

# Assessment Council Minutes

Fall 2015

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## Assessment Council Meeting Minutes

September 14, 2015, 2:30-3:30 p.m.

University Center, Spruce C

### Members Present:

Mark Anderson, Faculty Senate Representative

Kim Black, Assessment, Chair

Jeremy Davis, Student Engagement Representative

Lyda Ellis, University Libraries Representative, Assessment Fellow

Brian Johnson, Graduate Council Representative

David Kendrick, Center for the Enhancement of Teaching and Learning

Heng-Yu Ku, College of Education and Behavioral Sciences Representative, Assessment Fellow

Jay Lightfoot, Monfort College of Business Representative, Assessment Fellow

Chris Marston, College of Humanities and Social Sciences Representative, Assessment Fellow

Julie Sexton, Assessment, Assessment Fellow

Stephanie Torrez, University College Representative

Renee Welch, Student Engagement Representative

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### Follow-Up Actions and Deadlines

| Action  | Responsibility      | Deadline     |
|---|---------------------|--------------|
| Summarize recommendations pertaining to assessment from HLC self-study and team report  | Kim                 | October 12   |
| Forward CORAC registration to Council members   | Kim                 | September 15 |
| Follow up with SoTL Fellows regarding combining Assessment and SoTL Fairs in spring 2016  | David               | October 12   |
| Review national frameworks for institutional learning outcomes  | All Council Members | October 12   |
| Notify Kim of interest in working on one or both of the AY15-16 initiatives (1. institutional learning outcomes and 2. guiding principles for assessment dissemination) | All Council Members | October 2    |
| Confirm requirements for appointing students to serve on university committees  | Jeremy              | October 2    |
| Forward names of potential student reps to the Assessment Council to Kim  | All Council Members | October 2    |

### Notes from Meeting

1. Welcomed new members Mark Anderson and Jeremy Davis
2. Announcements/Updates
  - a. HLC Outcome
    - i. UNC received continued accreditation with no follow up or monitoring actions.
    - ii. UNC will transition to Open Pathways accreditation process, which means an assurance report in 4 years, an improvement project in years 5-9, and a second assurance report and campus visit in 2024-2025.
    - iii. The review team's report is available online at [www.unco.edu/hlc](http://www.unco.edu/hlc).
  - b. Survey Specialist Resignation
    - i. Jr McGrath resigned in July. Interviews for replacement to be held September 17-18.

- ii. Alumni and College Senior Survey reports delayed until replacement is hired.
  - c. CORAC Conference
    - i. Colorado Regional Assessment Council holding fall conference on October 2 at Pikes Peak Community College. Conference will focus on assessing student services. There is no registration fee, and light breakfast and lunch will be provided.
    - ii. Kim will forward registration information to Council. Council members are encouraged to share with others in their departments who might be interested in attending.
  - d. LiveText: Phase 2
    - i. A new annual report for academic degree programs was implemented this fall. Kim will be working with student services areas to develop similar report for co-curricular programs.
    - ii. Ida Asner will be on campus on September 22 to meet with Kim and the Assessment Fellows to plan rollout of course-level use of LiveText in non-education major degrees. Ida will return to campus later in the fall.
  - e. Faculty/Staff Scholarship on Assessment
    - i. Kim distributed document showing conferences and publications related to Assessment Office-sponsored professional development and funding.
    - ii. Information will be posted to Assessment website and regularly updated.
3. Discussion Items
- a. Peer-to-Peer Learning Exploratory Committee
    - i. Professional Development Day
      - 1. Provost Wacker thanked the Council for its recommendation that UNC consider designating a campus-wide professional development day. She asked Kim to work with Associate Provost Tom Smith to establish an exploratory committee with representative from various campus groups and units.
      - 2. Kim asked for volunteers to represent the Assessment Council. David Kendrick and Renee Welch volunteered.
    - ii. Assessment and SoTL Fairs
      - 1. David reported that the SoTL Fellows may be interested in combining the Assessment and SoTL Fairs into a single event in AY15-16, but they requested confirmation that assessment topics would not be limited to program-level assessment. Past Assessment Fairs have encouraged a broad range of assessment topics, including course-level, program-level, and co-curricular assessment research and practice. If the two events were to be combined, the new event would be renamed something like Teaching, Learning, and Assessment Fair.
      - 2. Kim noted that the Assessment Fair is scheduled for March 29, 2016. Due to renovations scheduled at the UC in Spring 2016, it was necessary to secure a date last spring to ensure a day/time for the Assessment Fair.
      - 3. David will speak with SoTL fellows again and report back at next Assessment Council meeting.
  - b. Institutional Learning Outcomes
    - i. One outcome from the recent HLC self-study was a realization that UNC needs to revisit and revise our institutional learning goals for undergraduate and graduate students (<http://www.unco.edu/pres/mission.html>). Provost Wacker has asked the Assessment Council to lead a campus conversation this year on revising the current learning goals.
    - ii. Kim outlined the following tentative timeline:
      - 1. Fall 2015 – Assessment Council review national models, develop a plan for involving the campus, and provide recommendation to the Provost

2. Spring 2016 – Implement plan to collect campus input
  3. Fall 2016 – Create goals for undergraduates and distribute for formal adoption
  4. NOTE – We will need to decide whether to work on goals for graduate students concurrently or after completing UG goals.
- iii. This work will require collaboration with the Liberal Arts Council and Graduate Council. Jason is on the LAC, and Kim will be attending LAC meetings this year. The work will also need to take into consideration changes happening at the state level regarding revisions to the general education competencies and gtPathways.
  - iv. Council members were asked to review national frameworks before the next Council meeting:
    1. NILOA Transparency Framework (View online here: <http://www.learningoutcomesassessment.org/TransparencyFramework.htm>)
    2. Degree Qualifications Framework (View online here: <http://www.luminafoundation.org/files/resources/dqp.pdf>)
    3. AACU LEAP Challenge (View online here: <https://www.aacu.org/leap>) – NOTE: the state is using the LEAP Value Rubrics for revising gen ed competencies.
  - v. The following Council members volunteered to work on this project: Lyda Ellis, David Kendrick, Heng-Yu Ku, Jay Lightfoot, Chris Marston, Stephanie Torrez,
  - vi. Other members of the Council interested in working on this project should email Kim.
- c. Guiding Principles Dissemination (See attached)
    - i. Provost Wacker approved the Guiding Principles for Assessment for distribution on campus.
    - ii. A subcommittee of the Council will work on a dissemination plan for the campus. Julie Sexton and Stephanie Torrez volunteered to work on this project.
    - iii. Other members of the Council who are interested in working on this should email Kim.
    - iv. We anticipate that this project will be completed by the end of fall 2015.
  - d. Fall Council Meetings
    - i. Agreed to use the currently scheduled Assessment Council meeting times to work on the fall planning activities for institutional learning outcomes and guiding principles dissemination.
4. Other Business
    - a. Expanding Assessment Council to include undergraduate and graduate student reps
      - i. The Council agreed that we should include student reps and that this would be consistent with the Guiding Principles.
      - ii. Jeremy Davis volunteered to find out whether there is a formal process through Student Senate for appointing representatives or if we can appoint someone and provide it as an information item to the Student Senate.
      - iii. We will work with the Graduate Student Association to find a graduate student rep.
      - iv. Members of the Council should forward names of potential students to Kim. ([Back to Contents](#))

## Assessment Council Meeting Notes

October 12, 2015, 2:30-3:30 p.m.

University Center, Spruce C

**Members:** (members present highlighted in yellow)

**Mark Anderson**, Faculty Senate Representative

Jill Bezyak, College of Natural and Health Sciences Representative

**Kim Black**, Assessment, Chair

**Jason Byrnes**, College of Performing and Visual Arts Representative, Assessment Fellow

**Jeremy Davis**, Student Engagement Representative

**Lyda Ellis**, University Libraries Representative, Assessment Fellow

Brian Johnson, Graduate Council Representative

**David Kendrick**, Center for the Enhancement of Teaching and Learning

**Michael Klitzke**, Enrollment Management and Student Access Representative

**Heng-Yu Ku**, College of Education and Behavioral Sciences Representative, Assessment Fellow

**Jay Lightfoot**, Monfort College of Business Representative, Assessment Fellow

**Chris Marston**, College of Humanities and Social Sciences Representative, Assessment Fellow

**Julie Sexton**, Assessment, Assessment Fellow

**Eugene Sheehan**, Provost's Leadership Team Representative

Stephanie Torrez, University College Representative

**Renee Welch**, Student Engagement Representative

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1. Introduced Michael Klitzke, who will be representing Enrollment Management and Student Access
2. September 14 minutes approved
3. Announcements/Updates
  - a. Student Representation on Assessment Council – Jeremy Davis
    - Jeremy reported that student representatives don't need to be approved by the Student Senate unless we are asking them to perform a formal role with the Senate.
  - b. Assessment Data Analyst Hire
    - Allison Grant has been hired to take over for Jr McGrath, who resigned last summer. Allison's position title was changed from Survey Specialist to Assessment Data Analyst to reflect an expanded scope of responsibility.
  - c. LiveText Campus Presentations November 5
    - Ida Asner will be on campus to provide demonstrations to programs interested in learning more about using LiveText for program assessment. Invitations were sent to ALI participants and Nine Core Plan committees who have previously indicated an interest in using LiveText.
    - Currently, IMT is paying for student accounts needed for education majors using existing student fees. Bret Naber has agreed to continue the current level of funding, which will allow expansion of the tool to other programs without requiring additional charges to students.
  - d. Peer-to-Peer Professional Development update
    - Meeting scheduled for 10/13. Invited representatives from current sponsored events to attend to discuss need and interest in some type of coordinated professional development.

- e. Spring 2016 Assessment and SoTL Fairs – David Kendrick
  - David reported that John Clinebell would like to meet with Kim. Kim will meet with John before the next meeting.
- f. Guiding Principles
  - Assessment Office will take the lead on this project. Mark Anderson volunteered to help.

#### 4. Discussion Items

##### a. Institutional Learning Outcomes

- Shared feedback from Provost. She is enthusiastic about the initiative. She indicated that there is not a set deadline and that we should focus on achieving a positive result taking the time needed. She suggested we develop a communication plan to ensure the campus is well-informed throughout the process. She also noted that to her recollection, the current outcomes have not been revised since the early 1990's and believes it is time to revisit them.
- We did a “think, pair, share” activity to explore two questions (see attachment):
  - What steps in addition to those listed are needed to create Institutional Learning Outcomes? Should any of the listed steps be removed?
  - How should the Assessment Council be involved and who else should be involved?
- Feedback for question 1
  - Share steps so everyone is aware of what we are doing. No surprises. Open forums, results, electronic media, blog post – current ideas, comments. Build awareness.
  - Good steps. Depends on how it is done and when in process. Need to solicit input before and after writing process.
  - Lots of inward looking. Are we aligned with marketing and other stakeholders regarding timelines and external communications?
  - What distinguishes UNC? This could be a way to clearly say who we are and how we are different from all the other choices. Also who we aren't.
  - Similar conversations are happening elsewhere. How do we align between various outcomes being developed by other bodies (LAC, CCE)? Need to make sure we are working together.
  - Good idea to decide which degree level to tackle first. Don't tackle both UG and GR at same time. Focus on one and then the next one. Do we need separate goals by degree level or could we use the same goals but distinguish them by levels of development?
  - Look at current UG, GR and LAC learning outcomes to see what the common goals are across the university.
  - Be prepared to answer questions such as “What is the point of creating these? What do these mean for my program? How do I evaluate and measure these?”
  - Current statements are super complicated and difficult to assess. How can we narrow these down to a smaller number of core learning outcomes from 30 or more?
  - Could this process help to clarify concept of transformational learning. What do we mean by this?
  - Book *What is College For?* Could provide some insights.
  - Process could provide an opportunity to have some broad conversations about what higher ed is about? Why are we here? Why are our learning goals important? Possibly use Schultz series to spark conversations about the purpose of higher ed.
  - Should we include conversations with external stakeholders such as employers? What do they want college graduates to be able to do?
  - Need to create a realistic timeline. When can we do this reasonably? Slower but better.

- Feedback for Question 2:
  - Act as steering committee. Not smaller subcommittees of this group. Steer multiple committees to keep work going.
  - Would like to include people who think that student learning outcomes and assessment are important and valuable to higher education while also providing broad input.
  - What is the formal governance process? Who approves these once they are developed? Governance bodies need to be involved from outset.
- Next steps
  - Kim will draft committee structure document and email before next meeting.
  - Kim will draft memo from Provost to campus to inform the community that she has asked the Assessment Council to lead this initiative. ([Back to Contents](#))

Assessment Council Meeting Agenda  
November 9, 2015, 2:30-3:30 p.m.  
University Center, Spruce C

**Members:** (yellow highlight indicates those present)

Mark Anderson, Faculty Senate Representative  
Jill Bezyak, College of Natural and Health Sciences Representative  
Kim Black, Assessment, Chair  
Jason Byrnes, College of Performing and Visual Arts Representative  
Jeremy Davis, Student Engagement Representative  
Lyda Ellis, University Libraries Representative, Assessment Fellow  
Brian Johnson, College of Education and Behavioral Sciences Representative  
David Kendrick, Center for the Enhancement of Teaching and Learning  
Michael Klitzke, Enrollment Management and Student Access Representative  
Heng-Yu Ku, College of Education and Behavioral Sciences Representative, Assessment Fellow  
Jay Lightfoot, Monfort College of Business Representative, Assessment Fellow  
Chris Marston, College of Humanities and Social Sciences Representative, Assessment Fellow  
Julie Sexton, Assessment, Assessment Fellow  
Eugene Sheehan, Provost's Leadership Team Representative  
Stephanie Torrez, University College Representative  
Renee Welch, Student Engagement Representative

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1. October 12 minutes approved.
2. Announcements/Updates
  - a. Peer-to-Peer Professional Development update – a small group of faculty/staff currently offering events attended a meeting to discuss collaboration. The consensus was that those present did not see a need to combine into a single event at this time. The group did request support from the Provost's office in managing the calendar to avoid conflicts in the future. Kim will meet separately with John Clinebell, Teaching and Learning Fellow, to discuss possibly combining Assessment and Teaching and Learning Fairs.
  - b. Faculty-to-Faculty Conference – Distributed handout (see attached). Those who attended (Byrnes, Black, Marston, Sexton) reported on their impressions and implications for the Council's work on Institutional Learning Outcomes. Lyda Ellis asked if any library faculty attended Fac2Fac and requested that they be considered for inclusion in the future. Kim will follow up with Ann Bentz regarding this request.
  - c. Liberal Arts Council and LEAP – Kim reported that the Liberal Arts Council voted to recommend that UNC officially join the [AAC&U LEAP Campus Action Network](#).
  - d. Communication from Provost – Kim reported that the Provost asked her to meet with the Deans regarding the Council's upcoming institutional learning outcomes project. The consensus from the Deans and Provost was that the Council work on undergraduate and graduate goals simultaneously.
3. Discussion Items
  - a. Institutional Learning Outcomes Project Plan – Kim distributed handout with proposed project goals and committee assignments (see attached). Council members provided recommendations for revisions to the goals. The Council also continued its discussion of which tasks may be better



served through direct involvement from the Council (or a subset) and which should be assigned to committees with members outside the Council.

Action Items:

- Kim will revise goals based on feedback from Council and distribute prior to our next meeting.
  - Kim will send blank copy of proposed committee structure. Council members agreed to provide recommendations for campus bodies, groups, or individuals who should be involved in the various tasks. **Council members should send recommendations to Kim by December 4.**
- b. December 14 meeting – we agreed to meet in December at the currently scheduled day/time (December 14, 2:30). ([Back to Contents](#))

Assessment Council Meeting Agenda  
December 14, 2015, 2:30-3:30 p.m.  
University Center, Spruce C

**Members:** (yellow highlight indicates those present)

**Mark Anderson**, Faculty Senate Representative  
Jill Bezyak, College of Natural and Health Sciences Representative  
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**Julie Sexton**, Assessment, Assessment Fellow  
**Eugene Sheehan**, Provost's Leadership Team Representative  
**Stephanie Torrez**, University College Representative  
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1. Approved 11/9 minutes
2. Announcements/Updates
  - a. Assessment and Teaching and Learning Fair Update – we will continue to hold separate events.
  - b. WICHE Passport Initiative – UNC will participate in a federally funded project administered by WICHE on mapping general education learning outcomes to critical assignments.
  - c. Guiding Principles for Assessment – published to the website.
3. Discussion Items
  - a. Institutional Learning Outcomes Project Plan
    - Council approved the project goals as follows:
      - Phase 1
        - Engage the campus in discussing the purpose of a college education and the role of institutional learning outcomes in relation to this purpose.
        - Include multiple perspectives and provide opportunity for broad input from internal and external constituents.
        - Articulate learning outcome statements that describe the skills, knowledge, and dispositions UNC seeks to develop in its undergraduate and graduate students.
        - Secure adoption of institutional learning outcomes by campus stakeholders.
      - Phase 2
        - Identify mechanisms for integrating UNC's institutional learning outcomes into its academic, co-curricular, and student services programs.
        - Develop assessment plan for regular and systematic assessment of institutional learning outcomes.

- Council recommended adding the following groups of stakeholders to the list provided in the Institutional Learning Outcomes Project – Draft 2:
  - PASC, PEC, Student Services divisions leadership, Alumni Association
- Council discussed project options and voted for option 1 (Learning Outcomes Project – Draft 2). Next steps include the following:
  - Mark Anderson, Lyda Elis, Chris Marston, Heng-Yu Ku, David Kendrick, and Kim Black will meet to draft a set of institutional learning outcomes which will be shared with the campus through a variety of formats during spring semester to solicit feedback.
  - Kim will check with Provost Wacker regarding the governance process for adoption including necessary approvals and timing.
- At the January Council meeting, we will begin developing a campus communication plan.  
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