Assessment Council Minutes

Spring, 2023

Contents:

Assessment Council Meeting Minutes

January 9th, 2023, 2:00-3:00

Members:

Chad Bebee, Assessment, Council Chair (incoming)
Olga Baron, Office of Global Engagement
Loree Crow, Undergraduate Academic Engagement
Scott Franklin, College of Natural and Health Sciences
Brian Johnson, College of Education and Behavioral Sciences
Heng-Yu Ku, College of Education and Behavioral Sciences
Milan Larson, Monfort College of Business
Brianne Markowski, University Libraries
Chris Marston, College of Humanities and Social Sciences
Lyda McCartin, Center for the Enhancement of Teaching and Learning
Heidi Muller, Faculty Senate
Sally Murphy, College of Performing and Visual Arts
Sonia Schaible Brandon, Office of Institutional Effectiveness and Research
Colleen Sonnentag, Dean of Student Development
Stephanie Torrez, Student Academic Success
Tara Wood, College of Humanities and Social Sciences
Berniece Mitchell, Recording Secretary

Agenda:

1. Spring 2023 Welcome

2. New Member Welcome—Student Affairs has decided to join the Assessment Council so Colleen Sonnentag will be their representative. This means that our Council has representatives from almost all aspects of the institution that deal with student learning outcomes. This has necessitated the update of the Policy document, which has been done since the Council last saw it.

3. Announcements

4. Old Business:
   - Updated Assessment Policy to move to Faculty Senate—Chad summarized the changes that had been made to this document:
     Now has a bit more specificity, particularly when it comes to non-instructional, academic programs and co-curricular programs.
     Chad highlighted what he believes is a major change—previously in the policy we had worked in a statement that there were going to be annual reports. Dr. Black & Chad talked about this and were in agreement that if we could reduce the amount of reporting to cut down on the workload that would be optimal, but it was actually some members of the Faculty Senate who stressed that there needed to be an annual process to keep all programs on track. Chad hopes that we can do that internally without the need for annual formal reports and the way that it would work is that it would be tied into the five-year timeline the non-accredited programs are under for Program Review. Accredited programs, if they have

longer or shorter accreditation timelines, would use those timelines for most of their reporting purposes. So, in this five-year timeline, year one they are going to create an assessment plan. By year three they are going to have an update as to what has been assessed, what their findings have been, and the improvement that has occurred. And in Year Five wrapping all of that into the writing the Program Review materials for that full six-year Program Review timeline.

Scott asked if there is an "abbreviated form" that could be used for the three-year and five-year reports so that it didn't feel like departments were entirely re-doing their report every three years? Chad said he already has a couple of templates that could be used for the progress reporting. As far as Chad is concerned, departments can adapt his template to serve their purposes (in other words, they don't have to follow his template exactly), just as long as we get the core information that's fine.

Chad posed a question: How will things like Student Affairs programs or academic non-instructional programs—what would their reporting timeline look like, will they have a Program Review process? He said they will be working with these programs to work out these questions.

Chad said this document will be sent on to Faculty Senate in the very near future.

Lyda asked Chad to comment on how "non-compliance" with regards to the designated check-ins will be handled going forward. Chad said that it will be the task of the Assessment Office to stay in regular communication with departments. That is also part of this Council's charge, so the council members are going to be helping Chad bring to his attention when there are issues and then communicating out when folks have questions about what we are doing or what we are looking for and we will provide them feedback when they send in things like their Assessment Plans, etc. Chad said that "enforcement" will fall on Dr. Black's shoulders as the head of the Assessment process.

- LAC Assessment and Canvas Update
  At the end of Fall semester, they had some meetings with Business Intelligence, Office of Institutional Effectiveness and Research, the Assessment Office, and IDD and he believes they have found a way to use the back end of Canvas to assess the Liberal Arts Core through vis-à-vis embedding of outcomes and rubrics through the LAC so that we can assess LAC courses across the curriculum. If what we are planning works the way we intend it to, all faculty would need to do when LAC courses are assessed, and they will be assessed on a cycle, (the pilot year is starting with History and Mathematics, next year it will be the Natural and Physical Sciences courses) through Canvas, they apply the assessment rubrics that have been embedded there that are based on the GT Pathways rubrics, and assuming that they have done that we should be able to gather the data on the back end without the faculty needing to do any calculation. This is a pathway to institutional assessment so they are excited about it and hopeful that it goes off without a hitch.

5. New Business:
   Chad has put together some assessment guides. You can find those on the Assessment website in the Program Assessment Toolkit page. If you go to that page you will find a document associated with each step in the Assessment Cycle.
   - Assessment Office Newsletter – Chad's next mission is to put out a newsletter monthly. He asked input on what faculty would want to know from the Office of Assessment?
     His plan for the first newsletter would be to introduce the Office of Assessment, and talk about the assessment guides, giving a brief blurb about the Council and what we have been up to. Milan said that a topic that often comes up in their meetings is the topic of Direct vs. Indirect Measures and how those can be applied or where those get to be applied. Milan suggested that one or two of those measures could be discussed in each newsletter. Chad asked about non-instructional units—any suggestions there?
     He plans to send the newsletter monthly, but Lyda made a point about Professional Development. Chad's thought is that as we work this Spring to implement the policy, getting it on everyone's radar, and as programs that are currently finishing up Program Review move to a new cycle, that will then open the stage for us in the Fall, 2023 to do some Professional Development sessions with sort of guided planning sessions with representatives from different departments and divisions who might be starting their cycle, ready to create a new assessment plan, and then doing that each year as we cycle through those. This would be a guided workshop where over time they would simply create the assessment plan so that by the time they are done an outline of an assessment plan is in place where they can go back and collaborate and flesh out the details. He would like for that to be cohort based, but he's still thinking about that.
     He invited more suggestions. Send him an email.

6. The Good of the Order
   Chad assured everyone that by next meeting he will have the minutes from December and today for your review. Next time we will get into some of the nuts and bolts in talking about how we might facilitate the planning and status reporting in the assessment cycle.

7. Adjournment

Assessment Council Meeting Minutes
February 13th, 2023, 2:00-3:00

Members:

Olga Baron, Office of Global Engagement
Chad Bebee, Assessment, Council Chair
Sonia Schaible Brandon, Office of Institutional Effectiveness and Research
Loree Crow, Undergraduate Academic Engagement
Scott Franklin, College of Natural and Health Sciences
Brian Johnson, College of Education and Behavioral Sciences
Heng-Yu Ku, College of Education and Behavioral Sciences
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Heidi Muller, Faculty Senate
Sally Murphy, College of Performing and Visual Arts
Colleen Sonnentag, Dean of Student Development
Stephanie Torrez, Student Academic Success
Tara Wood, College of Humanities and Social Sciences

Agenda:

1. Spring 2023 Welcome to the Committee

2. New Member Welcome—welcomed Colleen Sonnentag as a new member and Tara Wood as a return member.

3. Announcements—last meeting minutes were approved.

4. Old Business:
   - Faculty Senate Review of Assessment Policy, 2/27 @ 4 p.m. This does not require an approval by the Senate as it is an institutional policy, but we decided that we wanted it to go before Faculty Senate as well for discussion, input, feedback so that everyone has buy in. If you are free come on down. It would be nice to have some Assessment Council there for back-up.
   - LAC Assessment & Canvas Update—
     - Chad & Kathie Records have had several meetings with NHS folks. They got some interesting feedback.
     - They are now moving on to other groups for input.

- o Heidi said that at the last LAC meeting they did approve the 6-year rotation schedule. We are doing it by category (we could have done it by competency like Critical Thinking but chose to go with Categories) so we now know in which academic year which category will be assessed directly. They have also made an adjustment to the data that they are going to review as an LAC each year. They decided to no longer focus on the NSFC survey data and are in the process of developing an actual student survey that they can give feedback on their experiences in the LAC.
- o Next year will be Natural Health Sciences and the next year will be the Written Communications, then Math, then Social Sciences, and then History is last.
- o Sonia brought up that UNC now has an Institutional protocol for administering surveys, how is that going to work with this survey? Chad said that he believes this piece is still open for discussion as this was "sort of the last 15 minute conversation and the decision was made but the details weren't worked out". Heidi asked Sonia if there were things that she wanted the LAC committee to know with regards to this and Sonia responded that they have really been trying to rein in surveys because "we" are quite overkill on student surveys and she is wondering is this more of a student course evaluation than it is a survey. Chad said not really because the focus of this will be to get feedback, particularly on the summative assessments aligned to the GTP competencies so it is an effort to indirectly assess the student learning corresponding directly to those competencies. He added that one avenue would be to consider whether it could be paired with the end-of-course survey. They don't want a long survey, a highly detailed survey. They just want a tool that will allow the students to give them feedback about their learning experiences, particularly tied to the summative assessment.
- o just as a reminder, it is expected that Canvas will be used for these assessments for data gathering purposes.

5. New Business:
- 23–24 Assessment Mini-Grant Call for Proposals draft review—this needs to go out soon. Sonia brought up to Chad last week that some specific language needs to go into the call regarding the possibility of a need for an IRB to support their proposal. As Chad understands it, the only instance where an IRB approval for assessment would be required is where the purpose of assessment is to get at more general knowledge. Using student learning data to create a conference presentation for example, to create an article that is going to be published, to promote more generalized more general types of useful knowledge, rather than institutional focus. If it going to stay in house it does not require IRB approval. Sonia said that was an accurate definition but in the instance were folks want to get unit data from her

office they are required to go through an IRB if it is student unit data and they are going to be doing statistical methodologies. This is for the protection of the data. After further discussion, Chad has the feeling that this is going to raise a lot of questions and he feels like we need to have something very clearly spelled out.

- o As a result of this discussion Chad said that he believes we need to add another category in our rubric for review "Is this research, yes or no?"
- o Chad's opinion is that we don't really want the Assessment mini-grants to be used for research purposes. The intent of those were to promote and incentivize departmental work on student learning assessment. Opening the door to research purpose is working at cross-purposes.
- o Chad said in terms of the mini-grant proposal document, in terms of the kinds of projects that it promotes he broke up the mini-grants into $1000 and $2000 mini-grants. The idea of the $2000 grants is that the focus is going to be on program improvement more broadly so will require greater collaboration in a department or among the departments potentially. Whereas the $1000 grants an individual could do the work if they were so inclined. He asked for thoughts about any of this.

- Assessment Liaison (Assessment Planning) Position – there are actually three Assessment Liaisons. Two of them will be maintained in their current positions (Heidi is our LAC Assessment Liaison, Kathie Records is our Methods Assessment Liaison) and the new position is for Assessment Planning. Coming off of Liaison positions is Nancy Sileo and Jeri Craver who were our PLO Project Reviewers, and that project is in the final stages now and by the end of Spring we expect to have all Programs with specific, codified Program Learning Outcomes.

- 23–24 Assessment Workshops Outline Discussion—Chad and Kim Black have been in conversations about a budget for the Assessment Office. To that end he has planned some Fall Assessment Workshops. He is trying to plan for the needs that he sees emerging around assessment and to address those needs with some guided workshops. He invited input regarding these very rough outlines.

  This will culminate in a Summer 2024 working group. This will be the first of an ongoing series of summer working groups that he plans to convene around assessment. The idea will be that once we've got some planning and processes in place, this working group will work to review things like student learning artifacts, assessment plans or other things that need to be reviewed such as assignments. It will constitute a stipend for those doing the work that right now is looking like it will be a $500 stipend each. He is assuming that it will require about 20 hours of work over several days.

  Lyda asked if some of these sessions could be hybrid sessions since many will need to attend them. Chad said that they are looking at a variety of presentation styles:

  - o Making some videos demonstrating how to do some of this stuff in Canvas

- o Kathie Records and Chad are trying to schedule meetings with each department in one of their department-wide meetings where he can go over this material with them in person.
- o He then agreed that when looking at the larger sessions where anyone can come they are looking at Canvas, it may be something that IDD will look at creating "How To" sessions.

  Tara commented that she likes Lyda's suggestion because she thinks "it's a lot. It's a lot for faculty to learn, it's a lot on top of what faculty already do, so trying to be mindful of access points for faculty." She likes the video idea so that people can watch a demo if they couldn't attend, but again she feels like one of the best things you could do is get people in a computer lab and build it together in real-time and troubleshoot as you're going through it.

  Chad agreed that this should probably be an annual thing so that new faculty have the opportunity to get the information. In fact, he feels like it really should be a part of New Faculty Orientation.

- Initial assessment plan template and matrix discussion—Chad provided these examples for your edification to see what a wide range of formats there are. We will need to settle on what are the most important things that Programs need to have their eye on as they are engaged with assessment planning.

  His goal with assessment planning at UNC is that we want strong assessment plans that are explicit about what students are supposed to be learning and what our goals are for students. We need to collect the data to make sure the students are achieving those goals and if they're not then we need to engage in some improvement planning to address what we see as gaps and weaknesses. Ideally, we should be engaged in some formative assessment before we get to summative assessment to check on the students' progress toward the goals.

  Having said that, we want to move away from annual reporting to avoid it becoming a "check the box because I have to do this" kind of report.

6. The Good of the Order

7. Adjournment

Assessment Council Meeting Agenda

April 10th, 2023, 2:00-3:00

Members:

Olga Baron, Office of Global Engagement
Chad Bebee, Assessment, Council Chair
Sonia Schaible Brandon, Office of Institutional Effectiveness and Research
Loree Crow, Undergraduate Academic Engagement
Scott Franklin, College of Natural and Health Sciences
Brian Johnson, College of Education and Behavioral Sciences
Heng-Yu Ku, College of Education and Behavioral Sciences
Milan Larson, Monfort College of Business
Brianne Markowski, University Libraries
Chris Marston, College of Humanities and Social Sciences
Lyda McCartin, Center for the Enhancement of Teaching and Learning
Berniece Mitchell, Recording Secretary
Heidi Muller, Faculty Senate
Sally Murphy, College of Performing and Visual Arts
Colleen Sonnentag, Dean of Student Development
Stephanie Torrez, Student Academic Success
Tara Wood, College of Humanities and Social Sciences

Agenda:

1) Welcome

2) Approval of the Feb. Meeting Minutes. Minutes were approved.

3) Announcements

4) Old Business:

   a) Assessment Policy into a Standards of Practice document-- The assessment policy document got an initial review and it was suggested that we may want to pare it down to just the brass tacks, so what you get is the standards of practice document. It's essentially the same content, just streamlined into the core material. Chad has taken it to the Undergraduate Council and he goes to the Graduate Council later this month. The Undergraduate Council supported the document in a vote.

   b) Undergraduate Council Vote and Discussion Update

   c) LAC Assessment & Canvas Update-- There was a bit of discussion around Canvas and assessment. The question was posed as to whether the A-Council would support a motion or a proposal that Canvas be used for assessment. Chad's view is that while he doesn't see the A-Council as being a body with a charge to make any requirements around Canvas, he believed

that we would generally as a body support that proposal.

Scott Franklin said that he is on the Undergraduate Council and they have been discussing some minimum requirements that should be suggested for faculty to use. This in part comes from students asking for a bit more standardization across classes, especially during freshman year to try to help them make that transition from high school to college. Consequently, the Undergraduate Council is trying to come up with their own kind of minimum and it was part of that conversation with Chad about assessments that might go along with this. It is something the U-Council thinks is important, but they aren't quite sure how to bring it about yet.

Tara Wood said that, first she is in full support of minimum use of Canvas for reasons that are student centered. She added that they have data in the Writing Program that showed better outcomes in the classes where the instructors were using the master Canvas shell. However, her question is what authority allows such a policy to be implemented?

Heidi Muller said that APC is talking about this in terms of actually writing in the board policy a minimum use standard. Almost along the same criteria as our general criteria for syllabi. Having said that, it's not likely to happen this year. It is going to roll over to next year, but it's definitely in the pipeline through APC, which she believes would eventually go to Senate.

After further discussion, Milan Larson asked what kind of support from the A-Council Chad was thinking of? Maybe something wherever possible or whenever possible, have Canvas be the consideration for assessment gathering purposes?

Chad said if it were solely up to him he would approach it by going to a program and saying "here's what Canvas can do for you if you adopt the outcomes-based system. So, here are some options that you could use it for, but there are also going to be limitations with the hope of either getting that program to think about adopting Canvas entirely or just using components of it of the outcome system and then supplementing that perhaps with other kinds of assessment planning. He feels that programs also need to get the message that Canvas maybe won't meet every assessment need they may have because it is just an LMS with that outcomes based system embedded in it.

Milan asked what Chad thinks would help the most from this kind of level at the university to convey or communicate, or just somehow bring that alongside of each of the units?

Chad said he thinks the number one task would before a department to identify the summative assessments where they want to collect data, and what those assessment sare. And then deciding which courses they are going to assess based on those summative assessments to answer particular assessment questions. If they are going to use Canvas, you would then want to tailor the use of Canvas to those ends, but they would need to start with an understanding of what questions are we trying to answer in our program with assessment?

Chad added that as far as the LAC conversation goes with Canvas, they are still in a very preliminary state. He is still trying to figure out how to tinker with the Power BI dashboard to get it to report the kinds of things that we need to report in the LAC. What we don't want to do is create a situation where dashboards are seen as comparing instructors or comparing course sections. That would be counterproductive and it's just not good practice. It's really larger views, larger data sets where that dashboarding becomes more important.

5) New Business:
   a) 23–24 Assessment Mini-Grant Call for Proposals reviews-- Chad announced that we received eight assessment mini grant proposals and he tanked Sonia and Lyda for volunteering to review

those with him. The reviews have been completed and he feels confident that we will be able to to fund each of those proposals.

Lyda added that the proposals were really strong, both from faculty and also from student affairs on the student affairs side. We've also seen folks we haven't seen before, people who are doing new things.

b) Assessment Liaison (Assessment Planning) Position—no takers so we're thinking about possibly hiring a graduate assistant next year and Chad would actually be doing the assessment planning, & coordination, but that person may help get some things organized and get some processes and timelines in place for the Assessment office.

c) Reminder—Approved A-Council Charge Processes. Chad directed everybody's attention back to the A-Council charge document. He realizes it's been a while since we talked about that once since it was one of the very first documents we approved. It is in the folder. Remember that the charge document lays out the timeline for the changing of the positions on the A-Council and those are three-year cycles, with a possibility of two consecutive terms. Hence, some of "us" will be cycling off based on that charge and Chad wanted to put out the reminder that if you have been on the Council for what would constitute two three-year terms we will need to cycle that role in the future. If that is you and you're not sure of a replacement or you have any trouble with that or issues, please let him know. He went on to say that the original intent of this area of the document was to essentially replace one-third of the Council members each year, but since this is a new document he isn't going to worry about the timeline strictly this year; we will just continue to implement that timeline as we proceed.

d) Update on program reviews. The program reviews are proceeding and he asked everyone to keep in mind with their areas that documenting an assessment plan is part of the program review and so it's that planning component that we've sort of been gearing up for which is why he put out that liaison opportunity. What we are seeing in some cases with program review is that maybe there was an assessment plan but it hasn't been acted upon in some years or maybe we haven't been assessing our outcomes consistently. This will be something that gets more scrutiny as we go forward in part because of the HLC audit.

We will put forward some evidence in the initial documentation of what we do with assessment and usually Kim is coming through the program reviews for that evidence, but they can always request more evidence. They can say, OK, we see your examples. Show us these other things. If we don't have that something, or we don't have quite the evidence they're looking for, that's when they arrive on campus and you'll get questions about this stuff. And, as the Assessment Council, he wanted to prime you to think about this, particularly in your area, because he suspects that they will want to talk to us at least, maybe not as a group, but individually, or they'll ask about Assessment Council's operations.

Heidi asked if there should be something in place that occurs between program review cycles? Just an official documentation or anything like that? Chad said yes, there should be an assessment plan in place that spans the periods between program reviews so in that five-year timeline programs should be assessing their learning outcomes within that timeline.

3. The Good of the Order—Chad thanked the group for a great first year for him here at UNC.

4. Adjournment

Assessment Council Meeting Minutes
May 8th, 2023, 2:00-3:00

Members:

Olga Baron, Office of Global Engagement
Chad Bebee, Assessment, Council Chair
Sonia Schaible Brandon, Office of Institutional Effectiveness and Research
Loree Crow, Undergraduate Academic Engagement
Scott Franklin, College of Natural and Health Sciences
Brian Johnson, College of Education and Behavioral Sciences
Heng-Yu Ku, College of Education and Behavioral Sciences
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Heidi Muller, Faculty Senate
Sally Murphy, College of Performing and Visual Arts
Colleen Sonnentag, Dean of Student Development
Stephanie Torrez, Student Academic Success
Tara Wood, College of Humanities and Social Sciences

Agenda:

1. Welcome

2. Approval of the April meeting minutes

3. Announcements

   - This will be Chris' last meeting. She said it feels "a bit odd" and she just added to her To-Do list to find a new HSS rep.

   - Stephanie Torrez has also said she will step off the council and will be looking for another rep to replace her.

   - Chad encouraged everyone else to let him know if they are planning on cycling off as a result of the Charge so a replacement can be found.

4. Old Business:
   - Update on Standards of Practice document—this document is with the Graduate Council. They requested that they be allowed to review it until Fall.
   - LAC Assessment & trainings update—some training sessions are planned with Canvas, the use of outcomes in Canvas and using rubrics in Canvas to assess those

outcomes. Chad thanked Heidi Muller and Kathy Records on their work on that, coordinating with him and NHS to get those set up so that faculty have as much assistance as we can provide them early in the Fall. He will have more updates when we come back in the Fall.

- Identification of those cycling off the A-Council, per council charge

5. New Business:
- Assessment Mini Grant Awards—awards have been approved, totaling about $13,000 in eight mini-grant awards. Some of the work will begin this summer, the rest of it beginning in the Fall.
- Summer assessment work update—we will be continuing some Assessment work. Colleen was asked to talk about what will be happening in Student Affairs. Colleen said that they have been working with staff in Student Affairs in their Student Affairs Training Committee to basically develop plans to do scaffolded education for their team around assessment, evaluation and research. They have broken it out in six different topics and they will either facilitate through presentations or through reads or some other methods. Their first one is going to be Chad co-presenting with members of Student Affairs staff who are also on the HLC Steering Committee, basically an overview of assessment, evaluation and research and what are the differences, what is HLC and how do their staff understand their roles in the process of accreditation and then also just doing some introduction to the institutional learning outcomes and how their work in Student Affairs connects to those since they have a lot of new staff who really aren't that familiar with ILOs yet.
- Chad invited opinion—it has been suggested that we move back to face-to-face meetings in the Fall. Scott Franklin expressed that he prefers face-to-face, but also proposed a hybrid option. With no further comments, he asked if anyone had any objections. Ku agreed to the hybrid option.
  Chad then asked if there is a preferred location? Scott said the UC or Campus Commons.
  Chad said we will get the dates nailed down and get a room request submitted for the Academic Year.
- Looking forward to A-Council foci in the fall
- Fun and safe summer

6. The Good of the Order—Chad thanked the support and thoughtfulness of the Council this year and he looks forward to next year.

7. Adjournment