**CIA Meeting**

**Date:    Friday, Sept. 19, 2014**

**Time:   9:00am-10:20am\*\*Note that we will start 30 minutes earlier than last time**

**Room:  BA-524**

**Present: Betsy Desy, Jan Loft, , Alan Matzner, Linda Nelson, Lori Baker, Michael Kurowski, Jay Brown, Monica Miller, Pam Sukalski, Rhonda Bonnstetter, Christine Olson and Sang Jung.**

**Absent:** **Mike Rich, Marcia Beukelman, Wiji Wijesiri, Nadine Schmidt, Scott Crowell, and Laurie Johansen.**

**Guest:** **Teresa Henning.**

**Information Items:**

* Call for new faculty appointments to CIA was sent to Vicky Brockman, 8.29.14: Betsy reminded all again that although their term might expire it is possible to have the term continued. Please contact your bargaining unit for volunteering or appointment.
* Summary of 2011-2014 CIA accomplishments per CIA charge (see below)
  + Post on CIA website. Contact Betsy if you have suggestions for changes/additions.

**Action Items:**

* AHA Team Reports of Sept 6 meeting—Lori, Pam, Jay, Linda: Betsy explained that the CIA budget/accounting showed our account to be almost $100 in the hole. We would not be able to do the assessmet grant and Lunch and Learns; as it turns out, the Provost will supplement.

Teresa Henning explained to the group how the AAC&U/Minnesota Collaboration Project (MCP) fits with the AHA Team’s work. Teresa talked about the type of data she can share from the MCP and how the Teams can/could use the data for their purposes. Teresa explained the “rubric bingo” activity she used, its purpose to show how the Outcomes aligned with the MCP. It started a good conversation on just how close the two endeavors are. Jay Brown shared how a scientist “read” the rubric activity language as being “out of sequence” thus explaining how a scientist would respond differently than those in the Liberal Arts or Social Sciences would. Teresa was able to receive the stamp of approval on the IRB proposal for the MCP. With the approval granted, Teresa contacted all faculty that had expressed an interest to participate in the MCP project; they next need the signed consent forms followed by the random sample of students. The MCP endeavor is moving forward.

AHA Communication Outcome 2: Jay Brown reported AHA Communication has created a grid that is simple; it will be posted on the t-drive. It will note the courses that meet this Outcome; people can then go to the file for the materials that contain the information. If someone would want to know the courses that cover the Outcome, or go for more information, they would go to the folder. It will not be hyper-linked. Faculty have noted they have been asked two or three times for information that is already on the t-drive, and have said please stop asking, so the AHA Team will data mine for this information on their own. It was noted that not everyone placed their pertinent materials in well-organized folders; things are sprinkled here and there. Data mining may be more difficult than the Outcome 2 team realizes. It seems to be confusing what has been provided up to now, and/or where it is located (t-drive), etc. Faculty may be confusing what this AHA Team is seeking and what the faculty think they have already provided. Teresa Henning suggested they take/use the raw data she will have collected on writing samples, available by December. The process on assessment was discussed. For example, is “pre and post” year after year evidence of assessing if students are doing well and achieving the Outcome? Jay Brown will take ideas and suggestions back to his Team; inter-reader reliability was also mentioned during brainstorming on how to deal with the writing samples from the many areas that Teresa will have collected later this semester. Writing is one of the hardest areas to assess; writing products and portfolios must be evaluated carefully.

Linda Nelson AHA Team Creative Thinking reported they are scheduled to meet on the 25th. They hope to contact the other people to see if they wish to update their status, meaning the list from Tony Greenfield showing 1, 2 or 3 as the level of “assessment in progress” or with “some results” or in a “readable form” and maybe having done something with the assessment information. They hope to learn if Programs have been progressing with assessment.

AHA Critical Thinking Lori Baker reported the Team has not met yet. They want to pose a list of objectives as a survey to the faculty to learn which objectives their courses actually get at. The whole group that met September 6th thought that was a good way to go about it. They are still talking about what they have yet to track down and what to do with the LEP-400s. They too will likely use the data from Teresa’s collection.

* Tentative CIA meeting time with HLC reviewers-- Monday, Oct. 20, 2:30-3:30pm
  + Preparation for meeting—Lori Baker: Lori put the CIA through a practice quiz of questions that will likely be asked when the HLC meets with the CIA. Lori conducted an extensive practice session on questions and answers, perspectives and thoughts.
* Action Plan for FY15
  + Identifying and prioritizing tasks
    - Revise the Senior Seminar survey (request from Alan Matzner): Betsy learned from Pat Carmody what SMSU students had to do in order to graduate; there are three different surveys to complete with two of the surveys actually having a lot of the same questions. We have surveys that do not collect what we really need to know. Question: What are the five or ten questions you would want to ask a graduating senior as they leave SMSU? What do you want to track? Alan Matzner thinks the current Senior Survey is far too long and asks for bio data that we already know. Some of the surveys are almost 60 questions and a reader can tell when the student just checks out, hits survey fatigue. Alan suggests it is time to rethink the survey and try to design something that is useful, effective and efficient. **Each person should think “what is the one question I would like to know.”**

This Senior Survey is/was mandatory to receive the diploma but yet we have students not taking the survey and thus did not get a diploma as a result; it has been waived as mandatory. It is deployed on-line which has created some problems. The (1) Student Engagement survey has 51 questions; the (2) Follow- Up survey is aimed at employment and asks about continuing education; this survey asks about 15 questions; it goes to MnSCU and is MnSCU required. The other survey is the (3) Senior Survey which asks 10 questions that are the same questions as the Follow-Up survey and then asks about 34 and many more questions under sub-divisions. What about the Program Review surveys from students that Programs generate? There is no connection. What are the other schools doing?

What about questions about the 10 Outcomes? Should we aim for a February deadline for an edited version? It was thought that might be too late because it needs to go through vetting and approval process. It would be nice to have it ready to administer in the spring of 2015

**Please send your question to Alan prior to the next meeting.** The Civic Engagement survey is the longest running continuous survey we do at SMSU and it does have valuable data and assessment purposes.

* + - Develop Academic Program Annual Assessment Report (APAAR) template
      * proposed template from Northern Arizona University
    - Assessment mini-grants—continue to offer? It seems as though we might be able to do so now that we will have a budget supplement. The first deadline is October 1st. Monica Miller will send out a reminder to SMSU Today.
    - Lunch and Learns—continue to sponsor, if so, what topics?

**Committee for Institutional Assessment (CIA)**

**Summary of Activities for 2011-2014**

The following table highlights the activities per CIA charge from 2011-2014.

CIA Mission: The Committee for Institutional Assessment (CIA) coordinates, assists, and supports a university-wide program of evaluation and feedback to enhance institutional effectiveness. To this end, the committee is charged with

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| **CIA Charge** | **Activity** | **Date(s)** | **Status** |
| **fostering a university-wide culture of assessment** | **Lunch and Learn:** purpose is to inform the campus community of assessment-related activities and stimulate interest in on-going institutional assessment. L&L’s are open to faculty and staff.  **Assessment mini-grants:** facilitate success in assessment activities at all levels across campus.  Model Assessment Plans, Assessment Tools & Measures, and Rubrics are posted on CIA webpage.  Discussion of developing template for Program/Department assessment of student learning that can be included in Department Annual Reports  CIA collaborates with Student Affairs in collection and dissemination of National Survey of Student Engagement data (NSSE)  Discussion of potential collaborative efforts between CIA and College Now (CN) committee  Assessment Day was added to academic calendar—CIA and LEP provide assessment-related information to faculty | 2012: Oct. 18, Nov. 1  2013: Feb 7, Feb 21, Oct. 23,  Nov. 7  CIA has established three rounds of grants annually, Oct. 1, Dec. 1, March 1.  2011  2013  FY13  FY14  2013 was first calendared Assessment Day | On-going  On-going  Updating is on-going  Collection of template models from other institutions are on-going  FY15 is next schedule NSSE data-collection  CN committee is scheduled to be restructured in FY15—discussion will resume afterwards  Assessment Day is calendared for FY14 and FY15 |
| **developing, implementing, and reviewing a comprehensive university assessment plan** | Revised CIA membership to include academic affairs, students affairs, and staff representation  Developed institutional assessment flow chart depicting CIA interaction with academic programs & departments, Liberal Education Program, and extra-/co-curricular events  Revised CIA charge to clearly define its role in institutional assessment—posted on website  Discussions of ways to align Student Affairs assessment activities/results with Academic Affairs  Discussions of identifying specific methods/processes that will result in ‘closing the loop’ on the institutional assessment flow chart  CIA committee reviewed all academic programs’ ‘Assessment Plan and Results’. Future plans include a written response from CIA to each Department on its assessment plan and results. | 2012  2013  2014  2012  2013  Spring 2014 served as pilot of CIA’s process in reviewing Department Assessment Plans and Results | Completed  Completed-on CIA website  Completed  On-going  On-going  A written response from CIA to Departments will be completed in FY15 |
| **articulating and disseminating assessment results to the campus community that serve to enhance the university’s ability to achieve its goals and outcomes** | Assessment mini-grant awards are posted on CIA webpage  Lunch & Learn presentations, *Undergraduate projects as a high impact teaching technique* and *Civic engagements at SMSU: ‘Being the Change’* are posted on CIA webpage.  CIA minutes posted on webpage  NSSE results posted on CIA webpage | 2012  2013  2011—present  2011 and 2013 results available | On-going  On CIA webpage  On-going  2014 results will be posted |
| **collaborating with the Liberal Education Committee and Strategic Planning Committee on all aspects of assessment related to campus infrastructure** | Assessment Day was added to academic calendar—CIA and LEP provide assessment-related information to faculty  CIA co-chair and Assessment coordinator added to institutional Strategic Planning Committee  CIA is participating in AAC&U/Minnesota Collaborative Project of using VALUE rubrics to assess student learning in identified LEP outcomes | 2013 was first calendared  Assessment Day  2014  Projected slated to begin Fall 2014 | Assessment Day is calendared for FY14 and FY15  Aligning strategic planning process with CIA goals is on-going  Fall 2014 is a pilot year followed by another year of assessment |
| **supporting on-going HLC accreditation efforts** | **Lunch and Learn:** purpose is to inform the campus community of assessment-related activities and stimulate interest in on-going institutional assessment. L&L’s are open to faculty and staff.  **Assessment mini-grants:** facilitate success in assessment activities at all levels across campus.  CIA committee reviewed all academic programs’ ‘Assessment Plan and Results’. Future plans include a written response from CIA to each Department on its assessment plan and results. | 2012: Oct. 18, Nov. 1  2013: Feb 7, Feb 21, Oct. 23,  Nov. 7  CIA has established three rounds of grants annually, Oct. 1, Dec. 1, March 1.  Spring 2014 served as pilot of CIA’s process in reviewing Department Assessment Plans and Results | On-going  On-going  A written response from CIA to Departments will be completed in FY15 |