

## 2.23.15 Assessment Committee Meeting

Monday, February 23, 2015

Attendees: Alexandra Cazangiu, Barbara Borst, Connee Zotos, Jeannette Monaco, Kathleen Hulley, Lynn Minnaert, Mary Ann Hallenborg, Michael Palij, Patricia Heard-Greene, Ruth Danon, Tara Tarpey, Jessica Martin

Follow-up from meeting with the Office of the Provost:

- Must use these tools beginning this semester to provide use of results to Office of the Provost
- Template will help to guide and understand what is needed
  - Headings indicate required sections
  - Specifics will depend on the department
  - Should be easy to follow for Office of the Provost
- Provost Office did not have very specific details or comments on our tools but will most likely review data in detail when we submit it
- This is a longitudinal exercise and study for the industry
  - Must continue to improve the programs and implement assessment of additional learning outcomes
- Programs that have shared assessment can have the same tool and report
  - Such programs will be those that have similar learning goals
    - Ex: MS in Construction Management and Graduate Certificate in Construction Management
  - Programs across levels should have separate reports and assessment tools
    - Ex: MS in Sports Business and BS in Sports Management
- Program goal applies to the entire program, not just an individual course
  - Should probably be one program goal relevant

Key components as indicated in template (see attached template and examples):

- Learning outcomes
  - Should be related to the program goal and specify what is being measured with the tool
    - If writing is in program goal but we are measuring presentation skills, goal needs to be updated
  - Be sure to tighten up learning outcomes
  - Learning outcomes must be measurable
  - Learning outcomes must relate to assessment tool
  - Can have multiple outcomes that feed the program goal
- Student Sample
  - If not all students are required to complete the same final project, must describe the selection process
  - If students can select, Provost Office will want to see if there is a pattern in student self-selection
    - If certain students always select one option versus another, the data may be skewed
      - Something may be missing from the program but we will not know if it cannot be measured as a result of student selection
  - Must be very well defined
    - Which students?

- When do they take it?
  - For large student populations we can do a random sampling to evaluate
    - Must be unbiased selection and measurement
    - To remove bias, should create a panel to evaluate
  - Student grades should not be affected by this assessment because we understand that there may be things in our programs that need to be fixed, which is a long term project
    - Assessment is currently for our purposes
  - Include as much detail as possible
  - Do not worry about scores/outcomes being good - not a testament to your programs
    - The purpose of this project is to be able to improve the program
    - The Office of the Provost will want to see differences in scores and how you will improve the program
- Methodology
  - Be very specific and provide details
  - Who will evaluate? How many people? Etc.
  - Need it to be unbiased
    - It does not have to currently impact grades as we understand that we are in the middle of the term but ideally the assessment grade will form part of the student's grade in the long term
- Instrument
  - May be easier to have a separate rating sheet for formatting purposes
  - Must be more objective
  - Rating format should be consistent
    - If using percentages in rubric, sections (needs improvement, good, excellent, etc.) should also use percentages
- Benchmark or threshold
  - Must be indicated clearly
  - Standards must be the same for international students
  - The change can be in the intervention based on the results of the data collection at the end of each term
  - Must know how we are going to calculate these scores and what the scores mean
- Type of Intervention
  - Right now, do not have to tend to that much because we do not have the scores but will be a significant part of the report to the Office of the Provost
    - Must indicate
      - scores
      - what is acceptable and unacceptable and what it means
      - What you will do to address these changes
  - There will eventually be many courses that will need to be addressed based on the results of the data

Additional Notes:

- **March 27th Deadline** for resubmission of report and tool
- **Next meeting:** Tuesday, April 7<sup>th</sup> at 12:30pm in 7 East 12th Street, Room 1223