**University Learning Assessment Committee Meeting Minutes**

Location: Memorial Union: Prairie Room

Date: 5.3.23

Time: 1:30 - 2:30 PM

Attendance:

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| Mr. Andrew Cutright (Interim Univ Assessment Dir), Chair  Dr. Kaley Klaus (Faculty Senate)  Ms. Karen McCullough (Student Affairs) | Dr. Jeanne Sumrall (STM Assessment Coordinator) Dr. April Park (HBS Assessment Coordinator)  Ms. Shelly Gasper (Assessment Data Collection)  Dr. Jennifer Bechard (HBS Assessment Coordinator) |

Absent:

Dr. Karmen Porter (HBS Assessment Coordinator) Hannah Dechant (Student)

Dr. Kenny Rigler (Ed Assist Dean) Ms. Amie Wright (BE Assessment Coordinator)

Dr. Masa Watanabe (STM Asmnt Coordinator) Ms. MaryAlice Wade (Library)

Dr. Brad Will (General Ed & AHSS Assist Dean)

**Minutes**

**Agenda Item:**

1. **Any concluding thoughts on the revised Program Assessment of Student Learning Annual Report template 4.6.23 version?**

**Discussion:**

*The modifications to better focus language on “curriculum” improvements in the pursuit of advancing student learning were made in the latest version (TY Brad and Kaley). No additional suggestions were made.*

**Conclusion:**

*The latest version of the template will be made sent to all Chairs (committee members will be CC’d) informing them of the latest version for AY2023 reporting.*

**Action Items:**

1. *Send updated template version to Chairs (Andrew Cutright).*
2. **Review Microsoft Form for potential use in submission of Program Assessment of Student Learning Annual Report. Link:** [**https://forms.office.com/r/5zPaD7UYnk**](https://forms.office.com/r/5zPaD7UYnk)

**Discussion:**

*Chair bought up the link to the Microsoft Form he created to better standardize reporting of Program-Level student learning assessment. The form will allow for consistent reporting of annual reports of program-level student learning (pros listed below) but will also act as the form where programs upload their ‘Program Assessment of Student Learning Annual Report.’ The pros were outlined as:*

* *being intentional in identifying the particular program(s) submitted assessment reports are covering*
* *identification of assessment leads for said program(s)*
* *program self-identified:* 
  + *reviewers/contributors*
  + *state of PLOs*
  + *state of curriculum map*
  + *state of assessment planning*
  + *actions taken as a result of learning assessment data*
  + *identification/categorization of actions taken*
  + *faculty participation*
* *Centralized data collection of program’s reported data and reports (thus eliminating manners in which different program’s submit reports & it is timestamped)*

*Committee members were quite supportive of the Form and the idea of implementing it for use in the Academic Year 2023 reporting. Several modifications/additions were suggested which will be incorporated into the form, they were:*

* *Add Question: “Any context or things you want us to know about your program’s assessment of student learning beyond what we will find in your attached annual report”*
* *Add Question: Following program question, ask if assessment report is tied to a specific concentration, minor, modality, certificate, etc. This will allow for programs that submit multiple reports for the same program to differentiate their reporting.*
* *Add “Master of Liberal Studies” program as an option*
* *Modify Question: Assessment Coordinator to “Assessment Coordinator or person(s) who acts as such”*

**Conclusion:**

*Based on the feedback the reporting form will be implemented for Academic Year 2023 reporting. The Chair will make modifications to the ‘Program Assessment of Student Learning Annual Report template’ to outline the reporting through the MS Form. The form will be modified from its existing version to allow for reporting and uploading for both programs with and without specialized accreditation.*

**Action Items:**

1. *Updated MS Form based on committee feedback (Andrew Cutright).*
2. *Modify form to allow for both reporting for programs with outside specialized accreditation and those without (Andrew Cutright)*
3. *Inform Chairs (and inform them to inform assessment liaisons) of the modified reporting structure*

**Non-Agenda Item:**

1. **Discuss key items we would like to have programs with Specialized Accreditation submit/discuss in their annual report on student learning. University of Rhode Island is an example:** [**Accredited-Reporting-Form-Locked.doc (live.com)**](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fweb.uri.edu%2Fwp-content%2Fuploads%2Fsites%2F1970%2FAccredited-Reporting-Form-Locked.doc&wdOrigin=BROWSELINK)

**Discussion:**

*Opened and glanced over the University of Rhode Island’s reporting requirement for program-level assessment of student learning. Chair outlined his intention to schedule a June meeting with Chairs of program’s that currently maintain outside accreditation/certification to gauge what a most useful process may look like for them. The idea is to no longer have these programs who are reporting on student learning assessment to outside bodies be required to assimilate to the University’s reporting requirements should it not be a meaningful exercise for them. Assuming the program’s have a student learning assessment component required for their certification/accreditation we would like to be able to have them provide an brief synopsis of their results/review/cycle and simply report to University Assessment Committee their latest filing and any accreditor/certifiers subsequent review.*

**Conclusion:**

*The University needs to ensure the activities we are asking programs to participate in are not duplicative, are meaningful, manageable, and effective at assessing student learning. It is becoming more evident that some of our programs are duplicating student learning assessment efforts for both their outside accreditors and the University’s annual reporting expectations. A meeting will be put on the calendar in June to review a modified version of the University of Rhode Island’s reporting for programs with outside specialized accreditation that have an assessment of student learning component.*

**Action Items:**

1. *Setup a meeting with the programs on campus that maintain specialized accreditation to determine a process that does not create duplicative work and no additional meaning for programs. An email will be sent this/next week with a meeting date in June to follow (Andrew Cutright).*
2. *Should programs agree to a modification to their student learning assessment reporting requirements we will implement for Academic Year 2023 reporting.*
3. ***Committee Improvement Suggestions***

**Discussion:**

*As this was the final meeting of the committee for the AY2022 year, the committee briefly discussed what worked/what didn’t work, what potential changes in membership, changes in expectations could make the committee better off moving forward. It was clear that “clearer expectations” of committee members around disseminating committee work needs to take place. Specifically, it was outlined by multiple committee members that they were not clear if it was their responsibility to report back just to their program, department, or ultimately college on the happenings of the committee. The Chair shared he too agreed those expectations were not clear but will make them clear for AY2023. Historically committee makeup has been derived by representation from different bodies (faculty/student senate, academic affairs, library, assessment coordinators, and ultimately colleges) we will revisit what makes the most sense to carry out our charge of the committee. The Chair outlined his thoughts, in that, we are a body that is attempting to share best practices of student learning assessment across this campus to continuously improve student learning; should there be additional membership he is willing to entertain the names.*

**Conclusion:**

*The chair will ensure clear expectations are outlined for academic year 2023 committee members.*

**Action Items:**

1. *Outline committee members expectations for disseminating committee proceedings back to their representative bodies (Andrew Cutright)*

**End**