CIA Meeting Minutes

Date: Friday, November 6, 2015
Time: 9-10:15 a.m.
Room: BA 524

Present: Teresa Henning, Michelle Beach, Marcia Beukelman, Monica Miller, Joyce Hwang, Pam Gladis, Kathy Schaefer, Jan Loft, Maureen Sander-Staudt, Alan Matzner, Dwight Watson, Scott Crowell, Nadine Schmidt

Information Items:
- Remaining meeting days and times for the fall semester; 9-10:15 these Fridays: 11/20, 12/4, possible meeting during finals week? TBA On 11/20, the retention workshop starts at 8:30 that morning – 4 people from the CIA will be at that workshop. Dr. Watson suggested that the CIA go ahead and meet as planned.
- Request for update from BEPS Dean on Adobe Connect or similar for future meetings
- We still need more members for the AHA Moral Reasoning Team. We have been really struggling to find someone. Teresa asked Michelle to try to find someone from Education for the team. Kathy will provide direction for the people on the team.
- The mini-grant for Nursing has been approved.
- The Assessment Academy is working on its project. A discussion of the CIA's role in this project will take place soon at an upcoming meeting.
- Cindy Aamlid is the new Minnesota Collaborative Project coordinator. Teresa met with other Minnesota schools about phases 2 and 3 of the project. Cindy will have an update for us soon (at the 11/20 meeting). Six AAC&U learning outcomes (5 of which are loosely related to our LEP areas) will be the focus of the work for the next 2 years. The outcomes are: critical thinking, written communication, quantitative reasoning, civic engagement, diversity, and ethical reasoning. We've been given money for year 1; if we turn in artifacts will get money for year 2 ($15K per year). This project will help provide data for our LEP assessment. It was discussed that there needs to be an official announcement campus wide regarding Cindy as the new coordinator.
- The MCP data from last year has come back. Faculty who participated in the project will receive data first at a lunch meeting on 11/13 (participating faculty are being treated to lunch). Advice is needed about how and where to present the data to campus (possibly in January). Also, there are some important caveats about how data can and cannot be used. MnSCU and the AAC&U have concerns re: using this data in our overall assessment for the following reasons: it is not generalizable (not for making big changes or decisions), not representative (only 75% match when compared to IPEDS), and not comparable (institutions too different). Most of the other participating institutions in the same boat in this regard. Still, we did this project in good faith and can learn from it for the second

year to get some data we can use. What can we learn from it? One example is that it may provide ideas for new on-campus assessment projects.

- Emily Deaver and Maria Kingsbury have been working on a research project with the Undergraduate Research Conference and Teresa has been consulting. The project has two aspects. First, the project wants to capture what students gain from being a part of the conference. Teresa, Emily, and Maria have developed a set of reflection questions inspired by the book Creating Self-Regulated learners. They have asked 4 classes to pilot these questions with their students in hopes of generating qualitative data that will allow them to discern what impact this conference has on student learning.
- The second part of the project addresses how awards will be made at the conference. The awards are coordinated by Emily Deaver and Maria Kingsbury; Teresa has been consulting. This year, the judges will use the SMSUFA approved Oral Communication Rubric minus the criteria that do not apply. Teresa will conduct a norming session with the judges training them in the use of the rubric. Teresa noted the oral communication rubric is excellent and will work well for these awards. If this process works, for future URCs, they will train a range of people to use the rubric at the conference which will provide useful assessment data.
- Teresa is also consulting in other areas in her role as assessment coordinator and will bring forward any issues or projects that would be of interest to the entire committee.

Action Items:
- Review and revise strategic plan for addressing HLC concerns (Teresa to provide document) Teresa noted that this is to be a session for brainstorming only. This document will not be part of the overall strategic plan; this is more our own nitty-gritty work plan. In the interest of time, Teresa asked everyone to remember the ARMS method for revision – structure discussion around what to add, remove, move, or substitute. If there is something you want changed, you must offer a concrete revision.
- Discussion of Chart 1 re: the AHA report process (Teresa) – Tony Greenfield has done a great job summarizing and reporting information from the AHA reports thus far. There was discussion regarding documenting the partnership of the CIA and the LEC. Ideas included providing access to the minutes from the CIA; a form for recording feedback on the AHA reports. Would there be one form for all or a separate form for each? Consideration: No team leads to date have had training in assessment, consequently there are different approaches and incomplete data (need cooperation). The reports have gone to SMSUFA on a solely FYI basis. Each report includes recommendations for action. We need a process for making decisions about those recommendations – yes, we'll do this or not. Several of the reports raise similar recommendations based on similar problems. We are hoping when all reports are in, we can have a discussion of overall recommendations and start making determinations. Which committees carry action? CIA, LEC, Curriculum. Dr. Watson suggested trying not to create another set of structures, but to operate within the existing system of action committees. Some would involve individual

departments and programs, which is the reasoning for including faculty in the process. Will the feedback form assist? The work of committees is to do the work and then share – they don't need to share all information, just the recommendations, or maybe just a summary of findings that relate to the recommendations. Teresa will bring a draft of the feedback form to the 11/20 meeting. She will likely base the form on samples from the assessment academy.

- Discussion of Chart 2 re: consistency in assessment (Joyce and Kathy) – Identify which programs and what they're doing well and what needs work. Although the content may be different from program to program, good structures can be mimicked. There was a suggestion to change 'benchmark' to 'exemplar'. There was discussion of 'benchmark' for measuring above or below vs. 'benchmark' as standard, and the variations in meaning among baseline, benchmark, and exemplar. There was a suggestion of 'Standard benchmark'. There was discussion about various terminology and style issues. There was discussion of models, noting that one size doesn't fit all and that we need to keep emphasizing that. It was noted that lack of peer review is also an HLC concern. Some noted faculty concerns with peer review and how some people will react (as if feeling they are being told what to do). If we can continue to emphasize that we are addressing HLC concerns, that can help with acceptance. Keeping terms consistent helps with clarity. There was a suggestion for a separate document defining terms. There was discussion of 'peer feedback' vs 'peer review'. It was suggested we keep a list of codified terms. It was noted the 'Credentialing' item belongs in the larger strategic plan. There was a discussion about credentialing in assessment and what this means. MnSCU requires community and technical college faculty to have credentialing in assessment, curriculum development, syllabi and course set-up. There was discussion re: changing the culture of the organization; if we focus on new people coming in, especially right out of grad school, that can help bring in new culture. The credentialing course could be 1 credit at the graduate level, or a one-credit graduate seminar for few days prior to Professional Development Day. That would mean adding duty days; what would be the potential reaction and cost? Discussion of different delivery ideas. Tuition waiver would cover the cost to the faculty member. Discussion re: making it a recommendation as opposed to requirement. It would provide a foundation for those coming in and the certificate would be something they could take with them. The existing course is offered twice in summer in different locations, and online in the fall. There is discussion of a revised Center for Teaching and Learning; this project might fall in under that initiative. (Strategic Planning Goal 1 Teaching and Learning committee)
- Discussion of Chart 3 re: LEP assessment (Pam and Nadine) – This item has similarities to current the current LEP assessment process and the Assessment Academy process. The key features of this chart are a system to reliably collect evidence, and a system to report changes made as a result of assessment (closing the loop).

- Discussion of Chart 4 re: SLOs and assessment plans (Monica and Jay) – This chart is also related to the Assessment Academy. Professional Development Day as a place to do this work is a good idea. There was discussion of how to create a place to access information (data repository).
- Discussion of Chart 5 re: faculty involvement and shared data and decision-making (Marcia and Maureen) – This chart proposes Professional Development Day or similar event, as well as program meetings prior to semesters as likely places to share data and make decisions. There would need to be some way to report out the results, possibly a form.
- Discussion of Chart 6 re: shared data, graduate assessment – (Provost Watson and Dean Loft) – The Strategic Planning Academic Plan Work Group committee voted this item down so it won't be in the final strategic plan. It can still be used in practice. This chart discusses using Annual Reports to collect assessment information. There was discussion of a 'Data Day' separate from Professional Development Day or Assessment Day. These activities should be part of Assessment Day or Professional Development Day, and within those days focus on data, presenting and analyzing it at the institutional level.
- Update from Alan about first-year survey and issues with participation – This item was tabled until the December 4 meeting, due to many committee members needing to leave to attend the Connecting Campuses and Colleagues event.

The meeting adjourned at 10:15 am.

Respectfully submitted,

Nadine Purvis Schmidt
Associate Professor of Theatre