

CIA Meeting Minutes

Thursday, November 7, 2019

3:30 – 4:30 p.m.

BA 524

Present: Aimee Shouse, Teri Wallace, Ben Anderson, Lamine Conteh, Tim Beske, Tony Greenfield, Lori Baker, Diana Holmes, Abu Haddud, Scott Crowell, LeAnn Syring, Yumi Lim, Nancyruth Leibold.

1. Consent to Agenda. Motioned to approve.
2. Approve 10/17/19 Minutes. Add Nancy Ruth Leibold as a meeting attendee. Correction to canceling the October meeting; should be November. Motioned to approve the minutes with these corrections.
3. Mini-grant Proposal from Sara Fier for Fresh Check Day assessment. Motioned to approve Sara's request; motion passed.
4. Re-cap the Assessment Academy Results Forum & Future Directions. Original group, Scott, Pam G, Ben, Aimee, attended the results forum. Think about next steps, where we go from here, lessons learned and ask questions. Aimee and Ben shared their experience. Ben – strategize, how do we keep things going and stay in compliance, what is this data we're collecting for meaningful data. The report form we're using is relevant and a big part of what we discussed. Aimee – HLC's visit emphasized that this doesn't have to be overwhelming. Ex: DeVry asked how we manage the data; they collect data from 20-26 sections every six weeks; we suggested assessment isn't very meaningful with this much data and helped find ways to find meaningful and sustainable data. We have a very good culture of assessment compared to other schools. Tim B: How is DeVry collecting data? Ben shared what they were doing and essentially drowning in the data. Aimee: We can take assessment information to prove or improve; defensive vs. offensive data collection to be meaningful. Lamine: taught for DeVry in 2008, online courses provide the data, too much data can be collected, it's about how to select what is to be assessed. Aimee – HLC observation about whether we want to assess MnTC or LEC goals; we already assess critical thinking, communication, data literacy and how we contribute to these skills. How do we start assessment processes and findings across the university? Ex: Biology, position descriptions which inform student learning – broad discussion about how we infuse this learning across the institution. With the mission statement as well, having this commonality as well as differences. Everyone doing differently in terms of program mission, but still applied on a broader level. We want to keep this cycle going and not drop. Overall, it was fun to see that we're doing assessment well and share that information. LeeAnn: Reviewed content and pedagogy scores in MTLES Education yesterday; wondering if these scores can be used to apply on a broader level and how do we get this information to other programs, such as history, to inform what courses students need to take. Aimee: The fully online programs to see how they inform communication assessment. Lamine: Tests are generated in Finance and taken this spring; will use this data for spring 2021. We are done with the Assessment Academy meetings! Very expensive, but well worth it. Lots of positive discussion. Teri has some good ideas about how to do this without spending a lot of money. Abu: Going back to previous question about DeVry – different models on how to collect information to assess, can rotate, if you want more

to capture specific information, then more data may be necessary. ENG 151 was used as an example for data collection. Student learning outcomes drive the data collection. English rotates classes, whether fall or spring course, College Now, campus, to distinguish how they compare, coding, will go back and forth between freshman and sophomore to determine patterns over time.

5. Discussion re: Liaison Team Meetings. Aimee made appointments with her programs. A chance for programs to discuss the report; have them self-analyze their own RASL (how did it go, do you have the information you need?), be a sounding board, we do not evaluate, but a collegial discussion on what they're seeing, what they found helpful. Would take the pressure off, we're not evaluating, but how the RASL demonstrates student learning in their data collection. We're another set of eyes. The group has not yet scheduled meetings. Lori – question about the English minors – should minors be assessed? Aimee believes this is helpful especially if there are faculty appointments and the minor will become a major at some point in the future. There's really no other place to get information about student success without assessment. Teams are located on the T: drive or refer to email dated September 27. Refer to the assessment form. Deadline? Aimee will check with Jeff. At the next meeting, we will review the RASL as a group for a dry run, unless you're ready and feel comfortable meeting with programs.
6. Other. Lamine: Deb Kerkaert has asked about key performance indicators. Wondering about finance indicators reported on the HLC report. If we assess academics, what about university indicators? Teri Wallace and Aimee will check on this question. Lamine will also get further clarification from Deb about his question.

Meeting adjourned at 4:17 p.m.

Minutes respectfully submitted by Diana Holmes