the results of your assessment in relation to your acceptable target from the following options provided in Taskstream: Did Not Meet, Met, or Exceeded (note you can leave it as N/A if you did not assess the outcome)

14. Identify the results of your assessment in relation to the ideal target outlined in your Assessment Plan from the following options provided in Taskstream: Moving Away, Approaching, Exceeded (note you can leave it as N/A if you did not assess the outcome)

15. Do you have any recommendations based on the findings? Enter them here.

16. Enter any final reflections or notes about the results and recommendations.

17. Provide supporting documents to show assessment results. Submit a link to documents or provide separate document with evidence. Please note in TaskStream this is added through a separate button below "Substantiating Evidence"

Items 18-22 are submitted in the Continuous Improvement Plan

18. Describe the actions you are taking to assess your outcomes and how you will use the findings to improve student outcomes.

19. Outline your plan/timeline to implement the actions described above.

20. Identify the key/responsible personnel for the implementation plan.

21. Identify the measures you will use to assess changes based on previous assessment results.

22. Indicate the priority level of the action described above – low, medium, high.

University Assessment Committee 2019-2020
Role Sign-up Sheet

Please sign up for one role/slot for the year. Thank you!

Meeting	**Provide a Reflection**	**Take Minutes** (electronic; agenda form provided)
Tues., Sept. 10, 2019	Deb Ford	Deb Ford
Tues., Oct. 8, 2019	Gail Jensen	Angie Lampe
Tues., Nov. 12, 2019	Rachel Gibson	Lori Rusch
Tues., Dec. 10, 2019	Brittany Hall	Alicia (Klanecky) Earl
Jan., 2020: TBD	Tom Barnard	Amanda Guidero
Tues., Feb. 11, 2020	Patty Scholting	Curtis Taylor
Tues., Mar. 10, 2020	Becky Wymer	Sarah Lux
Tues., Apr. 14, 2020	Maggie Jergenson	Sarah Oliver
Tues., May 12, 2020	Jean Hearn	Tanya Plater