

CIA

Thursday April 16, 2020

3:30-4:30 PM

Zoom: <https://minnstate.zoom.us/my/jeffrey.w.bell>

Members Present: Jeffrey Bell, Yumi Lim, Lamine Conteh, Abu Haddud, LeAnne Syring, Lori Baker, Nadine Purvis Schmidt, Kate Borowske, Wiji Wijesiri, Tony Greenfield, Ben Anderson, Michele Sterner, Tim Beske, Aimee Shouse, Raphael Onyeaghala, Alan Matzner, Teri Wallace, Nancyruth Leiboald

1. Consent to Agenda
The agenda was consented.
2. Approve 4/2/20 Minutes
Kate moved 4/2/2020 minutes and Aimee seconded. The minutes were approved.
3. CIA Roster for AY 2020-2021
 - Jeff called to confirm the updated CIA members roster for AY 2020-2021. Jeff questioned whether this was Lamine's 2nd year term and asked whether Lamine and Abu continually contained the position for another term (2020-2022). Lamine and Abu said that they were O.K with it.
 - Need to determine a CIA member of the Nursing program for a sabbatical replacement and find out who the provost will be.
 - No further changes on the CIA roster.
4. Assessment Day 2021
 - Jeff shared a mock-up itinerary and explained the original format of the old plan including breakfast, welcome session, and a few sessions in the morning and in the afternoon for a program assessment time and a reception with a poster session.
 - Jeff: or we can plan for a new format. We can kick off by a Zoom. So, academic programs are already in their places at 8:30am and between 9am and 2pm for a program assessment time. In the afternoon, we can have a reception with a poster session between 4pm and 5:30pm. Any thoughts on those?
 - Aimee: wondering whether we could still get a better attendance after the collective time with the second version? There were a few people this year. I think the second option might eliminate the absenteeism that we had this year.
 - Raphael: I agree with Aimee. We could have a better attendance if we could be together.
 - Lori: do we need for a Zoom? Do we need to kick off in the morning? We can push the time for the department back to 2:30pm or 3pm. I like the new version.
 - Nancyruth: we should try the revised format and see how it goes.
 - Jeff: the administrators on the committee, what are your thoughts about not having a morning kick-off to the event?
 - Aimee: that's fine and I agree with Lori that we are back on campus at that point so we can start the day with their programs without a kick-off.
 - Nancyruth: the kick-off would help people more focus for the day?
 - Jeff: people know what they have to do for their program assessments by now.
 - Lori: if there is an issue that anything, we want to look at, but it will be in April next year for the assessment day and we should get all information throughout the semester.
 - Jeff: we could send out the information through department chairs and PALS and emails.

- Aimee: we can do something during the January Faculty Development Day if we needed to get some rolling or have people to think about the assessment before the April.
- Jeff: that puts us pressure to figure out what we will do for the assessment day by the end of December. Any reaction to this? Maybe we give an instruction during the January Faculty Development Day?
- Tony: but there will be too much lag between January and April? If we give information too early, then people may forget them.
- Raphael: we give information in January and send out a couple of reminders later.
- Abu: how about adding this to a part of agenda for a townhall meeting? A lot of people attending the meeting and the president may talk about this one or two weeks before?
- Jeff: O.K. Are we ready to make a decision which format we are going to send out to the department chairs so that they can begin planning their assessment activities?
- Aimee: I think so.
- Jeff: I will accept the motion this point.
- Lori and Abu moved the second format. Nancyruth seconded. Consented.

5. Programs missing assessment RASL and RASL Self-Reviews- Please check your files for your own programs and your Liaison Team's programs. Email anything to Jeff and he will upload to the T: and update the list of programs to distribute to the Deans.

- Jeff: You will know which program did for RASL and Summary report from the summary report submissions list file. A lot of programs talked about their RALS to me but never gave me their reports.
- Kate: are we still O.K. getting ours done in the Fall?
- Jeff: I think so. Next year BEPS and the graduate program will submit their RASL. What do you think about requesting the RASLs from those who did not submit their RASL this year to submit theirs next year, so we don't have three-year lags?
- Aimee: I agree.
- Jeff: Some chats, that's a good idea. I will email to those programs that didn't submit. From the Deans' perspective, do you want me to try one more time to obtain the RASL self-evaluations?
- Aimee: I will say "No." I don't want to push too much right now.
- Jeff: CIA should always be supportive.

6. Making a recommendation regarding improving the LEP Assessment Plan

Options: A) Assess all MnTC Goals & Learning Outcomes B) Assess SMSU Core Skills and refer course outcomes in MnTC to the Curriculum Committee for ongoing review C) Maintain current plan of embedding outcomes via Alignment Matrix but enhance reporting mechanisms D) Others

- Jeff: we need to make a decision on which option of the LEP assessment plans we go for. The liberal education committee created their response for their perspective on this.
- Aimee: The liberal education committee recommends we all assess all 10 MnTC Goals. The idea of this recommendation is that for sustaining liberal education it will be the only way we know addressing all 10 goals is actually to assess based on the goal areas. Rather than assessing 7 learning outcomes, we have curriculum that we have 10 goal areas that will correspond. The committee recommends we assess all 10 goals. Regarding details on how to assess, two of the goals each time for 5-year time frame.
- Jeff: for our next HLC visit, the 5-year time frame will be O.K?
- Aimee: yes, we can go all the five rounds before the HLC visit.

- Jeff: did your all department discuss this? – No.
- Ben: I spoke with Jeff Kolnick and he had some concerns on the LEP assessment proposal. He felt like the core skills didn't capture the liberal education overall. He thought there were several components and practices not captured by critical thinking, communication and information literacy. I think that was his biggest concern. He thought it's a good way to learn through all different MnTC goals.
- Jeff: How we really want to get to this is not really asking today. Eventually, we could move to e-portfolio of the MnTC goals and their learning outcomes. But It requires a lot of work. I am open to any recommendation from here.
- Tony: this reminds me the old Ah-ha team and makes me a little concern. We had a problem before that we collected data from a few courses not from all 4 years. If we assess only the core skills, I think it's easier to get information across the 4 years. Some of the MnTC goals are so specific that they are not going to be seen in outside of the certain discipline. Any of the programs has the Goal 3 in their alignment matrix? For the discipline specific MnTC goals, how much data can we get beyond the class level assessment?
- Raphael: Tony, are you suggesting the option B?
- Tony: yes, I vote for the option B.
- Ben: I'd like to clarify the option B. What is the Curriculum Committee for ongoing review?
- Aimee: say if we review all the course on Goal 5, we look at them and have to submit something to show why there are the goal 5. It doesn't talk about the student learning but talk about what the faculty member for that course attempts to do. If we go with B, we don't know what's their accomplishment in terms of the student learning.
- Ben: That's why I have some concerns.
- Lori: I guess it's work in progress. What's not in the document is who's doing what. What LEC is responsible for vs. what CIA does? Think about CIA does the core skills and LEC conducts other assessments in other areas?
- Jeff: the reason why we are making a recommendation today is to inform the changes to the campus assessment master plan. What we are looking today is what framework we want to do. We can create mechanism that we can ask the programs for any core skills designated courses or capstone designated courses. They make a requirement for the students to show up an assessment day as a component of that course. We can make the LEP101 course requirement that the students in that course show up an assessment day. The mechanism how we do will be figured out between us and the LEP committee next year.
- Aimee: one of comments from LEP committee to this was that the core skills are embedded in MnTC goals except for the information literacy. We had to add some our own students learning outcomes under the goals to make them more under the SMSU. There were some talks about the information literacy in the MnTC goals to make sure the core skills of the courses are incorporated into it.
- Lori: I like the concept of using LEP101 and a framework pulling things from LEP 101 and the capstones. There might be too much opposition assessing only the core skills. We have to come up with a way to address all 10. I guess I am with the option A and C combined.
- Jeff: I think for the written communication, we have a dedicated course at a freshman level and a sophomore level and can get rich data from the writing courses to assess. But for the mathematical literacy as an example, we simply bring people to solve math problems.
- Wiji: in math department we give the mathematics' field test for seniors. We could use this.
- Jeff: we could use the major field test and test non-math majors. That could be an option. Would that make sense, Wiji?

- Wiji: yes, but if you don't have a math major, then that will be a problem because they won't be able to do the most of things.
- Jeff: In the chat, is there the option D emerging?
- Teri: there might be one having the option A and C as Lori mentioned.
- Lori: I don't have fully formed one yet. Embedding the outcomes and there is a lot of data we can pull. We have certain areas where we can pull the information and do some comparisons. How can we work more directly to the framework and the rotation cycles for assessing all the goals?
- Jeff: in an ideal assessment world, we would know what average freshmen came in with their understanding, how they are performing during freshmen year and when they are graduating, we can do some comparisons between the level of their freshmen's performance and their senior level performance. I see the options A, B, C and they all have positives and negatives.
- Tony: going back to the math example, if we give students math exams, most of time if you don't use it then you lose it. Senior students who did good at their freshmen year can do worse at their senior year.
- Jeff: would that be bad to find out?
- Tony: what is really telling us? Should students take a math class every year? Is that one we want to do?
- Aimee: waiting until their senior year is too late for some areas? I think we need to be consistence. But I can see Tony's point. Any of these can't be perfect but we have to settle one we possibly can do. We should think what's possible, what is going to be accepted.
- Wiji: for the senior assignment, when they graduate, we have some expectation on their math skills. I think it's a good idea to test.
- Lamine: I agree with the senior exam to assess their performance. Concerns on knowledge depreciation. Do we do this continuously?
- Jeff: structurally we can get together with the programs and with the experts in that goals areas and create new ones or we can keep as simple as we want. But what I am asking here today is to decide which option we will go for.
- Ben: looking at MnTC goals, even some cases in the sub-goals, some of them are out of scope. Some of them are only for major and some of them are transferrable.
- Lori: If we want to prioritize some core skills then we should look at them more frequently. What is the issue with the liberal education? How do we split up and how do we go through? Cycle looking at 10 goals? Some of the goals are easier to assess than other goals and we measure more frequently and for some of the discipline-oriented ones, we can do them in capstone courses. You can do more compare and contrast for problematic findings.
- Jeff: if this groups O.K if I ask Lori to work with Ben together to come up with a cycle so we could share that? We are going to assess all 10 MnTC goals. Would you agree that?
- Teri: Lori, are you aligning all 10 goals with different core skills?
- Lori: out of 10, two are core skills, communication (oral and written) and critical thinking. So, the two of 10 will be aligned with the core skills. There are theme-oriented ones and more discipline- oriented ones.
- Teri: you have all 10 goals in three different categorizations.
- Lori: any others who don't want to do all 10 but focus on the 4?
- Raphael: I am toward to the option B. If you look at several my areas, assessing all 10 goals would be difficult.

- Jeff: all 10 goals wouldn't need to be assessed in Accounting. We will assess 10 goals broadly across the campus and only the goals that match with the learning outcomes for an academic program will be assessed in the academic program.
- Aimee: what the math program is doing in the Math 060 is getting Accuplacer as an assessment.
- Jeff: that a course-based assessment? I think that's really important. Please make sure I get that for the next HLC visit.
- Jeff: Michele, would it help what's happening on the student services side for us to have 10 goals vs. the 4 (oral and written communication, critical thinking and information literacy)?
- Michele: we focus on the MnTC curriculum on that. It would be interesting to track and see what happened with that. We probably see the benefits from it.
- Jeff: are we O.K with assessing as a committee all the 10 goals but want to weight the core skills on more frequent assessment bases than we would do for the remaining goals?
- Aimee: I agree.
- Lori moved the motion.
- Jeff: Lori moved that assessing all the 10 goals and weight toward the core skills and we assess them more frequently.
- Abu seconded.
- Chat used for motion.
- Jeff: the framework for how we are going to assess the liberal education program has passed.
- No other discussion.

Meeting Adjourned at 4:33pm.

Minutes Taken by Yumi Lim