

Assessment Committee Meeting

Tuesday, April 28, 2015

Attendees: Connee Zotos, Mike Palij, Yuna Seong, Tara Tarpey, Alexandra Cazangiu, Jeannette Monaco, Lynn Minnaert, Ruth Danon, Barbara Borst, Jessica Martin, Kathleen Hulley, Anne Marie Goetz, Patricia Heard-Greene

Assessment of Student Learning Outcomes Updates

- Assessment reports required to submit to the Office of the Provost
- Already submitted initial reports and tools that will be used
- Jessica will send a note to the department contacts that the tool must be used this term and a report must be submitted to Academic and Faculty Affairs by June 12th so that we can send to the Office of the Provost
 - Email will be sent to departments by Monday the latest

Mid Term Evaluations

- Dennis' initial idea was to run it through the Office of Faculty Affairs
 - Information is specifically for the faculty members so should this be centralized?
 - No reason to centralize if it will not be used for anyone but the faculty member
 - Must be confidential
 - Faculty members should be able to adjust it to their own classroom
- Will we give general guidelines or a specific process and format?
- Possibly use Qualtrics to create the surveys/evaluations
 - Center for Academic Excellence and Support (CAES) can help faculty to understand how to use the system
- Qualtrics has a mobile function
 - Faculty members can use class time to allow students to complete the survey in class
 - If we do an online version, will faculty be required to use this tool? No, paper option also.
 - Should we use a paper form as well? - Yes
- Professors worry about end of year evaluations impacting employment
 - Do not want to add another layer of stress but want it to be informative and useful during the term
- What is our purpose right now?
 - Create a process that requires the use of midterm evaluations in courses
 - Submit record of administering the midterm evaluations
- Three categories of evaluations
 - Rating scale
 - Mixed (quantitative and qualitative)
 - Open-ended (qualitative)
- Provide a document
 - that serves as a "test bank of questions" to give faculty ideas
 - Provide the link to Qualtrics if they want to do it online
 - Contact CAES for any assistance
 - Give guidelines if they want to do a paper format
- Build in a structure that comes from Office of Faculty Affairs

- Send message around mid-term - do not forget to administer midterm evaluations, then click here and check off that you have administered it
- Should use Qualtrics rather than survey monkey, google docs, etc., because it is more secure and already vetted by the university
- Discussion on Content - Sample questions
 - (First) Student perception of own learning
 - What do you expect from this class?
 - What have you learned?
 - What do you want to learn from this course?
 - What is the most valuable thing you have taken away from this course so far?
 - Do you feel you are learning what you expected to learn about this course? If not, what would help you to learn it?
 - How many hours do you spend studying for this course in a week?
 - Do you feel that you are challenging yourself?
 - Is there anything that is still unclear at this point in the course?
 - Peer to peer relationships -
 - What are the opportunities for collaborative learning?
 - Is the classroom environment conducive to good learning?
 - (Second) Comments about course
 - What methods of teaching are helping you best to learn the material? (Ex: case studies)
 - What can be improved?
 - What have you done in the first half that you would like to do more of in the second half?
 - What have you done in the first half that you would like to do less of in the second half?
 - Most valuable takeaways from the course?
 - Pacing - is the pace too fast, too slow, etc.?
 - Reflect on how challenging this course is?
 - Methods vs Content
 - Pace, learning, materials
 - How satisfied are you with the materials provided?
 - Is the course consistent with the syllabus?
 - (Third) Comments about faculty
 - Teaching methods
 - Are the assessment processes and professor's expectations clear to you?
 - Is the faculty member...
 - Prepared
 - Organized
 - Inclusive of everyone in the class
 - Responsive and available
 - Provides efficient feedback
 - If there is one thing I'd want the instructor to know, it would be...
 - Examples:
 - Relevance of the course
 - The way the professor communicates

- Something about me
 - Morale in the classroom
- Must accommodate everyone in some way
 - Create a scale (with or without comments) vs asking open ended questions
 - Use the method that you would prefer
- Should create a conversation in class
- Important to create a clear process and expectations of process for faculty so that they take it as a useful tool rather than another task for them
 - Provide suggestions
 - Write a purpose statement
- Can see where gaps are in student learning process based on the way in which students answer the questions
- Mandated use of the midterm evaluations should come from the department/program chairs
- To avoid giving faculty another task, can create a template as a sample and say they can use it
- Should not be phrased as yes/no questions
- Audience is not the students, but the professors - should feel comfortable to use the evaluation and the feedback
- Connee, Jessica, Alexandra will phrase the questions and send to everyone for feedback
- Length
 - Students are generally given 5 - 10 minutes to complete the survey
 - Given online or in class should be left for the faculty member to decide
 - Should we provide a recommended length of questionnaire?
 - Good average would be about 6 questions
 - Possibly 10 questions in 10 minutes

Final Notes

- Next meeting will be in September
- Faculty Council update
 - If charter is ratified, everyone on standing committees should be able to run for council seat.
 - Rotations for committees will be set after everything is in place in the fall