



MINUTES OF MEETING
University Assessment Committee

Date: September 6, 2019

Chairperson: 2018-2019: Craig Zimmermann; 2019-2020: Lori O'Malley

Place: BH 124

Time Beginning: 10:08 am

Time Adjourning: 11:15 am

Members Present: David Bath, Bryce Brimer, Holly Kruse, Tetyana Kyrylova, Mary Millikin, Matthew Overrieder, Lori O'Malley

Members Absent: Heba Eldoumi, Stephanie Jones, Replacement appointment for Mathematics & Physical Science Department

Guests Present: None

TOPIC	DISCUSSION	ACTION
Approval of Minutes		Meeting minutes from final meeting in spring 2019 will be distributed via email for approval at the next UAC meeting.
Reports & Announcements		Mary Millikin will report 2018-2019 results of the assessment of student learning for degree programs as well as indirect measures of SLOs assessment results at the next UAC meeting.
Old Business		

TOPIC	DISCUSSION	ACTION
New Business		
Election of Chair of UAC	<p>UAC members introduced themselves and welcomed new committee members. The charge of the UAC was briefly discussed with 2019-2020 committee goals and expectations.</p>	<p>Outgoing chair and Biology faculty, Craig Zimmermann, nominated Lori O'Malley, Psychology & Sociology faculty, for chair. David Bath seconded the nomination, with no other volunteers. Lori was unanimously elected as chair for 2019-2020.</p>
Higher Learning Commission Peer Review Summary	<p>The HLC 4-year mid-cycle assurance review occurred beginning June 10, 2019. The peer review team recommended to the IAC continued accreditation on the Open Pathway. Feedback from the team included strong positive feedback for processes described in 4A and 4C. Within 4B, there is a recommendation for a monitoring report to better develop an assessment plan for Co-Curricular assessment of student learning.</p> <p>Other feedback included an observation that the University seems to have room for growth in terms of "closing the loop". In other words, there was light evidence that results of the assessment process have been used to inform curricular and programmatic changes. It was further recommended that RSU's program reviews be posted on the website so that they are more easily accessible to faculty when completing Student Learning Reports (SLRs) and when conducting 5-year program reviews. Discussion included rethinking the program review</p>	<p>After the Vice President of Student Affairs position is refilled, co-curricular student learning outcomes (SLOs) will be finalized with a comprehensive assessment plan providing feedback for co-curricular activities in Student Affairs, Athletics, Honors and PLC, and organizations and clubs. RSU will have one year to plan and begin collecting data. A report with three years of data analyzed, synthesized, and used to inform program curriculum and student learning will be due to the HLC September 2023. The final configuration of the team will include representatives from all areas contributing co-curricular data as well as the UAC and the General Education Committee.</p> <p>Program reviews will be posted on the Assessment website during fall 2019.</p> <p>Discussion at the next UAC meeting will be focused on processes and interventions to help faculty close the assessment of student learning loop. This will involve the notion of strategically planning program review.</p>

TOPIC	DISCUSSION	ACTION
	process to include a strategic plan for program review.	
UAC Goals for 2019-2020	<p>Goals were discussed as they related to feedback from the HLC peer review team. These goals include:</p> <ul style="list-style-type: none"> • Closing the loop with results from program level assessment activities and processes. This requires finding innovative and engaging methods for invigorating faculty. • Developing processes and protocols to better integrate degree program assessment results into the program review process. • Assisting as/if requested in developing a co-curricular assessment plan. • A brief discussion ensued regarding use and adoption of WEAVE software for use in reporting for institutional and programmatic effectiveness. 	<p>The UAC will start with closing the loop at the next meeting.</p> <p>Further discussion regarding assessment software will be required.</p>
Next Meeting	October 4, 2019; 10:00 – 11:15 am in BH 124.	

Minutes scribed by M. Millikin 9/6/2019

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Evidence

- RSU lists program outcomes on its website under Student Learning Reports as well as on each program's website. There are embedded assignments, culminating assignments, standardized tests, and indirect measures like student satisfaction surveys, alumni surveys, and internship evaluations that are used to assess program outcomes. However, these are only located in the Student Assessment Report sent to the state regents and not on a centrally located page or pages on the institution's website. The exception to this is the General Education student outcomes which are clearly located on the General Education webpage.
- The institution reports the success of its graduates on its webpages based on IPEDS student outcomes, retention rates by degree programs, graduation by degree programs, Graduating Students Survey, Alumni Survey, Graduate employment and Continuing Education report, Career Services First Destination Survey, and departmental surveys and exit interviews. Graduate success and student preparedness for advanced study or employment are published and tracked on the RSU Student Outcomes web page and their Office of Accountability and Academics web page.
- RSU acknowledges that co-curricular program assessment has not been well-developed. Currently, the Vice-President of Student Affairs and his staff have initiated work on the development of a comprehensive plan. Co-curricular programs such as the RSU Honors Program, President Leadership Class, Washington Center Internship Program, Brad Henry International Scholars Program, and Center for Studies-at Large are some of the well-known co-curricular programs that will be included in this assessment plan.
- RSU uses the data gained from assessment to improve student learning. These data are compiled, synthesized, and reported in the RSU Annual Student Learning Reports. However, how data are fed back into the assessment process is limited and difficult to discover. Though RSU can list various course-level and program-level changes that result from the analysis of the data, it is still difficult to locate in the Annual Student Learning Reports what prompted these changes and where these changes are mentioned.

- RSU's process and methodologies to assess student learning reflect best practice and include substantial participation of faculty and other instructional staff members. Coordinated through the Office of Accountability and Academics, a comprehensive summary of the processes and methodologies used at all levels of student learning assessment is documented in the RSU Assessment Plan. Assessment-related workshops are sometimes held in conjunction with the Fall Convocation to assist and update faculty with the assessment processes and methodologies at RSU. The University Assessment Committee, comprised of faculty representatives from all departments, is the primary faculty governance body that guides and evaluates the assessment processes of the university.

Interim Monitoring (if applicable)

RSU has only begun the process of developing a co-curricular program assessment plan. Though the institution has identified several of the co-curricular programs to begin assessment and data gathering, no complete plan of co-curricular assessment exists. The co-curricular program assessment plan (along with the associated activities of data collection, analysis, and data driven decision making) is especially important to ensure that precious budget allocations designated to co-curricular programs are having the desired effects.