

University of Minnesota Morris Digital Well

University of Minnesota Morris Digital Well

Assessment of Student Learning Minutes
(Inactive)

Assessment of Student Learning Committee
(Inactive)

10-26-2017

Assessment of Student Learning minutes 10/26/2017

Assessment of Student Learning Committee

Follow this and additional works at: https://digitalcommons.morris.umn.edu/as_stu_learn

Recommended Citation

Assessment of Student Learning Committee, "Assessment of Student Learning minutes 10/26/2017" (2017). *Assessment of Student Learning Minutes (Inactive)*. 134.
https://digitalcommons.morris.umn.edu/as_stu_learn/134

This Minutes is brought to you for free and open access by the Assessment of Student Learning Committee (Inactive) at University of Minnesota Morris Digital Well. It has been accepted for inclusion in Assessment of Student Learning Minutes (Inactive) by an authorized administrator of University of Minnesota Morris Digital Well. For more information, please contact skulann@morris.umn.edu.

UMM Assessment of Student Learning Committee
Board Meeting Minutes: October 26, 2017
1:00pm – 2:00pm Prairie Lounge

Committee Member

Present: Rebecca Dean, Kristin Lamberty, Nancy Helsper, Melissa Bert, Rachel Johnson, Sheila Windingstad, Victor Berberi, Nade Sotirova, Sara Carman, Cristina Ortiz, Sam Rosemark

Absent: Tricia Rohloff

Other present: Makiko K Legate (supporting staff)

Proceedings:

Meeting called to order at 1:05pm by Rebecca Dean.
October 11, 2017 minutes were approved.

Businesses:

1. Update/Report;
 - a. "Readings and Conversations" #2 on Accreditation and Accountability
 - Rebecca, Melissa, KK, Nancy, and Viktor attended
 - Assessment topic came up in the conversations.
 - Some faculty find their goals and their assessment plans do not mesh.
 - After report due in January, Rebecca is planning to meet each program, figure out if the assessment was useful and if not, what can we do to make it useful (more of individual approach).
 - b. IUPUI Assessment Institute Conference
 - Two full day of assessment – though it was useful experience.
 - Brownbag next week (1pm at Prairie Lounge) – Hope people would come.
 - c. Reminder of "Readings and Conversations".
 - Try to participate, particularly on Monday, Oct 30 on "Tomorrow's Students" and December 7 on "Innovation in the Liberal Arts".
 - d. GenEds Assessment.
 - We need to define better goals/programs for GenEds, and issues of direct assessment (how can we directly assess what students are learning now).
 - Possibility of leading joint subcommittee of ASLC & Curriculum to talk about how to define the goal of GenEds.
 - What is the low-hanging fruit for direct assessment?
 - i. IC – Goals are subjective. Students are asked survey at the end of semester & asked how well full fill these goals. – Not direct measure of learning. More of community building goal.

- ii. WLA – AAC&U Written Communication rubric is one of better received. Faculty can change rubric however they like, yet needs to be done very soon. We should be able to do early semester samples & end of semester samples comparison in student writing. E-con major now requires all e-con major students to take WLA entry level. We could get samples from say “this year” and from “next year” to compare. Or get writing samples from students who took WLA and who have not taken WLA and compare.
 - iii. Foreign Language – Using placement test. There are some data. We can still improve testing as well as level of learning.
 - iv. MSR – Would not consider low-hanging fruit. Quantitative Rubric did not quite lined with what ask for GenEds.
 - v. Artistic Performance – No rubric for this category. Hard to assess performance (theatre, music, painting). Would not consider low-hanging fruit. Simple assessment - comparing beginning & end of the class project. May be using rating of the projects or performances.
 - vi. Historic perspectives – Is almost entirely one program. Easier to coordinate. There is no AAC&U rubric, same issue for Social Science.
 - vii. Humanities in General (Communication, Language, Literature, and Philosophy)- Would not consider low-hanging fruit.
 - viii. Fine Arts – At this moment, not low-Hanging fruit. We can still ask some of Art faculty.
 - ix. Physical and Biological Sciences – There was 20 questions of Scientific Literacy exam which was nationally validated. We could possible use it for some science classes.
 - x. Human Diversity – Did AAC&U rubric (Intercultural Knowledge and Competency) work? We could possible use it exception of People and the Environment.
- Rebecca will contact Studio Arts, and Music Faculty to see if there is any way to assess AP classes.
- e. New Business.
- ENAS Resolution – Can theses requirement assessable?
 - i. Be GenEds or Not? Did not make it to final draft.
 - ii. Would we endorse this? Could we bring assessment data into this in terms of assessing whether students are getting this information?
 - iii. How do we assess this?
 - iv. Again, must come up with the goal.

Meeting Adjured at 2pm.