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Assessment of Student Learning minutes 02/02/ 2017

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UMM Assessment of Student Learning Committee
Committee Meeting Minutes: February 2, 2017
2pm – 3pm Humanities 112 Conference Room

Committee Members

Present: Rebecca Dean, Kristin Lamberty, Tricia Rohloff, Tammy Berberi, Nancy Helsper
Sheila Windingstad, James Wojaszek, Melissa Bert, Stephen Burks, Rachel Johnson

Absent: Abou Doumbouya, Rachel Brockamp

Others present: Makiko K Legate (supporting staff)

Proceedings:

Meeting called to order at 1:03pm by Rebecca Dean.

No Minutes to be approved.

Business:

1. Updates:

- a. Mapping – Humanities Division Chair sent out the e-mail to complete Curriculum Mapping. Many have not done
 - i. Should be done soon (past 2/1/17 deadline) – It is a part of process for assessing GenEd SLO instead of programs
 - ii. Rebecca will send out another e-mail – instruction on the Moodle site.
 - iii. Extend the deadline in March/April?
- b. 5-year plan – Most of them are done.
 - i. Lacking German, Theater, Econ, Management, E-Sci, (Geology is done)
 - ii. African & Black American Study (it is not Major) – Do we still need to have 5-year plan from Minor programs?
 - No coordinator – Minor with no Major.
 - 1 year language programs – single faculty member, some programs do not have permanent faculty.
 - This year, we want 100% compliance for all major academic programs. Next year, try to expand to all non-major academic programs.
 - Concerns: If we write the report including these programs which should have been assessed all along, and they weren't. - Looks bad. Now we are expanding and including these programs this year.
 - What is HLC's definition of programs?
 - Under P-Cas – Talk about program means major or minor. Does HLC recognize P-cas definition?
 - EX- Chinese – Not major or minor – compel to do GenEd Assessment. Programs like these should be assessed some way whether it has to do with HLC or not.
 - Systematically assessing the programs (LO)
 - “Closing the loop” – Do not have enough evidence.
 - Memo language – “Close the loop, get the data, and write the report”
 - Does HLC look into all the programs - Can we focus on programs which we already have and are acceptable to produce the report?

- We are developing the template. Should include:
 - 1) Identify issues (lacking) & how should we address the issues
 - 2) Make changes (close the loop) & why.
 - 3) Reassess the change.
 - Do all faculty understand HLC requirement? What HLC is asking and why? Need to emphasize that we have to complete the report in order to retain accreditation from HLC.
- c. Feedback “assignment” for 5-year plans.
- i. Moving alone – each assignment is available on the Assessment compliance list in the ASLC 2016-17 Google folder.
 - ii. Very time consuming for some.
 - iii. How should we distribute feedback to whom?
 - We should not send out the forms – some comments should not be seen.
 - iv. Should we give positive (supportive) feedback with “closing the loop”?
 - Some faculty do not understand “closing the loop” mean.
 - HLC language is shown on the list in the memo.
 - Some do not understand what we are asking with 5-year plan
 - v. Feedback on 5-year plan should rollout at once with coordinated manner.
 - vi. We should create time-line for each item (prioritize the process).
 - All the information they need are out there in the open (many e-mail).
 - vii. Compact version of communication – Division meetings – Coordinators meetings. New chancellor could coordinate with us and put out the message.
 - viii. 2020 HLC visit - Quality Initiative – UMM will determine what Quality Initiative is for UMM.
 - ix. Summarize the reports and send it out to discipline, cc to chair.
- d. MN Value project update.
- i. Some schools have system to collect artifacts.
 - Require faculty to create assignments match with rubrics.
 - ii. Question – are those data useful to us? Is it worth doing the projects?
 - Nice to have highly assessable assignments – use to improve our programs.
- e. Senior Survey – Carry forward to next meeting.

Meeting adjourned at 3:00pm.

