Committee on Institutional Assessment
Tuesday, November 15, 2011
BA-524

Present: Jan Loft, Rhonda Bonnstetter, Jay Brown, Christine Olson, Lori Baker, Wije Wijesiri, and Nadine Schmidt. Absent due to teaching schedule: Tony Amato.
Guest: Betsy Desy

Discussion:
- There was discussion on whether we would be allowed by the HLC **to compress** some of the SMSU Goals into fewer goals. For example, to put two goals together while still showing we accomplish both separate goals? Could we list eight versus 13? We don't know at this time.
- **Assessment Flow Charts**: All are interactive; left side is Reactants, right side is Products; all are a working equilibrium which means if we affect one area it affects all areas. The "ovals" are the Processes, each area has a process. One flow chart shows how it all will be "managed" (Draft model #1 CIA oval at the top) while the other (Draft model #2 LEP oval at the top) will emphasize the LEP Outcomes, the flow from goals through Departments onward to reports and assessment. There was discussion on which flow chart the majority would prefer.
- Would individual course goals be subsumed under Program goals/assessment tools? Yes, because the reactants and the products are all interactive, with equilibrium.
- What about biological feedback, where the product informs the reactants to constantly be reevaluating the goals and whether the assessment tools are the proper tools? The group seemed to like that idea; Jay can edit the flow chart to reflect that pattern.
- What about a template that can help Departments/Programs utilize data from NSSE, CLA, CAT or CMG? This would help the Departments include this information in the five-year self-studies.
- The areas noted above are to be used to assess the University goals? Yes.
- 43% response rate for Seniors and First Year combined for NSSE, in one example, when compared to a cohort school.
- For "University" goals, we are the blanket organization.
- There was discussion on inserting a "box" in the flow chart that reflects the Departments having assessments tools such as NSSE; summary reports and such could be used. This would help show we "close the loop."
- At the end of every year could we have a retreat that used just three or four of the NSSE type questions, maybe in a capstone course, to help collect ready data for the next study? Wouldn't that be in Department Annual Reports? Those Reports could be one of our tools too? Spot check periodically?
- Not everyone "sees" flow charts well; some are "chart brains."
- Are the tools becoming interactive as well?
*** Homework for 11/29: Jay will edit his flow chart to reflect all of today's suggestions. Lori volunteered to convert Jay's flow chart into a grid that will reflect who will do what and when.

See note in red below.

Original SMSU Goals:

1. The primary focus of all activities is to facilitate the learning experience of our enrolled students. All faculty activities, both within and away from the classroom, are designed to enhance the learning environment.
2. It is essential for SMSU to remain current with technological advancements in delivering classroom and laboratory knowledge to assure maximum interest, impact, and retention by our students.
3. Our faculty recognize the evolving environment in which we all live and the need to insure involving students with current information and developments from the world stage.
4. Student involvement in the learning experience is critical for retention, leading to our dedication to pedagogical improvements that have been shown to enhance the learning experience.
5. We are committed to being good stewards of our resources through demonstrating environmental and fiscal responsibility. Moreover, as responsible citizens and good stewards of our resources, we foster actions, programs, and scholarship that will lead to a sustainable future.
6. We maintain and consistently seek to improve a comprehensive system of support services designed to assist our students in any way possible during their tenure at SMSU and on into the next stages of their lives.
7. We believe in the integration of campus and community. We are committed to being responsive to the needs of southwestern Minnesota and recognize that partnerships with community entities provide us with valuable talents and expertise.
8. We value a safe environment for intellectual expression and encourage open and civil communication.
9. We value a campus safe for all members of the university community.
10. We value maintaining and enhancing a physical design to provide access to all members of the university community.
11. We embrace diversity by developing a quality, comprehensive educational environment that fosters interaction among people of all religions, races, ethnicities, sexual orientations, physical abilities, and ages.
12. We foster cultural understanding on campus through social, educational, and administrative interaction with our diverse population of international students. We offer the opportunity to learn about different cultures through participation in our Global Studies programs.
13. We believe that the southwestern Minnesota region provides rich opportunities for learning that go beyond the traditional classroom and lab settings—community-based learning experiences. Therefore, we are committed to creating a variety of applied learning experiences that enhance students' practical problem- solving skills and strengthen their commitment to civic engagement.

Minimization of language and removal of some overlap:

1. Facilitate learning experience of students.
2. Remain current with technology.
3. Provide current information from the world stage.

4. Student involvement in the learning is critical for retention.
5. Good stewards of resources and sustainability.
6. Maintain a comprehensive system of support services.
7. Integrate campus with community.
8. Value a safe environment for university and community
9. Maintain/enhance physical design to provide easy access.
10. Embrace diversity for everyone.
11. Foster cultural understanding
12. Southwestern Minnesota provides rich opportunities for learning and civic engagement.

Combination of appropriate concepts and breakout the main goal

Goal: Facilitate the learning experiences of our students by:

1. Maintain updated technology.
2. Teach current information from the world stage.
3. Be good stewards of resources and sustainability.
4. Maintain a comprehensive system of support services.
5. Provide a safe environment for university and community
6. Maintain/enhance physical design to provide easy access.
7. Embrace diversity and cultural understanding.
8. Integrate campus with community for learning and civic engagement.

Further reduction, reorder in logical sequence, and incorporation into rubric

Goal: Facilitate the learning experiences of our students by: **Jay explained that SMSU Goal One will be met through the items in the grid (as example).**

(X indicates goal met. See enclosed documentation for details)

Activity	Teach current information	Maintain updated technology	Maintain / enhance physical design	Good stewards of resources	Maintain system of support services	Provide a safe campus environment	Embrace diversity	Integrate campus with community

Draft………………………….draft…………………………….draft

SMSU goals and institutional assessment measures of those goals.

				Assessment Measures				
	NSSE	CLA	CAT	CMG	ACT	Alumni Survey	Career services exit survey	IDST 400-level course	FY Seminar survey
SMSU Goals									
Facilitate the learning experience of students									
Remain current with technological advancements									
Involve students with current information & developments from the world stage									
Dedication to pedagogical improvements that enhance the learning experience									
Demonstrate environmental and fiscal responsibility									
Provide a comprehensive system of support services for									

students									
Committed to integration of campus & community									
Value a safe environment for intellectual expression & encourage open & civil communication									
Value a safe campus for all									
Value maintaining & enhancing a physical design to provide access for all									
Foster interaction among people of all religions, races, ethnicities, sexual orientation, physical abilities, age									
Foster cultural understanding									
Commitment to community-based learning experiences									

Draft………………………….draft………………………….draft

SMSU Liberal Education Program student learning outcomes and educational experiences that address each outcome.

SMSU LEP student learning outcomes. Students will…	Academic Programs	Residential Life Experiences	Co-curricular programs	Student Services	other	
understand the techniques and habits of thought in a variety of liberal arts disciplines						
Communicate effectively						
Be creative thinkers able to identify, formulate, and solve problems using interdisciplinary perspectives.						
Be critical thinkers who evaluate information wisely and examine how assumptions and positions are shaped.						
Understand both physical and social aspects of the world and their place in it.						
Embrace the similarities among peoples and appreciate the diversity that enriches the human experience.						
Analyze moral						

judgments and engage in moral discourse.					
Practice responsible citizenship in their local and global communities.					
Continue life-long learning.					
Integrate mind, body, and spirit, the essential elements of a flourishing life.					

Draft model 1
Jay Brown

University goals → **CIA Assessment** [NSSE | CLA | CAT | CMG] → University assessment

Extra/co-curricular goals → Extra- and co-curricula [Assessment tools] → Extra/co-curricular reports

LAC goals → LEP Courses [Course assessment tools] → LAC reports

Dept. goals → Departments [Department assessment tools] → Annual reports

Program goals → Programs [Course assessment tools] → Program reviews