

Assessment Council Minutes

Fall 2017

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Assessment Council Meeting Minutes
September 11, 2017, 2:30-3:30
University Center, Aspen A & B

Members: (those present highlighted in yellow)

Mark Anderson, Faculty Senate
Kim Black, Assessment, Council Chair
Talia Carroll, Campus Community and Climate
Brian Dauenhauer, College of Natural and Health Sciences
Jeremy Davis, Student Engagement
Donna Goodwin, College of Performing and Visual Arts
Allison Grant, Assessment
Brian Johnson, College of Education and Behavioral Sciences
Michael Klitzke, Enrollment Management and Student Access
Heng-Yu Ku, College of Education and Behavioral Sciences
Jay Lightfoot, Monfort College of Business
Chris Marston, College of Humanities and Social Sciences
Lyda McCartin, University Libraries, Senior Faculty Assessment Fellow
Julie Sexton, Assessment
Eugene Sheehan, Academic Affairs Leadership Team
Stephanie Torrez, Student Success
Renee Welch, Student Engagement Representative
Mia Williams, Graduate Council
Kathy Zellers, Instruction Design and Development
Vacant, University College

1. Welcomed new members Donna Goodwin, Allison Grant, and Kathy Zellers.
2. Approved 4/10/17 minutes
3. Announcements
 - a. LAC Assessment – Pilot launched first week of semester.
 - b. Fall 2017 Faculty Assessment Workshop Series – announced upcoming workshop series.
4. Information Items and Updates
 - a. Assessment Office Revised Mission and Vision Statements – reported that Assessment Office revised mission and vision statements.
 - b. 2016-17 Summary Report – Kim provided a summary of major initiatives and accomplishments related to assessment for the 2016-17 year, notably improvements to the Assessment Mini-Grant process and completion of the ILO revision.
 - c. Student Services Needs Assessment – Julie shared information about a needs assessment study being conducted to help the Assessment Office design professional development and resources for student services programs and departments.
 - d. Institutional Learning Outcomes Approval Process – Provost Wacker plans to share with Executive Council and will manage the approval process.
5. Discussion Items
 - a. Assessment Office Strategic Priorities for 17/18 – Kim shared the priorities related to assessment for the current academic year.
 - b. Assessment Council 17/18 Activities, Timelines, and Assignments
 - i. ILO Assessment Plan

The Council brainstormed strategies for beginning to develop an assessment plan. Ideas included the following:

1. Survey campus departments on which ILOs they address.
 2. Host small group sessions to discuss how the ILOs relate to program learning outcomes. It would be helpful to have groups that include faculty and student services staff from different areas.
 3. Use information to create a university map showing where the ILOs are addressed across programs.
 4. Consider asking in a survey or small groups which of the ILOs people are currently assessing?
 5. Consider asking programs to identify which of the ILOs are their top priority. Set up affinity groups to discuss what they do, how they assess learning related to the ILO.
 6. Brian D., Jeremy, Donna, Ku, and Allison indicated interest in working on this project.
 7. Kim also suggested that we should look at current survey data to see if there are any existing items that align to the new ILOs.
- ii. Policy Development – the Assessment Office identified a need to create policies related to expectations for assessment and the role of the Assessment Council. Chris, Mark, and Donna are interested in working on this project.
Chris, Mark, Donna
- iii. Assessment Mini-Grant Committee – deferred discussion of mini-grants until later in the semester.
- iv. Other – Stephanie requested that Sarah Chase, the new OneStop+ director be invited to join the Council. Council approved the request. Kim will invite Sarah to join.

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Assessment Council Meeting Minutes for 10/9/17

October 9, 2017, 2:30-3:30

University Center, Aspen A & B

Members: (those present highlighted in yellow)

Mark Anderson, Faculty Senate

Kim Black, Assessment, Council Chair

Talia Carroll, Campus Community and Climate

Sarah Chase, Student Success

Brian Dauenhauer, College of Natural and Health Sciences

Jeremy Davis, Student Engagement

Donna Goodwin, College of Performing and Visual Arts

Allison Grant, Assessment

Brian Johnson, College of Education and Behavioral Sciences

Heng-Yu Ku, College of Education and Behavioral Sciences

Jay Lightfoot, Monfort College of Business

Chris Marston, College of Humanities and Social Sciences

Lyda McCartin, University Libraries, Senior Faculty Assessment Fellow

Julie Sexton, Assessment

Eugene Sheehan, Academic Affairs Leadership Team

Stephanie Torrez, Student Success

Jaqueline (JJ) Villegas, EMSA

Renee Welch, Student Engagement Representative

Mia Williams, Graduate Council

Kathy Zellers, Instruction Design and Development

Vacant, University College

1. Welcome and Introductions (Sarah Chase, Jaqueline (JJ) Villegas)

Introduced new members Sarah Chase and JJ (Jaqueline) Villegas. Rest of council introduced themselves to the new members.

2. Approval of 9/11/17 minutes

JS asked everybody if there were any changes to the September meeting minutes. There were no changes. JS asked if there were any objections to approving the September meeting minutes. There were no objections and the minutes were approved.

3. Announcements

- a. Resignation of Michael Klitzke (EMSA), replaced by Jaqueline (JJ) Villegas – introduced JJ to the Council.
- b. Fall 2017 Faculty Assessment Workshop Series—Lyda McCartin provided an update on the workshops that have already occurred. 2 course-level assessment workshops have occurred and 7-10 people attended each. 1 program-level assessment workshop has occurred and about 20 people attended. There is one more course-level assessment workshop coming up in November. There are 2 more program-level assessment workshops: one later in October and one in November. All workshops have received positive feedback.
- c. Other? –no other announcements

4. Information Items and Updates

- a. Institutional Learning Outcomes Approval Process—The Provost shared the ILOs with Executive staff and they were well-received. The Provost will work with Kim Black on the next step in the approval process. Kim will have more information about the process at the November meeting. The Council should proceed with developing assessment and communication plans for the ILOs.

5. Discussion Items

- a. Sub-Committee Assignments and Initial Planning
 - i. ILO Assessment Plan Mapping
 - ii. ILO Assessment Plan Survey Analysis
 - iii. Policy Development

JS provided an overview of the focus of the 3 committees. The role of each committee is to create a plan for implementation. The Council members decided that they would work in their subcommittees during the November Council meeting and will report out their progress to the entire Council in the December meeting. There are about 10 faculty and 10 student services representatives, JS asked that we try to get approximate equal representation on each subcommittee. Council members identified which committee they wanted to work on and broke into groups to work. JS asked for the following products for the meeting today:

1. identify team members
2. identify a team leader and note taker (can be same or different people)
3. develop a plan of action for your area with tasks and deadlines
4. send JS team names, leader and notetaker names, plan of action

The notes for each committee are below.

Subcommittee Notes for Council meeting on 10/9/17

ILO Assessment Plan Mapping Committee

Members: Brian Dauenhauer, Mia Williams, Renee Welch

Notes

1. Create a survey with a Likert scale to determine the extent to which a program/department is addressing, assessing and has evidence for each of the ILOs
2. We will also need to identify a source of contacts and hope Kim Black can get us a list of program review units
3. We will need to send some form of communication to let folks know to expect our survey
4. We hope to distribute the survey by the end of the semester

ILO Assessment Plan Survey Analysis Committee

Members: Sarah Chase, Brian Johnson, Heng-Yu Ku, Lyda McCartin (leader), Jaqueline (JJ) Villegas

Notes

1. Identify existing surveys administered
 - a. Sarah to reach out to the about surveys, reach out to the Dean and Chair Director list about the programs, cc admins of Deans—Julie asked that the committee **HOLD OFF TO SEND ONE COMPILED EMAIL FROM COUNCIL**
 - b. JJ will reach out to Allison to gather a list of all surveys implemented and work with EMSA to see what surveys are implemented within the department
2. CIRP – Brian will look at taking the CIRP apart to look at the ILO
 - a. Needs most recent copy of CIRP, JJ will ask Allison to send to the sub-committee
3. Timelines

- a. Lyda will create a spreadsheet on OneDrive in a sharable folder to have committee update information and create a timeline of surveys (when they are implemented/deployed, close and asses).
- 4. Key Messages from our subcommittee to greater campus community (from the council)
 - a. If you send a survey out, what is it, please send survey
 - b. What does it asses
 - c. What is your timeline you deploy and close
- 5. When we have surveys in hand, we will divide surveys and ILOs up among the group to review
 - a. ILOs:
 - i. Mastering Foundational Skills
 - ii. Strengthening Interactions with Others
 - iii. Connecting Ideas and Experiences
 - iv. Developing Professional Competence
 - v. Engaging in Healthy Behaviors

Policy Development Committee

Members: Mark Anderson, Chris Marston, Stephanie Torrez, Kathy Zellers,
Notes

Sub-Committee Charge: Develop two policies:

- 1) Expectations for assessment at UNC for academic, co-curricular, and student services programs
- 2) Assessment Council

Expectations:

- 1) Assessment Policy – Define expectations for assessment at UNC (who is responsible for what types of assessment; does every unit have an assessment plan; what should be included; are plans reviewed/approved and if so, by whom; how are results to be used/reported; how does assessment work “count” in rewards structures et.). Provost asked that we look for places in policy/board regulations where assessment can be added rather than creating a new category, if possible

Sub-Committee Notes

The sub-committee wants to consider advantages vs. disadvantage/benefits vs. costs of having a codified assessment policy and/or codifying assessment within in existing policies.

As someone who has been at the university for a long time, Stephanie T. has concerns about the Council potentially losing the ability to move forward with its agenda because of the bureaucracy that may be inherent in codifying assessment into policies and into the structure of the Council.

The group discussed that some departments and programs have assessment policies that are connected to accreditation, and that if no accreditation attached, we may find that those department and programs may not have assessment policies. A question about HLC assessment expectations was raised. We also discussed whether or not there are compelling consequences or rewards related to having assessment policies. Those members who have been at UNC for a long time believe that there is not strong historical evidence at UNC of consequences for not having assessment policies. There is a question about whether or not assessment policies are needed.

Sub-Committee Actions

Mark A., our Faculty Senate representative, will go through UNC policies and board regulations to see where they address Assessment.

Stephanie T. will look into the HLC expectations and the accreditation process for the entire university.

Kathy Z. will look into what other institutions do. Kathy has already been looking into best practices related to outcomes measurement and the alignment of learning outcomes to course content and assessment, and so will be looking at multiple resources including NILOA - <http://www.learningoutcomeassessment.org/AboutUs.html>

Kathy Z. will also look into what UNC units already have assessment plans.

Expectations (continued):

- 2) Assessment Council – Determine whether Assessment Council needs to be codified in Board Policy (reasons for/against doing so). Regardless Council needs an operating framework. Group should consider at a minimum the following:
 - a. Purpose of the Council
 - b. Membership (who, how long, how selected)
 - c. Responsibilities of the Council and its members

Sub-Committee Notes

Overall, the sub-committee would like to know what is the purpose of codifying the existence and the function of the Council? What does it mean to codify the council? What is the intention of codifying the council? If codifying the council gives the Council additional strengths and additional responsibilities, what is gained and what would be lost? Would codifying the Council empower the group or create a level of bureaucracy that would keep the group from moving forward effectively.

What is the current process for how membership of the Council is currently established? Members of the sub-committee shared how they came to be a part of the Council, as well as their experience with other University Committees/Councils. Currently this Council is made up of representatives per staff division, major unit, or college, the faculty senate, and governing bodies. The Council does not include students.

Sub-Committee Actions

Chris M. will put together a list of Pros and Cons for codifying the Council.

Expectations (continued)

- 3) This group should consider ways of getting broad input prior to finalizing any policy recommendations.

The sub-committee did not consider this point in our first meeting

Sub-Committee Actions

Other resources that the group can look into:

- *Joan Hawthorne, University of North Dakota*
- *Linda Suskie, Assessment and accreditation consultant. Tying assessment to awards. Why is assessment so hard? Her recommendations for institutional policies*

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Assessment Council Meeting Minutes

November 13, 2017, 2:30-3:30 (NOTE – the policy sub-committee met from 3-4)

University Center, Aspen A & B

Members:

Mark Anderson, Faculty Senate

Kim Black, Assessment, Council Chair

Talia Carroll, Campus Community and Climate

Sarah Chase, Student Success

Brian Dauenhauer, College of Natural and Health Sciences

Jeremy Davis, Student Engagement

Donna Goodwin, College of Performing and Visual Arts

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Brian Johnson, College of Education and Behavioral Sciences

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Julie Sexton, Assessment

Eugene Sheehan, Academic Affairs Leadership Team

Stephanie Torrez, Student Success

Jacqueline Villegas, EMSA

Renee Welch, Student Engagement Representative

Mia Williams, Graduate Council

Kathy Zellers, Instruction Design and Development

1. Announcements
 - a. LAC Assessment – Kim gave an update on the LAC Assessment Pilot and also plans by the LAC Assessment Ad Hoc committee to collect data from students during spring 2018.
2. Work Session
 - a. Task Description – Kim asked each group to assign a note taker and send notes to her by November 20. Groups will report on their progress at the December meeting.
 - b. Sub-Committees – sub-committees met separately to continue work on their assigned areas.
 - i. ILO Assessment Plan Mapping
 1. Jay, Brian D, Mia, Renee, Jeremy, and Donna
 - ii. ILO Assessment Plan Survey Analysis
 1. Brian J, JJ, Sara, Ku, Allison, and Lyda
 - iii. Policy Development
 1. Chris, Mark, Stephanie, Kathy, Eugene, Talia

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Assessment Council Meeting Minutes
December 11, 2017, 2:30-3:30
University Center, Aspen A & B

Members:

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Kim Black, Assessment, Council Chair

Talia Carroll, Campus Community and Climate

Sarah Chase, Student Success

Brian Dauenhauer, College of Natural and Health Sciences

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Mia Williams, Graduate Council

Kathy Zellers, Instruction Design and Development

1. Announcements
 - a. Leave of absence – Kathy Zellers will take a leave of absence from the Council during spring 2018
2. Discussion Items
 - a. Assessment mini-grants
 - i. We will maintain same timeline as last year (February 15 deadline)
 - ii. Need 3 reviewers – Mark Anderson, Donna Goodwin, and JJ Villegas volunteered
 - b. Provost recommendation for formal adoption of ILOs timeline
 - i. Discussed timeline for presenting final ILOs to campus governance groups. Kim will talk with Steve Lutmann to confirm a timeline, possibly after spring break.
 - ii. At presentations, we will provide an update on the status of the assessment plan for the ILOs.
 - iii. Final ILOs will be presented as an information item.
 - iv. Kim will post final ILOs to website and make an announcement in UNC Today when they are posted.
 - c. Sub-committee reports
 - i. Survey Committee
 1. Identified 9 surveys to analyze to be completed by March 19
 2. 2 members will analyze each survey, with each looking at 3
 3. Surveys – large-scale surveys – not individual department surveys
 4. Once we have identified which surveys have relevant items, we will communicate with survey administrators for access to survey results.

- ii. Mapping group
 - 1. Created a Qualtrics survey and talked about what level to get the information. Decided to survey people who complete program review (chair/director/coordinator). Survey has the 18 ILOs organized by category. Each answer on 3 point scale – extent to which learning experiences are available; extent to which ILO is assessed.
 - 2. Data would give a pretty simple picture of where these are covered and assessed and can then do follow-up with specific individuals.
 - 3. Timeline – aiming to distribute the second week of January
 - 4. Kim will assist the committee on compiling survey distribution list.
 - 5. In January – Assessment Council reps go to leadership teams to explain project and request help. We will develop a set of talking points to ensure a consistent message.
 - 6. Discussed some potential questions/issues to be finalized.
 - a. How to define terms as clearly as possible? Is it okay if people interpret some, a lot differently?
 - b. Would we consider adding an item asking if any program learning outcomes align to ILOs? How about asking them to upload their program ILOs?
 - c. How do we send a message that they aren't expected to have already been assessing these?
 - iii. Policy Group
 - 1. Feeling challenged by the change in leadership.
 - 2. Need to move towards some type of codifying process, but didn't make much progress.
 - 3. Decided to focus on developing recommendations about roles and responsibilities of the Assessment Council, language about terms of service, etc. Goal is to ensure the council is sustainable regardless of changes in leadership and personnel.
4. Spring 2018 plan
- a. Tabled until next month. Will develop script for rep presentations to leadership teams.
 - b. Set timeline for when work will occur.

Institutional Learning Outcomes

1. *Mastering Foundational Skills*
 - a. Describe how knowledge is discovered in various fields of study.
 - b. Apply critical thinking to analyze, integrate, and evaluate information.
 - c. Apply ethical principles to evaluate and make decisions.
 - d. Make informed decisions using numeric and scientific information.
 - e. Express ideas through multiple media and modes of communication.
2. *Strengthening Interactions with Others*
 - a. Develop the capacity to understand and interact effectively with others whose identities, beliefs, behaviors, and values differ from their own.
 - b. Demonstrate teamwork skills that enable collaboration.
 - c. Develop and sustain mutually beneficial relationships.
 - d. Demonstrate the capacity to engage in civic, social, and political responsibilities.
3. *Connecting Ideas and Experiences*
 - a. Apply multidisciplinary perspectives to gain new insights into issues and concepts.
 - b. Describe issues from diverse cultural, socioeconomic, geographic, and global perspectives.

- c. Evaluate the social, economic, political, and environmental consequences of individual and group actions.
 - d. Connect experiences in and out of the classroom.
4. *Developing Professional Competence*
- a. Use the tools, terminology, and methods related to their program of study.
 - b. Apply the standards and practices of their major or program of study.
5. *Engaging in Healthy Behaviors*
- a. Describe factors that impact the health and wellness of individuals and their communities.
 - b. Reflect critically on their own personal growth.
 - c. Demonstrate practices that promote health and well-being.

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