NSU Assessment Committee Membership
2009-10

Dr. Pamela Fly	Education	Committee Chair
Dr. Mark Giese	Academic Affairs	NSU Director of Institutional Research
Ms. Kendra Haggard	Liberal Arts	Member
Dr. Tom Jackson	Academic Affairs	Assistant VP, Dean, Graduate Studies
Dr. Fritz Laux	Business & Technology	Member
Dr. Darryl Linde	Science & Health Prof	Member
Dr. Barbara Ray	Education	Member
Matt Reece	NSGA Student Rep	Member
Dr. Bernard Schuman	Liberal Arts	Member
Dr. John Schleede	Business & Technology	Member
Dr. Roger West	Optometry	Member

Previous Description

ASSESSMENT

Membership: Nine members with representation from each college and the graduate college. Chaired by the Assessment Coordinator. One student appointed by the Northeastern Student Government Association.

Function: This committee monitors the four level assessment program at Northeastern State University and makes recommendations for changes in the assessment program. This committee is also involved in sharing results of assessment on campus and developing action plans to use assessment results for the improvement of education at NSU. The committee will serve as a resource to academic units regarding assessment activities. This committee reports to the Vice President for Academic Affairs.

Meetings: Monthly. At least quarterly. Minutes should be sent to the Vice President for Academic Affairs.

Proposed Update

STUDENT LEARNING

Membership: Fifteen (or 16 with student rep) members with representation from each college and the graduate college. Representation includes faculty representatives, college Student Learning Coordinators (ex officio), one student appointed by the Northeastern Student Government Association, and the NSU Director of Institutional Research (ex-officio). The committee chair is appointed by the Provost or President's office.

Function: This committee monitors the four-level assessment program at Northeastern State University and makes recommendations for changes in the assessment program. This committee is also involved in sharing results of assessment on campus and developing action plans to use assessment results for the improvement of education at NSU. The committee serves as a resource to academic units regarding assessment activities. This committee reports to the Provost / Vice President for Academic Affairs.

Meetings: The committee typically meets twice per semester or more frequently if required. Minutes are sent to the Provost's office for campus dissemination / distribution.

From Assessment to Student Learning
College Assessment Team meetings
Spring 2010

Session Overview
       (Tadlock, Bahr, Fly)
- Why are we here?
- What would we like to accomplish?

Paradigm Shift Discussion

Discussion Prompts – Student Learning & HLC

Overview of current NSU assessment activities
- General Education assessment
- OSRHE program review & reports – College & program efforts

Discussion Prompts – Strengthening our Measures
- What are your frustrations with our current processes for collecting and analyzing data?
- What would you like to know about student learning that our current processes do not yet provide?
- What are your ideas for improving our assessment processes and making data more accessible?
- What actions would help us reach those goals?

Next Steps

Assessment Processes Audit

Page 1 of 2

The NSU Assessment Committee is in the process of developing a status report on the state of assessment at NSU. In order to complete that audit, we will need your input as "Program Champion" or Department Chair. Please respond to the following questions. Please complete a survey for each departmental program.

Contact / General Information

*Program Name

*Department

*College

*Name of person completing this survey

*Does your program have learning outcomes?
"Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are measurable and are usually expressed as knowledge, skills, or attitudes."

If you have learning outcomes, please access the Assessment Committee Blackboard space and upload those there.

○ Yes

○ No

If the answer is no, please provide a statement explaining where the program faculty are on developing program outcomes.

Next >>

Assessment Processes Audit

Page 2 of 2

How are student learning outcomes communicated to students, faculty and other constituents?

Check all that apply.

☐ Syllabi

☐ Program Handbooks or other documents

☐ Program / Department Website

☐ University Catalog

☐ Other, please specify [_____]

How are student outcomes measured in your program?
Check all that apply. In the space provided on Blackboard, indicate which outcomes are measured through each method.

☐ Course/Program entry requirements (e.g. computer literacy must be demonstrated prior to enrolling, credentialing tests, GPA requirements)

☐ Course embedded assessment (outcomes attached to a class with measurement of accomplishment incorporated into the class.)

☐ Stand Alone Tests (e.g. ETS Major Field Tests, CPA test, other credentialing tests) Student passage DOES NOT impact degree or course grades

☐ Program Exit Tests (e.g. OK Certification Tests, other credentialing tests). Student passage DOES impact degree or course grades

☐ Program level performance assessments (e.g. portfolio, capstone paper or project, etc.)

☐ Pre and Post Tests

☐ Other, please specify [_____]

Considering the assessment methods discussed in the previous item, please indicate how often you aggregate and review data for the measures represented.

	Every time or section the course is taught	Every semester	Every academic year	When needed for external review	Have not yet aggregated data	Other
Course/Program entry requirements (e.g. computer literacy must be demonstrated prior to enrolling, credentialing tests, GPA requirements)	○	○	○	○	○	○
Course embedded assessment (outcomes attached to a class with measurement of accomplishment incorporated into the class.)	○	○	○	○	○	○
Stand Alone Tests (e.g. ETS Major Field Tests, CPA test, other credentialing tests) Student						

passage DOES NOT impact degree or course grades	○	○	○	○	○	○
Program Exit Tests (e.g. OK Certification Tests, other credentialing tests). Student passage DOES impact degree or course grades	○	○	○	○	○	○
Program level performance assessments (e.g. portfolio, capstone paper or project, etc.)	○	○	○	○	○	○
Pre and Post Tests	○	○	○	○	○	○
Other	○	○	○	○	○	○

What process(es) are in place to incorporate this feedback for curriculum and program improvement?

Do you use assessment data:

☐ a. As a diagnostic tool to determine student placement in the program. If so, which measure(s) serve this purpose?

☐ b. As a formative (i.e. student development) tool to monitor student performance related to learning outcomes. If so, which measure(s) serve this purpose?

☐ c. As a summative tool for determining grades or student achievement of learning outcomes? If so, which measure(s) serve this purpose?

☐ d. As a means of evaluating program quality or guiding program improvement? If so, which measure(s) serve this purpose?

☐ e. Other purposes of assessment?

☐ Other please specify

How do you document changes that result from assessment data analysis? Where is that documentation located?

What can the Assessment Committee do to assist you in establishing program outcomes, developing appropriate measures, and "closing the loop" to incorporate assessment in program improvement?

Finish

# Assessment Processes Audit

Thank you for taking the survey.

Next >>

NSU Assessment Processes Audit
January, 2010

Survey distributed January 18 – 30,2009. Respondent n=48.

Does your program have learning outcomes?
(48 Responses)

Option	Count	Percent
Yes	40	83.3
No	8	16.7
Total:	**48**	**100.0**

If the answer is no, please provide a statement explaining where the program faculty are on developing program outcomes.
(48 Responses)

Not sure precisely what "learning outcomes" means in this context. We may have them under a different name.
Faculty are discussing program outcomes
We may have them, but I've never seen them. I'm in my second year as the program director.
We have two types of learning outcomes - those on the syllabus specific to a course and those dictated by NAEYC and the State of Oklahoma in the form of standards.
January 29, 2010, marketing faculty will spend all day developing and completing program outcomes concepts and instruments.
The learning outcomes are given in each course syllabus.
The dietetics program has written learning outcomes as part of accreditation. The Human Development and Early Care do not have them as detailed. There are a few very general learning outcomes for the HFS students as a whole.
There is no organization with responsibility for establishing formal outcomes for the discipline. The political science faculty are in the process of developing our own outcomes, along with a new assessment instrument.
PLANNING STAGE
We have various iterations of learning outcomes produced as part of other reports. We still need to formalize them.
Re-evaluation of past program outcomes is in process. The psychology assessment committee developed new psychology content and satisfaction instruments and initiated their use fall 2009. Analysis is ongoing.

How are student learning outcomes communicated to students, faculty and other constituents?
(43 Responses)

Option	Count	Percent
Syllabi	35	81.4
Program Handbooks or other documents	18	41.9
Program / Department Website	15	34.9
University Catalog	5	11.6
Other, please specify	10	23.3
Total:	**83**	**100.0**

How are student outcomes measured in your program?
(44 Responses)

Option	Count	Percent
Course/Program entry requirements (e.g. computer literacy must be demonstrated prior to enrolling, credentialing tests, GPA requirements)	12	27.3
Course embedded assessment (outcomes attached to a class with measurement of accomplishment incorporated into the class.)	28	63.6
Stand Alone Tests (e.g. ETS Major Field Tests, CPA test, other credentialing tests) Student passage DOES NOT impact degree or course grades	16	36.4
Program Exit Tests (e.g. OK Certification Tests, other credentialing tests). Student passage DOES impact degree or course grades	11	25.0
Program level performance assessments (e.g. portfolio, capstone paper or project, etc.)	23	52.3
Pre and Post Tests	12	27.3
Other, please specify	8	18.2
Total:	**110**	**100.0**

Considering the assessment methods discussed in the previous item, please indicate how often you aggregate and review data for the measures represented.
(36 Responses)

-	Every time or section the course is taught	Every semester	Every academic year	When needed for external review	Have not yet aggregated data	Other
Course/Program entry requirements (e.g. computer literacy must be demonstrated prior to enrolling, credentialing tests, GPA requirements)	3 (6.98%)	7 (16.28%)	4 (9.30%)	1 (2.33%)	9 (20.93%)	3 (6.98%)
Course embedded assessment (outcomes attached to a class with measurement of accomplishment incorporated into the class.)	17 (39.53%)	11 (25.58%)	0 (0.00%)	0 (0.00%)	7 (16.28%)	1 (2.33%)
Stand Alone Tests (e.g. ETS Major Field Tests, CPA test, other credentialing tests) Student passage DOES NOT impact degree or course grades	0 (0.00%)	8 (18.60%)	5 (11.63%)	3 (6.98%)	5 (11.63%)	5 (11.63%)
Program Exit Tests (e.g. OK Certification Tests, other credentialing tests). Student passage DOES impact degree or course grades	1 (2.33%)	4 (9.30%)	3 (6.98%)	2 (4.65%)	8 (18.60%)	4 (9.30%)
Program level performance assessments (e.g. portfolio, capstone paper or project, etc.)	8 (18.60%)	8 (18.60%)	5 (11.63%)	0 (0.00%)	7 (16.28%)	2 (4.65%)
Pre and Post Tests	7 (16.28%)	6 (13.95%)	2 (4.65%)	0 (0.00%)	7 (16.28%)	2 (4.65%)
Other	2 (4.65%)	2 (4.65%)	0 (0.00%)	0 (0.00%)	5 (11.63%)	1 (2.33%)

What process(es) are in place to incorporate this feedback for curriculum and program improvement?
(45 Responses)

I go over missed answers and determine in which area of geography student need is greatest.
none
Discussion among faculty.
Not sure.
The reading department regularly examines the results of data and adjusts as needed based on the data.
Just beginning this - different departments are at different places in this process
None
Entry requirements are evaluated by all faculty in the corresponding area. OK Certification gives a good general view of outcome in the area. Curriculum is assessed by the faculty every fall semester, and appropriate changes to the curriculum are made.
Faculty meetings.
There are none.
The data is aggregated and shared with the ECED faculty. Changes are made as indicated by the data. Sometimes that means a change in assessment, sometimes a change in the assignment and sometimes a looking at revamping the program. All procedures required by the university are followed when the program itself is modified.
NCATE Program Review, annual faculty review
Program Review
I meet with other program coordinator and department chair to discuss changes, revisions, additions to curriculum.
I meet with other program coordinators and the department chair to dicuss changes, revisions, or additions to curriculum.
A faculty review of data as/when collected at monthly program faculty meetings.
Data are distributed to faculty every semester. Data are discussed in program meeting and are part of the basis for curriculum changes.
Developing assessment standards
None formal.
Verbal communication
Assessment meetings every fall and spring semesters
The results of the capstone competency test are evaluated at the end of each academic year and reviewed by faculty.
We evaluate the capstone evaluation results at the end of the academic year.
We have only offered the capstone course once in the program's history (it is a new major). We are evaluating the results, but need to compare the results against future capstone evaluations.
We evaluate the written comprehensive responses to determine strengths and weaknesses of the program.
Reviewed each year by a Curriculum Committee.
This is a small department and faculty regularly communicate about curriculum improvement.
Reflection and the program submitted at end of program
HCA coordinator will keep files of assessment for future reference
Program faculty discuss assessment data annually and use the results to inform curriculum revision.
Annual assessment data from CPCE(exit exam).
Department meetings
self study for accreditation
Each semester I request a data analysis from IR that gives feedback on gains in learner outcomes.
RUBRIC FOR CAPSTONE,
While we don't have any formal processes, course embedded assessment is used in a general way to determine if the students are learning information relevant to the particular course. This allows for potential curriculum adjustments as needed.
External Reviews and Yearly Assessment Reports
to be determined
The principles in charge of each course in the major core meet to re-evaluate the results after each semester

Do you use assessment data:
(42 Responses)

Option	Count	Percent
a. As a diagnostic tool to determine student placement in the program. If so, which measure(s) serve this purpose?	7	16.7
b. As a formative (i.e. student development) tool to monitor student performance related to learning outcomes. If so, which measure(s) serve this purpose?	13	31.0
c. As a summative tool for determining grades or student achievement of learning outcomes? If so, which measure(s) serve this purpose?	21	50.0
d. As a means of evaluating program quality or guiding program improvement? If so, which measure(s) serve this purpose?	35	83.3
e. Other purposes of assessment?	3	7.1
Other please specify	5	11.9
Total:	**84**	**100.0**

How do you document changes that result from assessment data analysis? Where is that documentation located?
(45 Responses)

I don't document changes.
Annual reports sent to NSU Assessment Office
Do not understand the question 12. Question 11 provided no space to answer question.
None
Changes resulting from assessment data analysis are recorded electronically and in hard copy, kept with the Program Chair.
We are working on a clearinghouse space to store the data which is easily accessible and useful for generating reports.
Results of the entrance exams are compiled in the office of the Department. It is located with the department secretary, Judy Dunkin.
Through CEPE.
Minutes from ECED program meetings. The Program Chair and Pam Fly have those minutes.
This documentation is located in the rationale statements of our recent program changes. It is also located in I/linded/Departmental Business/Curriculum
I/linded/departmental business/program review
I document that information in end of semester reports to the department chair and other program coordinator.
We document this information in our semester reports to the department chair and other program coordinator.
By making changes to our program and moving these changes through the committee and administrative approval process of programmatic changes which will be recorded in the Graduate Catalog and in our Handbook and program forms.
Annual reports by assessment committee are submitted to the Assessment office. I presume these reports are on file in that office. I have copies of the last four report on my laptop.
Developing assessment standards
Department Office
committee minutes
Meeting minutes and curriculum changes.
Meeting Minutes and Curriculum Changes

Meeting Minutes and curriculum changes.
Program data is stored on an external hard drive. If program changes are needed, then those are discussed in departmental meetings and curriculum changes are formally proposed to the Teacher Ed Council and CEPC.
Assessment report
We use assessment data to improve our selection procedures and our curriculum.
Submit report annually and keep records in 210B BT
little documentation other than verbal discussions
student individual file, HCA program file, Office of HCA coordinator
We have not been using the data well.
Proposed curriculum revisions contain the rationale which prompted the proposal. Assessment reports, "I Drive I:Linded\department Business\Assessment
Annual assessment report on the Counseling Psychology Program and changes are reflected in the course objectives with specific courses targeted based on data results.
In the past, the impact of program and course changes has been documented with assessment results.
Student Guides
Pre and Post testing instruments are used and results kept in my office.
We don't have a formal documentation process.
In Five Year Reviews. In Departmental office.
to be determined
We prepare reports which are forwarded to Dr. Giese's office at the end of each year

What can the Assessment Committee do to assist you in establishing program outcomes, developing appropriate measures, and "closing the loop" to incorporate assessment in program improvement?
(45 Responses)

Get students to take test in the first place.
Provide guidance on how this is done at other schools.
Provide info on what other schools are doing.
N/A
We have a very young and inexperienced assessment committee. Any available training would be appreciated.
We need an assessment method and a data aggregation process.
Keep on top of these issues using this questionnaire.
It would help us to see examples from other programs.
Send someone in person to see what we are doing and give suggestions/ be available for questions.
suggest improvement
We would like to be able to track the percentage of students who were enrolled in developmental reading graduate from NSU. We would like to implement a fair assessment for international students (ESL); historically, ESL students have been assessed with the same tests as native speakers. Other colleges and universities use specific ESL testing.
We would like to be able to determine how many of the students enrolled in writing enhancement graduate from NSU. We would like to incorporate an ESL pre-CPT for international students.
Not sure.
If we have problems or questions, we'll contact you after next week.
It's a time issue -- four classes and two new preps, lots of service work and my limited time for research.
Encourage students to take assessment examination.
unknown at this time

	provide information/training on modes of collecting and assessing data. Provide feedback on assessment reports submitted annually.
	Establish a shared database and report template.
	I will pass this question on to the Chairman of our Curriculum Committee.
	Not sure
	Provide a college level repository where changes could be documented.
	Provide examples for each of the forms of assessment and give guidelines as to how the assessment committe would like to see these documents filed
	We are working on that right now.
	Assistance in collecting data and writing results in an electronic format to increase accessibility.
	Continue to have the appropriate statisticians available to read the data and analyze the results.
	I'm not sure the Assessment Committee necessarily needs to do anything to help us at the program level. We need to do work internally to establish processes.
	to be determined

Program Name
(48 Responses)

	Environmental Science
	Geography
	BBA Business Administration
	Environmental Health & Safety Management
	Accounting major
	Financial planning major
	Master of Reading/Literacy
	BBA Core
	Social Work
	Music
	HHP and HPE
	Higher Education Administration & Services
	Master's in Communication Arts
	ECED
	Mathematics Education
	Mathematics
	Reading Enhancement
	Writing Enhancement
	School Administration
	Biology
	Marketing
	Entrepreneurship
	Geography
	Nursing
	B.S. in Criminal Justice
	B.S. in Criminal Justice: Legal Studies Option
	B.S. in Criminal Justice: Homeland Security Option
	M.S. in Criminal Justice
	Theatre
	Social Studies Education
	Master of Arts in English
	Chemistry
	O.D.
	Human and Family Sciences
	library Media and Information Technology
	Health Care Administration
	Hospitality and Tourism
	School Counseling
	Computer Science
	Counseling Psychology
	Political Science
	Medical Laboratory Science

	Anatomy/Physiology
	ART EDUCATION
	Mass Communication
	American Studies
	Psychology Undergraduate
	Management Major

Department
(48 Responses)

	Natural Science
	Social Sciences
	Business Administration
	Information Systems & Technology
	Accounting and Finance
	Accounting and Finance
	Curriculum & Instruction
	BBA Core
	Social Work
	Performing Arts
	HK
	Educational Foundations & Leadership
	Communication
	C&I
	Mathematics/Computer Science
	Mathematics and Computer Science
	Languages and Literature
	Languages and Literature
	Educational Foundations and Leadership
	Natural Sciences
	Business Administration
	Marketing and Management
	Social Sciences
	Health Professions
	Criminal Justice and Legal Studies
	Criminal Justice and Legal Studies
	Criminal Justice & Legal Studies
	Criminal Justice & Legal Studies
	Communication, Art, and Theatre
	Social Sciences
	Languages & Literature
	Natural Science
	Optometry
	Health Professions
	Curriculum and Instruction

	Bus Adm
	Business Administration
	Psychology & Counseling
	Mathematics and Computer Science
	Psychology & Counseling
	Social Sciences
	Natural Science
	Health & Kinesiology
	ART
	Communication, Art & Theater
	Social Sciences
	Psychology & Counseling
	Management

College
(48 Responses)

	Science and Health
	Liberal Arts
	Business and Technology
	Business & Technology
	Business and technology
	Business and technology
	College of Education
	Business & Technology
	Liberal Arts
	Liberal Arts
	COE
	Education
	Liberal Arts
	Education
	Science and Health Professions
	Science and Health Professions
	College of Liberal Arts
	Liberal Arts
	Education
	Sciences and Health Professions
	Business and Technology
	Business & Technology
	Liberal Arts
	Science and Health Professions
	Liberal Arts
	Liberal Arts
	Liberal Arts
	Liberal Arts
	Liberal Arts

	Liberal Arts
	Liberal Arts
	Science and Health Professions
	Optometry
	Science and Health Professions
	Education
	Business & Technology
	Business and Technology
	Education
	Science & Health Professions
	Education
	Liberal Arts
	Science and Health Professions
	College of Education
	COMMUNICATION AND ART
	College of Liberal Arts
	Liberal Arts
	Education
	Business & Technology

Name of person completing this survey
(48 Responses)

	Terdal
	Lallie Scott
	Dr. Anne Davey
	Dr. Turner
	Fritz Laux
	Fritz Laux
	Dr. S.E. Sargent
	Dilene Crockett
	Kathlyn M. Shahan
	Mark Bighley
	Mark L. Giese
	Marilon Morgan
	Amy Aldridge Sanford
	Dr. R. Fillmore
	Deborah Carment
	Joan E. Bell, Ed.D.
	Shari Clevenger
	Kendra Haggard
	Ken Hancock
	John de Banzie
	Michael Landry
	Jeff Lowenthal
	John Milbauer

	Joyce Van Nostrand
	Cari Keller
	Cari Keller
	Cari Keller
	Cari Keller
	Robyn Pursley
	Amberdawn Moore
	Bridget Cowlishaw
	Spence Pilcher
	Roger West
	Alexandria Miller
	Barbara J Ray
	Shae Foutch
	Kin Thompson
	Dr. Rick Williams
	Rad Alrifai
	Dr. Rick Williams
	Justin Halpern
	Marvita D. McGuire
	Margaret S.Dobbs
	LOREN "BO" LOVELACE
	Mike Chanslor
	Chris Owen
	Dr Sharon Roberts
	Dilene Crockett

Hello Dr. Fly and members of the Assessment committee:

A couple of months ago Dr. Bahr asked the Gen Ed committee to research Gen Ed assessment exams and make a recommendation for an exam that can be taken by NSU students near the end of their Gen Ed experiences.

Today the Gen Ed committee voted to make a recommendation to the Assessment committee. Our recommendation is that we use the ETS Proficiency Profile. We also recommend that NSU students take the exam while enrolled in the Capstone course.

The members of the Gen Ed committee welcome dialogue with the Assessment committee. We appreciate this opportunity for input.

Sincerely,
Amy

Amy Aldridge Sanford, PhD
Assistant Professor and Graduate Director
Department of Communication Studies

Faculty Office: SH 351
Phone: 918.444.3608
Office Hours: MWF 10 a.m.-noon; TTh 11:30 a.m.-12:30 p.m.

Webpage: http://arapaho.nsuok.edu/~aldridga/

"The purpose of education is to help students to feel together and to think for themselves, instead of thinking together and feeling alone."~Ken Robinson (Renaissance in the Classroom: Art Integration and Meaningful Learning)

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NSU ASSESSMENT COMMITTEE
AGENDA
April 1, 2010
10:00 TAH ED 107b; BA C-121

Members Present: Dr. Mark Giese, Ms. Kendra Haggard, Dr. Tom Jackson, Dr. Frits Laux, Dr. Darryl Linde, Dr. John Schleede, Dr. Bernard Schuman, Dr. Barbara Ray, Dr. Roger West, Mr. Matt Reece

Members Not Present:

Call to Order

Approval / Review of Minutes: October 27, 2009
        Note: The committee also worked on the development of the assessment via email from November, 2011 through January, 2010. Email archives document those efforts.

Business Items

- Review / Discussion of NSU Assessment Survey Results
    - Develop recommendations for practices and policies to strengthen the use of assessment for continuous improvement
    - Identify and implement strategies for "closing the loop" and encouraging the sharing and use of assessment results.

- Review General Education committee recommendation for assessment
    - ETS Proficiency Profile

- Assessment / HLC Update
    - College meetings
    - Student Learning (aka Assessment Coordinator)
    - HLC assessment activities

Major Decisions/Policy Changes/Motions/Tasks Assigned:

Next Meeting: To be determined

Adjournment

Handouts: Agenda; Minutes from October 27, 2009 meeting; NSU Assessment Survey Results; From Assessment to Student Learning Agenda; link to ETS (Proficiency Profile) webpage: www.ets.org

NSU ASSESSMENT COMMITTEE
MINUTES
April 1, 2010
10:00 TAH ED 107b; BA C-121

Members Present: Dr. Pamela Fly, Dr. Mark Giese, Dr. Tom Jackson, Dr. Frits Laux, Dr. Darryl Linde, Dr. John Schleede, Dr. Barbara Ray, Dr. Roger West,

Members Not Present: Ms. Kendra Haggard, Dr. Bernard Schuman, Mr. Matt Reece

Call to Order: Dr. Fly called the meeting to order at 10:00.

Approval / Review of Minutes: October 27, 2009
     Note: The committee also worked on the development of the assessment via email from November, 2011 through January, 2010. Email archives document those efforts.
     Dr. Giese moved approval on the October 27, 2009 minutes. Dr. Jackson seconded; motion carried.

Business Items

- Review / Discussion of NSU Assessment Survey Results
  The committee reviewed the results of the NSU Assessment Processes Audit survey completed in January 2010. Highlights of the discussion included the following:
  - Recommendation for a follow-up for Deans and department chairs. Not all programs were represented in the responses. We had 48 responses and over 90 programs. There may be some duplication with various options, and the respondent may have completed the survey with that in mind.
  - Sharing of responses at faculty gatherings include pre-school meetings.
  - Provide information for HLC website
  - May need to do some professional development to establish a common vocabulary
  - May want to collect syllabi or move to more standardized syllabi to ensure communication of student learning outcomes.
  - Recommend publishing of student learning outcomes on program websites.

- Review General Education committee recommendation for assessment
  - The NSU General Education Committee recommended ETS *Proficiency Profile* to assess the new general education curriculum. The Proficiency Profile is the new name for the *Measure of Academic Proficiency Profile* (MAPP) which has been an ETS product for some time. The Proficiency Profile offers two formats: standard (two hour) and abbreviated (40 minutes). The group discussed the benefits of each format. The committee will recommend use of the standard format for the following reasons:

- The standard form allows reporting of sub-scores by individual student. The abbreviated form includes a data download with sub-scores for the entire population, but no student identifiers. For the test to be meaningful for the students who take it, it will be helpful to have the sub-score information which will show individual strengths and weaknesses. The same is true for proficiency classifications which are available by individual on the standard form. The abbreviated form has so few questions (only 36) that reliable individual sub-scores are NOT possible.
- Both formats include the ability to include content and demographic questions. We recommend that such questions be developed and included to align with those areas of the general education sequence not already included and the NSU core values.
- Include use of the essay question to measure writing and communication skills as well as critical thinking.
- Recommend review of alignment of the test framework with our current general education student learning outcomes and where these are embedded in courses. Without this alignment study, it will be difficult to adjust curriculum to meet our continuous improvement goals.

Dr. Fly will notify Dr. Bahr of the committee's recommendation.

- Assessment / HLC Update
  - Drs. Giese and Fly provided an update of the recent college-level meetings regarding assessment and student learning. These meetings are an outgrowth of the HLC Assessment conference and designed to foster communication about assessment practices and policies at NSU. Group discussion centered around several topics including types of practices to measure student learning, needs of each college and program to strengthen these practices, and challenges to having an effective system. Each college has appointed a Student Learning Coordinator to assist with these activities. Needs include data accessibility, technology support, and professional development activities related to assessment.
  - Dr. Jackson provided an overview of the HLC Steering committee work and the efforts to facilitate assessment and student learning work.

Major Decisions/Policy Changes/Motions/Tasks Assigned:
- Recommendation to share audit results with university community
- Recommendation to share student learning outcomes on program websites
- Recommendation to collect syllabi and/or use common formatting to facilitate communication of student learning outcomes.
- Recommendation for NSU to use the ETS Proficiency Profile, standard format with essay as its assessment tool for the general education curriculum.

Next Meeting: To be determined

Adjournment

Handouts: Agenda; Minutes from October 27, 2009 meeting; NSU Assessment Survey Results; From Assessment to Student Learning Agenda; link to ETS (Proficiency Profile) webpage: www.ets.org

Student Learning Coordinators

The Student Learning Coordinators will assist department chairs, faculty and the dean of the college in implementing an ongoing assessment of student learning programs in their college.

Purposes:

1. Assist faculty in all aspects of learning outcomes assessment of student learning: classroom assessment, program assessment, program review, and general education as applicable.
2. Increase awareness and importance of student learning outcomes.
3. Assist faculty in developing appropriate student learning outcomes at the course and program level.
4. Provide information to faculty regarding various alternatives to assessing student learning.
5. Interact with and attend meetings of the university Student Learning Committee (formerly Assessment) to improve all assessment of student learning across campus and infuse information from that committee into the fabric of the departments and college.
6. Although the student learning coordinators will not be writing the actual reports, they will help monitor and consult regarding the completion of various reports related to assessment of student learning: program assessment report, program review, academic efficiencies, and others.

Suggested Activities/Responsibilities:
1. View the DVD "Declining by Degrees" if members have not already done so.
2. Meet with faculty in degree programs to review mission statements for consistency with the University mission, vision, and values.
3. Review program outcomes/objectives in respect to learned society (SPA) suggested learning outcomes for a specific discipline.
4. Brainstorm with faculty regarding various ways to measure student learning outcomes.

5. Become versed in Program Review guidelines and expectations from OSRHE and be the "go to" resource person for faculty and department chairs regarding this report.
6. Assist faculty/program coordinators in completing the annual OSRHE Assessment form.

Implementation:

One Student Assessment Coordinator will be selected for each college. The position will begin Fall 2010. Each Student Assessment Coordinator will receive three hours of reassigned time each year.

4/27/2010

Updated 5/21/2010

Student Learning Coordinators for 2010-11

Dr. Kevin David, College of Education

Dr. Kippi Wyatt, College of Optometry

Dr. Joann Starkweather, College of Business and Technology

Dr. Geoff Canan, College of Liberal Arts

Dr. Mia Revels, College of Science and Health Professions

NORTHEASTERN STATE UNIVERSITY

Date:	May 3, 2010
To:	Dr. Janet Bahr, Associate Vice President for Academic Affairs
From:	Dr. Pamela K. Fly, Chair, NSU Assessment Committee
C:	Dr. Amy Aldridge Sanford, Chair, General Education Committee; Dr. Mark Giese, Director of Institutional Research
Re:	Recommendation for General Education Assessment, 2010-11.

At its April 1st meeting, the NSU Assessment Committee reviewed the recommendation from the General Education Committee regarding assessment of the new general education curriculum. At this time, the committee wishes to recommend that NSU consider the *ETS Proficiency Profile*, *standard form with essay* to assess student learning of the general education core, beginning in the 2010-11 academic year.

The standard form allows reporting of sub-scores by individual student. While the abbreviated form includes a data download with sub-scores for the entire population, it has no student identifiers. For the test to be meaningful for the students who take it, it will be helpful to have the sub-score information which will show individual strengths and weaknesses. The same is true for proficiency classifications which are available by individual on the standard form. The abbreviated form has so few questions (only 36 compared to 108 on the standard form) that reliable individual sub-scores are NOT possible.

Both formats include the ability to include content questions developed by faculty. We recommend that such questions be developed and included to align with those areas of the general education sequence not already included and the NSU core values. Additional demographic questions may also be included and would allow us to further disaggregate information by campus, feeder institution and other data points that would prove valuable to faculty and staff.

We feel the inclusion of the essay question to measure writing and communication skills as well as critical thinking is important given other data (e.g. teacher certification tests, faculty anecdotal reports) that suggest clear and concise writing is an area of academic concern across the institution.

Finally, we recommend a review of the alignment of the test framework with our current general education student learning outcomes and the courses where these are embedded. Without this alignment study, it will be difficult to adjust curriculum to meet our continuous improvement goals.

The committee thanks you for the opportunity to serve the institution in this way. Please let me know if you have questions about our recommendation.

NSU Student Learning Committee Membership
2010-11*

Dr. Pamela Fly	Education	Committee Chair
Mr. Geoff Canan,	Liberal Arts	CLA Student Learning Coordinator
Ms. Sharon Clevenger	Liberal Arts	College Representative
Dr. Roger Collier	Business & Technology	College Representative
Dr. Kevin David	Education	EDU Student Learning Coordinator
Dr. Mark Giese	Academic Affairs	NSU Director of Institutional Research
Dr. Thomas Jackson	Academic Affairs	Assistant VP, Dean, Graduate Studies
Dr. Darryl Linde	Science & Health Prof.	College Representative
Dr. Mia Revels	Science & Health Prof.	CHP Student Learning Coordinator
Mr. James Parker	NSGA	NSU Student Representative*
Dr. John Schleede	Business & Technology	College Representative
Dr. Paula Schornick	Education	College Representative
Dr. Bernard Schuman	Liberal Arts	College Representative
Dr. JoAnn Starkweather	Business & Technology	BT Student Learning Coordinator
Dr. Roger West	Optometry	College Representative
Dr. Kippi Wyatt	Optometry	OCO Student Learning Coordinator

Updated March 7, 2011

NSU ASSESSMENT COMMITTEE
AGENDA
October 27, 2009
11:00 TAH ED 107b; BA C-121

Members Present: Dr. Mark Giese, Ms. Kendra Haggard, Dr. Tom Jackson, Dr. Frits Laux, Dr. Darryl Linde, Dr. John Schleede, Dr. Bernard Schuman, Dr. Barbara Ray, Dr. Roger West, Mr. Matt Reece

Members Not Present:

Call to Order

Approval / Review of Minutes: April 14, 2009

Business Items

- Review Charge for the Committee:
    - Monitor the four-level assessment program at NSU
    - Make recommendations for changes in the assessment program
    - Facilitate sharing of results of assessment across campus and with constituents
    - Develop action plans to use assessment results for continuous improvement
- Review Four-Level assessment program – Dr. Giese
- Establish Academic year goals for Committee's work
    - Identify and implement strategies for "closing the loop" and encouraging the sharing and use of assessment results.
    - Review clarity of student learning outcomes and assessments as articulated in Program Assessment reports. Identify strategies for strengthening program assessment level.
    - Other?
- Alignment of committee work with other groups:
    - HLC Visit: Criterion 2, Preparing for the Future-Evaluation and Assessment; Criterion 3, Student Learning and Effective Teaching
    - General Education Task Force

Major Decisions/Policy Changes/Motions/Tasks Assigned:

Next Meeting: To be determined

Adjournment

Handouts: Agenda; Minutes from April 14, 2009 meeting; link to NSU Assessment Reports webpage: http://arapaho.nsuok.edu/~assessment/reports.htm

NSU ASSESSMENT COMMITTEE
Minutes
October 27, 2009
11:00 TAH ED 107b; BA C-121

Members Present: Dr. Pamela Fly, Dr. Mark Giese, Dr. Tom Jackson, Dr. Frits Laux, Dr. John Schleede, Dr. Bernard Schuman, Dr. Barbara Ray, Dr. Roger West,

Members Not Present: Ms. Kendra Haggard, Dr. Darryl Linde, Mr. Matt Reece

Call to Order Dr. Fly called to order at 11:02 am.

Approval / Review of Minutes: The minutes from April 14, 2009 were approved noting that the committee membership had changed with the new academic year.

Business Items

- **Review Charge for the Committee:**

    Dr. Fly reviewed the committee's charge from Dr. Janet Bahr, Interim VP for Academic Affairs. This committee will be especially important as the university prepares for its HLC visit. The committee is currently charged with the following:
    - Monitor the four-level assessment program at NSU
    - Make recommendations for changes in the assessment program
    - Facilitate sharing of results of assessment across campus and with constituents
    - Develop action plans to use assessment results for continuous improvement

    Dr. Bahr specifically highlighted the importance of the committee helping the university to focus on student learning outcomes and close the loop by documenting how assessment results impact decision. In response to a question about the scope of work and whether or not it included assessments and processes of administrative units across the university, Dr. Jackson, a member of the HLC Executive Committee verified that the work of the assessment committee was limited to a focus on academic programs.

- **Review Four-Level assessment program – Dr. Giese**

    Dr. Giese reviewed the four-level assessment program required of all institutions. The program was established by OSRHE in 1994-5 and consists of four levels: academic readiness, general education, programs, and institutional effectiveness. Institutions can choose which instruments to use at each level.

    At NSU, entry-level assessments include ACT and CPT test scores. If an applicant has an ACT sub-score below 19, he/she takes the CPT. These results determine placements in zero-level courses. Dr. Giese indicated that NSU can document learning gains in these courses through use of pre-post testing. The general education course sequence is assessed through use of a standardized assessment test which selected students take. The challenge is that participation is voluntary and as a result, we sometimes have low Ns. Program assessment is reported using the annual report for every program. Many

programs, but not all, use some form of standardized assessment such as a certification test or major field test. Finally, institutional effectiveness is measure through survey instruments such as the National Survey of Student Engagement (NSSE). Exit and employer surveys are other measures which can address program and institutional effectiveness.

In response to a question about graduate program assessments, Dr. Jackson discussed the use of the GRE by some programs as well as measures similar to those found at the undergraduate level (certification tests, major field, etc.).

- **Establish Academic year goals for Committee's work**

The committee turned its attention to establishing goals for the academic year with particular attention to the HLC visit and how to make assessment and use of assessment data a higher priority. While the group acknowledged that there is use of assessment across the board to evaluate individual student performance, the use of collated data for decision-making varies across the academic units and programs.

After discussing various approaches, committee members determined that a focus on student learning outcomes and how these are assessed program by program would be the best place to begin efforts to raise awareness of assessment across the university community. This survey would include questions about the program, the student learning outcomes for each program, and how they are assessed. Questions about where the learning outcomes for the program are explicated (i.e. listed in the catalog, university website) and when assessment data are collected, reviewed, and used would also provide a baseline from which to build the committee's spring assessment activities.

- **Alignment of committee work with other groups:**

Discussion about the work of this committee and the HLC committees over assessment and student learning was included in the committee overview.

Major Decisions/Policy Changes/Motions/Tasks Assigned:

Dr. John Schleede, Dr. Mark Giese, and Dr. Barbara Ray volunteered to develop the survey to solicit information about student learning outcomes and assessments for programs. They send a draft of questions to the entire committee for input. Our goal is to have the survey distributed for completion by the end of the fall semester. Results will be collated and will guide the committee's work for the spring.

Next Meeting: To be determined

Adjournment

Handouts: Agenda; Minutes from April 14, 2009 meeting; link to NSU Assessment Reports webpage: http://arapaho.nsuok.edu/~assessment/reports.htm

Members Present: Dr. Pamela Fly, Mr. Geoff Canan, Ms. Sharon Clevenger, Dr. Roger Collier, Dr. Kevin David, Dr. Mark Giese, Dr. Thomas Jackson, Dr. Darryl Linde, Dr. Mia Revels, Dr. John Schleede, Dr. Bernard (Tom) Schuman, Dr. Paula Shornick, Dr. JoAnn Starkweather, Dr. Roger West, Dr. Kippi Wyatt

Members Not Present:

Call to Order / Introductions

Approval / Review of Minutes: April 1, 2010

Business Items

- Review Charge for the Committee – Dr. Fly
- Discuss college Student Learning Coordinator position - handout
- HLC Assessment Academic update – Dr. Jackson
- Review Four-Level assessment program – Dr. Giese
- Establish academic year goals for Committee's work
  - Identify strengths and gaps in each program's learning objectives and assessment processes.
  - Identify and implement strategies for "closing the loop" and encouraging the sharing and use of assessment results.
  - Identify resources & timelines needed
  - Other?

Major Decisions/Policy Changes/Motions/Tasks Assigned:

Next Meeting: To be determined

Adjournment

Handouts: Agenda; Minutes from April 1, 2010 meeting on Blackboard; link to NSU Assessment Reports webpage: http://arapaho.nsuok.edu/~assessment/reports.htm

**NSU ASSESSMENT COMMITTEE
MINUTES
November 2, 2010, 2:00
TAH Bagley (ED) 107b; BA - ADM 215**

Members Present: Dr. Pamela Fly, Mr. Geoff Canan, Ms. Sharon Clevenger, Dr. Roger Collier, Dr. Kevin David, Dr. Mark Giese, Dr. Thomas Jackson, Dr. Darryl Linde, Dr. Mia Revels, Dr. John Schleede, Dr. Paula Schornick, Dr. JoAnn Starkweather, Dr. Kippi Wyatt
Lereen Neugin – note taker

Members Not Present: Dr. Bernard Schuman, Dr. Roger West

Guests: Dr. Janet Bahr

Call to Order / Introductions: 2:00

Approval / Review of Minutes: April 1, 2010 – Correction: To identify the document as NSU Assessment Committee <u>Minutes</u>, not <u>Agenda</u>. The Minutes were approved to stand as corrected.

Business Items

- Review Charge for the Committee – Dr. Fly presented the committee description, charge and membership.

  - o The group discussed a proposed name change to focus on student learning. HLC and other assessment / outcomes workshops have identified the need for student learning as a focus. After some discussion highlight pros and cons of including the word "assessment" as part of the committee's name, Dr. Mark Giese made a motion (amendment by Dr. Thomas Jackson) and seconded by Dr. Mia Revels to change the name from *Assessment Committee* to *Student Learning and Assessment Committee*. The motion passed.
  - o Dr. Janet Bahr suggested that the committee's membership be defined as ...**representation from each college and the Graduate College...**; not a specific number of representatives.
  - o This committee will make the following recommendations to the President's Cabinet for consideration:
    - ✓ Changing the name of this committee to *Student Learning and Assessment Committee*.
    - ✓ Define membership as *Representation from each college and the Graduate College.*
- Discuss Student Learning Coordinator position – This is a new position in the university's assessment system and includes faculty members from each college who help facilitate the student learning and assessment efforts of the college. Coordinators have been identified and have met with Dr. Tadlock. The committee discussed the roles of coordinators and how they might assist faculty within their college. Coordinators shared their efforts thus far and

the group noted how needs vary by college and departments. Coordinators indicated they were working with faculty to identify areas of focus related to student learning.

- o College of Science and Health Professions – Dr. Mia Revels is in the process of finding out what assessment activities are currently in place within her college. She has spoken with her Dean and is making contact with the program chairs to see what the college already has and see how that information coordinates with her task.
- o College of Optometry - Dr. Kippi Wyatt is taking the same approach and evaluating her findings.
- o College of Business & Technology – Dr. JoAnn Starkweather reports that BT is using a matrix that consists of four items; program/degree outcomes, measures for the outcomes, gathered current data and is it available, and in what fashion have the results been incorporated into the assessment. All but one program has current outcomes, 2/3 have measures, and 2 or 3 have current data. This documentation has been collected and is available on the CBT drive.
- o College of Liberal Arts – Mr. Geoff Canan is in the process of finding out what COLA has. Mr. Canan restated Dr. Tadlock's request for continuity that the outcomes are demonstrated in the programs and up the chain.
- o College of Education – Dr. Kevin David has met with Drs. Grant and Fly to discuss this position. He stated an appreciation for Dr. Starkweather's sharing the BT matrix with the Student Learning Coordinators. Dr. David has been referencing Dr. Tadlock's three questions: 1) What are your goals and objectives, 2) How are you assessing that, and 3) How are you using those assessments to improve your educational services? Dr. David sent an email to the entire COE to introduce himself and will meet with the program chairs.
- o Dr. Giese shared that Assessment and Institutional Research has the annual reports from departments on file, and he is happy to share those.

- HLC Assessment Academic update – Dr. Jackson attended an HLC overview and assessment discussion in October where the need for meaningful data was emphasized. In November, Dr. Jackson will travel with other members of NSU's HLC Assessment Academy Team (Giese, Fly, Cowlishaw, and Dean Boren) to the first roundtable meeting in Illinois. The Student Learning Coordinators will be rotated through the round tables for the next 4 years. Attending the round tables will help the assessment team, the university, and the coordinators understand what is going on at a national level with assessment and student learning outcomes.   NSU has proposed a project assessing student learning related to our new general education curriculum for its primary project.

- Review Four-Level assessment program – Dr. Giese provided an overview of the assessment program.

  - o In 1990, the Board of Regents (OSRHE) asked the colleges and universities to look at four areas of assessment and report those findings annually. Those levels of assessment are 1) Placement, 2) General Education, 3) Program/Major, and 4) Institutional Effectiveness. NSU has collected these data for these four areas.

  - o The NSSE (National Survey of Student Engagement) report is an engagement survey that includes items related to institutional effectiveness such as student

engagement. It includes a comparison data set between colleges/universities. Currently, these data are given to the President, Dean Boren, and other academic and administrative personnel, but to date has not been shared with the community. The report cannot be disaggregated by college. The survey is sent to all freshmen and seniors. We should be aware of the significant differences compared with other schools in the report. At what level should the efforts be focused – at the program level, college level, or university level?

- ✓ Dr. Giese will share with the group approximately 9 items he has highlighted in the report. This information can then be shared with departments.

- Establish academic year goals for Committee's work regarding student learning assessment.
  - o The committee discussed the need to create a *culture of assessment.* We need to modify <u>how</u> we talk about assessment and increase the interest. When faculty members hear *student learning outcomes*, they recognize that what we are seeking relates more to the students, not to evaluation of faculty teaching skills.
  - o At this time, the coordinators are collecting data from their programs related to their objectives, how they are assessing them, and implementation.
    - ✓ One place to begin is to identify ways to request the information. First would be fact finding.
    - ✓ There are different levels of assessment to consider. We need to identify goals and focus areas.
    - ✓ We need to develop a plan of action when strengths and weaknesses have been identified.
    - ✓ One place to start is to complete an inventory of student learning outcomes from the program objectives; this should involve every program, not a sampling.
    - ✓ Team members are encouraged to go to the Blackboard site and open the folder for your college and review the survey completed last year as a starting point.
    - ✓ Need a coordinated / standardized form to assist the Student Learning Coordinators through this process that may provide guidance on how to determine outcomes and suggest ways to measure the data.
  - o Timeline for this evaluative process was identified as at the end of this academic year (May 2011).

Major Decisions/Policy Changes/Motions/Tasks Assigned:
- Recommend changing the name of this committee to **Student Learning and Assessment Committee.** Define membership as **Representation from each college and the Graduate College.** (P. Fly to complete paperwork)
- Distribute information related to NSSE results from previous years to committee (M. Giese)
- Continue college-level work, meetings, and discussions related to **student learning outcomes** / **program objectives** (Student Learning Coordinators)
- Review information on **committee's Blackboard website** under **Information** and **Documents**. At next meeting, we will discuss how to report student learning outcomes (all committee members)
  - o Look at annual report form from Institutional Research office

- o Look at form from B & T College
- o Honor work already completed for other accreditations (i.e. ASHA, NASM, NCATE, nursing, optometry, etc.) – avoid yet another form with same information for people to fill out.

Next Meeting: We will continue discussion on where the Committee is in the process with additional reports on the information collection efforts of the Coordinators. Using that information and what the Assessment Academy Team learns at the round table, items will arise to discuss and guide the next steps. Our goal is to look for opportunities for development and strengthening processes related to student learning and ways of sharing information. Dr. Fly will send committee members a survey email for input regarding meeting either Tuesday November 30th or December 7th.

Adjournment: 3:10

Handouts: Agenda; Minutes from April 1, 2010 meeting on Blackboard; link to NSU Assessment Reports webpage: http://arapaho.nsuok.edu/~assessment/reports.htm

NORTHEASTERN STATE UNIVERSITY

Date: November 23, 2010

To: Dr. Martin Tadlock, Provost
Dr. Janet Bahr, Associate Vice President for Academic Affairs

From: Dr. Pamela K. Fly, Chair, NSU Assessment Committee

Re: Committee name & representation recommendation, 2010-11.

At its November 2, 2010 meeting, the NSU Assessment Committee reviewed its charge and representation to acquaint new members (particularly college-level Student Learning Coordinators) with the committee's role in NSU's assessment processes. After discussion, committee members voted to recommend a modification in the committee's name and the description of representation. Below is our proposal:

Student Learning and Assessment

Membership: Representation from each college and the Graduate College including faculty representatives, college Student Learning Coordinators (ex officio), one student appointed by the Northeastern Student Government Association, and the NSU Director of Institutional Research (ex-officio). The committee chair is appointed by the Provost or President's office.

Function: This committee monitors the four-level assessment program at Northeastern State University and makes recommendations for changes in the assessment program. This committee is also involved in sharing results of assessment on campus and developing action plans to use assessment results for the improvement of education at NSU. The committee serves as a resource to academic units regarding assessment activities. This committee reports to the Provost / Vice President for Academic Affairs.

Meetings: The committee typically meets twice per semester or more frequently if required. Minutes are sent to the Provost's office for campus dissemination / distribution.

With student learning at the forefront of national accreditation discussions and NSU's own efforts to more clearly communicate the role of assessment in our teaching and learning processes, committee members believe that adjusting the committee's name to include student learning emphasizes the focus of our work. The slight modification of the membership representation wording allows more flexibility to modify participants as needs change.

The committee has already begun discussing the best ways to collect, communicate, and display student learning information to highlight continuous improvement and to foster an academic culture where student learning data inform our decisions. We look forward to supporting the efforts of the entire HLC team as they prepare for the upcoming visit.

Thank you for your consideration of this proposal. Please let me know if you have questions.

NORTHEASTERN STATE UNIVERSITY

Members Present: Dr. Pamela Fly, Mr. Geoff Canan, Ms. Sharon Clevenger, Dr. Roger Collier, Dr. Kevin David, Dr. Mark Giese, Dr. Thomas Jackson, Dr. Darryl Linde, Dr. Mia Revels, Dr. John Schleede, Dr. Bernard (Tom) Schuman, Dr. Paula Shornick, Dr. JoAnn Starkweather, Dr. Roger West, Dr. Kippi Wyatt

Members Not Present:

Call to Order / Introductions

Approval / Review of Minutes: November 2, 2010

Business Items

- Goal: Identify strengths & gaps in each program's learning objectives & assessment processes
    - ➢ Student Learning Coordinators – Fact finding updates
        - ▪ Progress? Strengths & areas for improvement?
        - ▪ Program Areas - Student Learning Outcomes
        - ▪ Tools needed to accomplish this task (forms, information, etc.)?
- Goal: Identify and implement strategies for "closing the loop" and encouraging the sharing and use of assessment results.
    - ➢ Brainstorm one or two activities / outreach elements to raise awareness and strengthen the use of data across programs for SP11.
- HLC Assessment Round Table update – Dr. Jackson
- Chair's Report – Dr. Fly
    - ➢ Committee name change / membership definition approved by Cabinet 11-23-10
    - ➢ NSSE data availability reminder

Major Decisions/Policy Changes/Motions/Tasks Assigned:

Next Meeting: Options: Jan 25, Feb. 8, Mar 1, Mar 22, April 19

Adjournment

Handouts: Agenda; Minutes 11-02-10 meeting; Assessment template 2010 (Institutional Research) link to NSU Assessment Reports webpage:
http://arapaho.nsuok.edu/~assessment/reports.htm

NSU STUDENT LEARNING COMMITTEE
MINUTES
December 7, 2010, 1:00
TAH Bagley (ED) 107b;
BA - ADM 215

Members Present: Dr. Pamela Fly, Mr. Geoff Canan, Ms. Sharon Clevenger, Dr. Roger Collier, Dr. Kevin David, Dr. Mark Giese, Dr. Thomas Jackson, Dr. Darryl Linde, Dr. Mia Revels, Dr. Bernard (Tom) Schuman, Dr. JoAnn Starkweather, Dr. Kippi Wyatt, Lereen Neugin (Note taker)

Members Not Present: Dr. John Schleede, Dr. Paula Schornick, Dr. Roger West

Call to Order / Introductions   1:00

Approval / Review of Minutes: Corrections of November 2, 2010 minutes
- Under **Members Present**, correct the spelling of Dr. Paula Schornick's last name
- Under **Approval / Review of Minutes**, revise the last sentence to reflect *corrected*, not *presented*
- Page 2 – **College of Business & Technology**, correct the spelling of Dr. *Joanne* Starkweather to Dr. *JoAnn* Starkweather. Correct the sentence from 2/3 <u>has</u> measures to 2/3 <u>have</u> measures.
- Page 2 – under **HLC Assessment Academic update**, correct the fourth sentence to *...and the coordinators understand what is going on at a national level...*

Motion to approve as corrected made by Dr. Schuman and seconded by Dr. David. The minutes were approved as corrected.

Business Items
- **Goal: Identify strengths & gaps in each program's learning objectives & assessment processes**

   Each Student Learning Coordinator (SLC) provided an update on activities related to the collection of information related to program objectives and assessment of those objectives.
   - Dr. K. David (COE): Met with Drs. Grant and Fly regarding the position and sent an email to COE faculty. He is currently meeting with program and department chairs to discuss program objectives and actual instruments used to assess those outcomes. COE has 17 programs, and Dr. David has heard from eight. He set target date for May to gather the information.

- o   Dr. Revels (CSHP): Dr. Revels has also sent an email to department chairs introducing herself and identifying her charge. She has received responses from eight of 14 programs about their program objectives and assessments.

- o   Dr. Canan (COLA): His process is similar to Drs. David and Revels. He has received reports from two chairs and is waiting for additional responses.
- o
- o   Dr. JoAnn Starkweather (CBT): She has started collection of outcomes from various programs and degrees. She developed a matrix format / model with examples to develop achieve uniformity in the presentations. Her model included four basic questions.

Dr. Fly asked Dr. Jackson if, for HLC purposes, a brief summary of each program using the four questions as the guide would be helpful to HLC? Dr. Jackson indicated that having answers to the four questions across the university would be useful to the team. Dr. Giese referred to the document "*Assessment Report Template*," which programs complete as part of the Regents' annual assessment processes. Dr. Giese has the report from each college and offered to share that information with the student learning coordinators. At the request of coordinators, Dr. Giese will try to provide an electronic copy of the program documents. These reports will identify those programs that do not yet have outcomes articulated. Dr. Jackson will secure permission from Academic Affairs and Dr. Tadlock to share this information. Dr. Giese indicated that the documents for the Regents have the pieces that the student learning coordinators are requesting although programs may not address every objective for each report. The Student Learning Coordinators may need to assist programs in articulating the program objectives and how those pieces are measured.

Coordinators indicated a need to discuss formatting with program and department chairs Programs are cutting and/or pasting, or sending entire documents which makes it difficult for SLCs to identify key components. Since the programs are familiar with their specific documents, they should be identifying where the objectives are stated and the assessment locations within the document.

- **Goal: Identify and implement strategies for "closing the loop" and encouraging the sharing and use of assessment results.**

The group discussed several issues or needs that may be surfacing:
- o   A need for faculty professional development to help foster the culture of assessment and illustrate how departments can use the information beyond accreditation. There is a sense that people do not want to be bothered, and do not look at the process as being a primary part of their job. Faculty are busy teaching classes and feel responsible for their individual courses, not the program as a whole. A good place to start may be in the classroom: "Are our students learning?"

- A <u>need for speakers</u> to increase opportunities for interactions and discussions. We can use our participation in the Assessment Academy (HLC) to bring in speakers. Faculty schedules are often really tight and development opportunities may not fit their schedule. Many are working on commitments such as research or writing grants. Human Resources can provide training on Blackboard for faculty. HLC has made some presentations available. We can recommend to the Cabinet that there be a professional development event. Assessment is a process and it evolves. There needs to be a series of workshops. CTL will focus on faculty development and student learning outcomes.
- A <u>need to focus on changes</u> that have occurred as a result of assessment. Coordinators can help faculty identify how their course objectives meet the program objectives.

Dr. Fly stated that as the student learning committee, we need to take the lead on reframing the conversation related to assessment. There are some great starts that are apparent in what members of this group are doing in the individual colleges. As a next step, does this group commit to presenting activities to the university as a whole or continue working within the colleges? What is the preference for the activity goals for the spring?

Dr. Starkweather suggested a series of workshops with some form of recognition or acknowledgement at the end. This may motivate some that would not participate.

Dr. Fly asked that if you are a college representative (not a SLC), please investigate within your disciplines to find out if you have any examples or ideas for workshops within your discipline. When the semester begins, Dr. Fly will meet with Dr. Ziehr and talk about ideas for raising the awareness and the culture of student learning.

- **HLC Assessment Round Table update – Dr. Jackson**

Dr. Jackson reported that NSU is now officially a member of the HLC Academy on Student Learning Outcomes. The NSU team project will examine how to enhance our comprehensive evaluation systems regarding student learning outcomes. Assessment team members will meet with the General Education Committee and work on a small project comparing the old gen ed requirements to the new gen ed requirements. The project will also include defining learning outcomes tied to the new gen ed and how best to evaluate them. In all, the four-year process reviewing our assessment systems should assist the university in making assessment processes much more efficient and less redundant.

- **Chair's Report – Dr. Fly**
  - The committee name change from NSU Assessment Committee to NSU Student Learning Committee was approved by the Cabinet
  - NSSE data are available. These data are a comparison of scores between our students and a variety of southwest public institutions. Results of note include the fact that compared to students around the country, NSU freshman tended to make

fewer classroom presentations, communicate less with instructors by email, analyze fewer ideas, write fewer short papers and prepare less for class. They work off campus and take care of dependants more than similar students across the United States. Compared with seniors across the country, NSU seniors attend fewer cultural events, exercise less, but work more at providing for dependants living with them. Check the link provided by Dr. Tadlock or at the bottom of this page on the assessment report website. Interpretation keys are provided. Please take this information to your colleges.

Major Decisions/Policy Changes/Motions/Tasks Assigned:
- Student Learning Coordinators to continue to collect information from your colleges.
- College Representatives to investigate best practices related to assessing student learning in your disciplines.
- Dr. Fly will contact Dr. Ziehr regarding possibilities in providing workshops to faculty in the spring relating to assessment.

Next Meeting: Wait to look at spring schedule; Dr. Fly will send an invitation for next meeting date

Adjournment: 2:10

Handouts: Agenda; Minutes 11-02-10 meeting; Assessment template 2010 (Institutional Research) link to NSU Assessment Reports webpage:
http://arapaho.nsuok.edu/~assessment/reports.htm

NSU STUDENT LEARNING COMMITTEE
AGENDA
March 7, 2011, 2:00
TAH Bagley (ED) 107b;
BAED 121 (C-121)

Members Present: Dr. Pamela Fly, Mr. Geoff Canan, Ms. Sharon Clevenger, Dr. Roger Collier, Dr. Kevin David, Dr. Mark Giese, Dr. Thomas Jackson, Dr. Darryl Linde, Dr. Mia Revels, Dr. John Schleede, Dr. Bernard (Tom) Schuman, Dr. Paula Shornick, Dr. JoAnn Starkweather, Dr. Roger West, Dr. Kippi Wyatt

Members Not Present:

Call to Order / Introductions

Approval / Review of Minutes: December 7, 2010

Business Items

- Goal: Identify strengths & gaps in each program's learning objectives & assessment processes
  - ➢ Student Learning Coordinators – Brief update on efforts to collect information from each college's programs.
    - ▪ Student Learning outcomes
    - ▪ Instruments / processes to assess those outcomes
    - ▪ Collection of data from assessment instruments / processes
    - ▪ Use of assessment results
  - ➢ Discussion – deadline for this information; sharing of information
- Goal: Identify and implement strategies for "closing the loop" and encouraging the sharing and use of assessment results.
  - ➢ Discuss the 2011-12 professional development day (reference Dr. Tadlock's March 3 email).   What could the NSU Student Learning Committee offer to our colleagues? What suggestions do we have for the structure of that day?
  - ➢ Brainstorm one or two activities / outreach elements to raise awareness and strengthen the use of data across programs for FA11.
  - ➢ Insights / Discussion with Dr. Ziehr
- HLC Assessment Academy update – Dr. Jackson

Major Decisions/Policy Changes/Motions/Tasks Assigned:

Next Meeting: Options: April 19 or 26?

Adjournment

Handouts: Agenda; Minutes 12-07-10 meeting

Members Present: Dr. Pamela Fly, Mr. Geoff Canan, Dr. Mark Giese, Dr. Thomas Jackson, Dr. Darryl Linde, Dr. Mia Revels, Dr. Bernard (Tom) Schuman, Dr. Kippi Wyatt

Members Not Present: Dr. Kevin David, Ms. Sharon Clevenger, Dr. Roger Collier, Dr. John Schleede, Dr. Paula Schornick, Dr. JoAnn Starkweather, Dr. Roger West

Guests: Dr. Janet Bahr, Dr. Chuck Ziehr

Call to Order / Introductions: 2:00

Approval / Review of Minutes: December 7, 2010
> Motion to Approve the Minutes: Dr. Schuman and seconded by Dr. Giese
> Corrections: Dr. Wyatt was not present at the December 7, 2010 meeting
> > Under BUSINESS ITEMS: third bullet, change Dr. Canan to Mr. Canan
> Minutes Approved as corrected by a show of hands

Business Items
Note: due to schedule conflicts, the agenda order was adjusted to accommodate the presence and absence of those leading discussion points.

- HLC Assessment Academy update – Dr. Jackson
  NSU joined the HLC Assessment Academy on Student Learning Outcomes in 2010, and it is a four year process. The Assessment Academy team has posted and published two tasks that will be the focus:
  a. Assess new General Education curriculum in three ways (years 1 and 2):
     1 - compare and contrast old Gen Ed with new Gen Ed;
     2 - pre-post test the new curriculum components that respond to the seven (7) objectives of the new Gen Ed curriculum; and
     3 - look at the value-added nature of the Capstone course.
     The Assessment Academy provides consulting and mentoring for institutions to help reduce redundancy and increase efficiency in evaluation and assessment.
  b. The second project (years 3 and 4) looks at the construct validity of NSU's Mission, Core Values, and Alumni preparation/success.
     Members may review NSU's HLC Assessment Academy website. From the NSU homepage, click on HLC, then go to the Resource Room, and the ***Assessment Academy Project*** will be there.
     http://hlc.nsuok.edu/ResourceRoom/AssessmentAcademy.aspx

  Discussion:
  - Base examples required for pre-post assessment
  - Fall 2011 / Spring 2012 for preliminary assessment

•Need MAPS for this semester for Regent's assessment report

•Dr. Zierh suggested establishing a hierarchy of committees and seeks collaboration:

> Student Learning Committee
> Student Success Committee
> GenEd Capstone Coordinator
> General Education Curricular Committee
> Student Learning Coordinators
> Steering Committee for the Center for Teaching and Learning

Dr. Jackson stated that the Assessment Academy is an excellent tool to communicate, engage, and bring people together for efficient collaboration.

Dr. Fly suggested an organizational chart. Please view the Assessment Academy webpage and bring comments back to this group.

Dr. Bahr has an understanding on how it works, shared her thoughts, and will think about how try to create an organizational chart. Per Dr. Giese, in 13 minutes and 30 seconds, Dr. Bahr completed a draft organizational chart.

HLC (Higher Learning Commission) site visit March 25, 26, and 27, 2012

- Goal: Identify strengths & gaps in each program's learning objectives & assessment processes
  - ➢ Student Learning Coordinators – Brief update on efforts to collect information from each college's programs.
    - ▪ College of Education – Dr. Fly for Dr. Kevin David
      - ➢ Handout/checklist of 17 Degree programs
      - ➢ Need to work on rubrics
    - ▪ College of Liberal Arts – Mr. Geoff Canan
      - o Programs with external agencies (NCATE, SPA, etc.) are in place
      - o May be possible to get data with a deadline of the end of April
      - o Dr. Giese asks if the problem is in getting the information or finding out that the data does not exist. Committee can share in the effort to obtain data
        - • Both – process of revising and/or creating quality information
        - • More time and assistance from the committee will be helpful
      - ➢ Suggestions on how to assist faculty in obtaining objectives by identifying what information currently exists and identify what is needed.
    - ▪ College of Math, Science and Health Professions – Dr. Mia Revels
      - o Same stage as last meeting
      - o Sciences are revising curriculum
      - o Academic Council sent an email regarding HLC requirements and learning outcomes. Forwarded responses not sent to everyone. The email contained resources and Dr. Revels will forward to program chairs.
      - o Environmental Science under review – program revised
      - o Dr. Giese stated that it may be confusing to faculty – that course learners' objectives may be a different than program objectives.

- o Dr. Ziehr suggested doing a GOOGLE search on Student Learning Outcomes provides good resources – suggestion is adding a link to the CTL website regarding NSU specific Student Learning Outcomes

- College of Optometry – Dr. Kippi Wyatt
  - She has a copy of the Outcomes Assessment Report
- College of Business and Technology – Dr. JoAnn Starkweather unable to attend – Dr. Giese met with Dr. Schleede and the college is getting their data / information
  - Dr. Bahr's initial draft was presented. Student Learning is in the center of all of the activities.

- Goal: Identify and implement strategies for "closing the loop" and encouraging the sharing and use of assessment results.
  - Professional Development Day – activities for 2011/12
    - This could be an opportunity for the colleges to discuss the student learning outcomes to help faculty and demonstrate to HLC that NSU is continuing to work on this
    - Dr. Bahr would like to see an overall activity and/or workshop with opportunities for the specific colleges to meet
    - University(specific assessment) →Colleges →Majors →Programs
    - Review of Promotion guidelines
    - Mentor committees
    - Quality matters for designing online courses
    - Quality matters rubrics

Major Decisions/Policy Changes/Motions/Tasks Assigned:

Next Meeting: Options: April 19 or 26 – Dr. Fly will send Doodle – committee members to bring updated chart

Motion to Adjourn by Mark Giese – Motion passed.

Adjournment 3:11

Handouts: Agenda; Minutes 12-07-10 meeting

Four Levels of Student Learning Assessment

Student Learning Committee

Office of Assessment and Institutional Research

HLC Assessment Academy

Center for Teaching and Learning

Entry Level Assessment

Institutional Effectiveness

Student Learning

General Education

Program Major
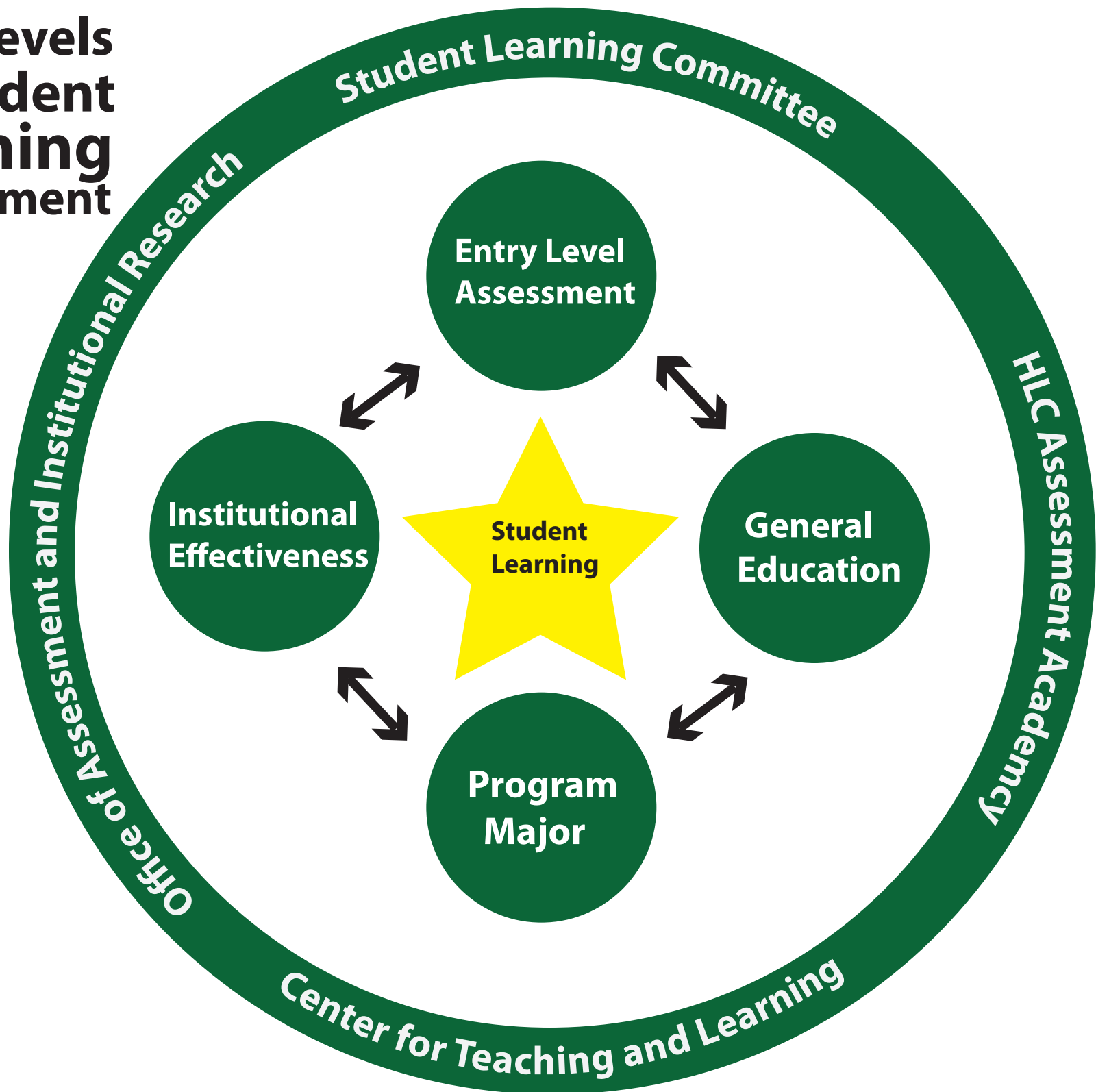
**STUDENT LEARNING & ASSESSMENT
COMMITTEE
AGENDA**
November 2, 2011, 1:00
TAH Bagley (ED) 107b; BABT 225

Members Present: Dr. Pamela Fly, Dr. Laura Boren, Dr. Bryan Buckley, Mr. Geoff Canan, Ms. Sharon Clevenger, Dr. Roger Collier, Dr. Mark Giese, Ms. Kaelyn Grant, Dr. Thomas Jackson, Dr. Cari Keller, Dr. Darryl Linde, Dr. Mia Revels, Dr. Paula Shornick, Dr. JoAnn Starkweather, Dr. Sophie Sweeney, Dr. Roger West, Dr. Kippi Wyatt

Members Not Present:

Call to Order / Introductions

Approval / Review of Minutes: March 7, 2011

Business Items
- Review Committee's Charge, Student Learning diagram – Dr. Fly
- Review last year's activities
  - ➢ Goal: Identify strengths & gaps in each program's learning objectives & assessment processes
  - ➢ Goal: Identify and implement strategies for "closing the loop" and encouraging the sharing and use of assessment results.
- Red Balloon Project brief overview – Dr. Keller
  - ➢ Discussion: Is there a way we align the work of this committee and that of the Red Balloon Project for maximum effect?
- Professional Development Day – Tuesday, November 22, 2011
- HLC Assessment Academy update – Dr. Jackson

Major Decisions/Policy Changes/Motions/Tasks Assigned:

Next Meeting:

Adjournment

Handouts: Membership list, Agenda, draft minutes March 7, 2011 meeting, Charge Document, Student Learning diagram

All documents also available on committee's Blackboard website.

**STUDENT LEARNING & ASSESSMENT
COMMITTEE
MINUTES**
November 2, 2011, 1:00

TAH Bagley (ED) 107b; BABT 225

Members Present: Dr. Pamela Fly, Mr. Geoff Canan, Dr. Mark Giese, Ms. Kaelyn Grant, Dr. Thomas Jackson, Dr. Cari Keller, Dr. Darryl Linde, Dr. Mia Revels, Dr. Paula Schornick, Dr. JoAnn Starkweather, Dr. Sophie Sweeney, Dr. Roger West

Members Not Present: Dr. Laura Boren, Dr. Bryan Buckley, Ms. Sharon Clevenger, Dr. Roger Collier, Dr. Kippi Wyatt

Call to Order / Introductions: 1:00 p.m.

Approval / Review of Minutes: March 7, 2011
Motion to accept with corrections made by Dr. Mark Giese, and seconded by Dr. Cari Keller. Motion carried.
Corrections: Page 2 – spelling of Dr. Ziehr
Page 2 – College of Science and Health Professions

Business Items

- **Committee Charge:** Dr. Fly noted that the name had changed from Assessment Committee to Student Learning & Assessment Committee to reflect a broader perspective. She reviewed the committee's charge and shared the student learning diagram that Dr. Bahr had developed.
- **Review last year's activities**
  - ➢ **Goal: Identify strengths & gaps in each program's learning objectives & assessment processes.** Each student learning coordinator provided an update of the activities in their college... Summaries from Student Learning Coordinators:
    - Dr. Mia Revels (CSHP) – gathering information from Program Chairs; she will have everything by the end of the semester. She will try to upload to the BB space.
    - Mr. Geoff Canan (CLA) – not all programs have provided information
    - Dr. JoAnn Starkweather (CBT)– has had a discussion with all programs, has most of the information
    - Dr. Sophia Sweeney (COE) – Dr. David, COE's previous student learning coordinator was successful in getting learning objectives from most program areas. Those have been uploaded into the Blackboard site.

    Dr. Fly shared the group's BB organization for uploading documents once student learning coordinators have completed the task.

- ➤ **Goal: Identify and implement strategies for "closing the loop" and encouraging the sharing and use of assessment results.**
    - Dr. Mark Giese – Need an index of information that is out there; develop a standard set of questions - "Frequently Asked Questions" page on NSU's website
- **HLC Assessment Academy update –** Dr. Jackson

    Due to time constrains, the report from Dr. Tom Jackson was moved up. Dr. Jackson shared that HLC will expect faculty to know about NSU's assessment process and the work that is being done by the student learning coordinators in their colleges to collate information on learning outcomes by program. He identified the HLC repository page, its resource room, and the Assessment Academy PDF file for information available. This committee is critical in getting the information to the community regarding assessment and learning outcomes. Meetings and open forums on the HLC process continue.

    All administrators and faculty need to know the University's Mission Statement and Vision to assist new faculty in the colleges and departments.

    Ms. Kaelyn Grant (student representative) shared that the average student does not know about HLC. To get students involved and/or hear the message, she suggested meeting with the NSGA (Senate meets weekly and the Cabinet meets on Thursdays). Dr. Jackson suggested Dean Venneman to meet with this group.

    We might also ask for time on the Chair's Council Agenda to talk about the types of activities which would support the sharing and use of assessment results.

- **Red Balloon Project brief overview** – Dr. Cari Keller
    - ➤ Dr. Keller shared information about the Red Balloon project. The project is to come up with an innovative solution to a problem at the university. At NSU, the focus of the Red Balloon Project will be to looking at the baccalaureate degree outcomes which distinguish the NSU student. The group is using the Lumina Foundation's Degree Profile as a basis for its work. Is it possible to tie the work of the Assessment & Student Learning committee and the Red Balloon project together?

        In reviewing the Red Balloon Project, the Student Learning Coordinators should be able to provide information for Outcome #1: Intellectual Skills and Outcome #3: Specialized Knowledge. Questions to keep in mind include: In the information collected, are the goals and objectives measurable? Where is analytic inquiry assessed? How is that information captured?

        Committee members would like to share the handout Dr. Keller provided with their colleges. Dr. Keller reported that specific outcomes have been shared with Chairs, not the document itself.

- **Professional Development Day – Tuesday, November 22, 2011**
  The group discussed the upcoming professional day and what assessment and student learning activities had been planned.
  - COLA and CBT are conducting an afternoon session "Learner Centered Principles to Improve Teaching"
  - Dr. Keller questioned if the instruments we use to evaluate learning measure what is intended. Departments may want to take a closer look at what they are doing and align to one standard. She suggested using a Professional Development Day to conduct a workshop for the chairs and faculty to work together with those that are skilled in assessment.
  - Spring Professional Development Day may be a good scheduled event to bring in a speaker on assessment. Then follow-up with breakout sessions to complete the alignment process.
  - Dr. Linde discussed competency based assessment. Student must be able to demonstrate an ability to meet specific requirements
  - Kaeyln Grant commented that students would appreciate common assessment across all sections of a specific course to demonstrate a universal competence requirement.
  - All instructors for a particular course need to meet and agree on specific outcomes that will be beneficial after graduation. Faculty need to be willing to identify those specifics that are necessary for all students to know what is important in the field. What really matters?
  - Faculty cooperation and collaboration important. Coordination is needed.

Goals for this academic year 1022-12
- The Gen Ed Capstone course will be available in Spring 2012 with multiple offerings. The Gen Ed committee identified common objectives which will be assessed through a nationally normed test. Students will also compile a portfolio.
- Within the College of Liberal Arts, different majors are at different points. Some programs are working on identifying common outcomes and assessments. She noted that different colleges have higher stakes, i.e. National Boards, and/or testing and for those programs that do not have high stakes, it is sometimes difficult to know where to start.
- Culturally, we need to get comfortable having the conversation about what programs have already done in identifying their goals, and looking at how they fit in the INTELLECTUAL SKILLS and program goals, and where in the program they can be assessed. The direction of The Red Balloon Project is that every level – general education, program, degree -- needs to address goals and outcomes.
- Introduce the Red Balloon Project to the departments / programs, and funnel through the work that has been completed and align with the bullet points. Within a program (at the 3000 and 4000 level), a student should have the opportunity to experience, demonstrate, and achieve all of the skills necessary for Outcomes 1, 3, and 4 of the Red Balloon Project.

Professional Development Day – Tuesday, November 22, 2011 – Are the colleges doing anything that is related to assessment? CTL is planning some things in addition to Blackboard Collaboration.

HLC Assessment Academy update – access the information off the website as Dr. Jackson described earlier.

Major Decisions/Policy Changes/Motions/Tasks Assigned:

- **Student Learning Coordinators** – continue to collect program learning outcomes and assessment measures if the inventory in Blackboard in not complete.

- **Other Representatives** – identify needs for professional development needs related to student learning and assessment within your college. What sessions could we offer in the spring using internal experts or an external speaker.

Next Meeting: In the spring

Adjournment: Motion to adjourn made by Dr. Mark Giese at 2:10

Handouts: Membership list, Agenda, draft minutes March 7, 2011 meeting, Charge Document, Student Learning diagram, Red Balloon Project

All documents also available on committee's Blackboard website.

NSU Student Learning & Assessment Committee Membership
2011-12

Dr. Pamela Fly	Academic Affairs	Assistant VP, Committee Chair
Dr. Roger Collier	Business & Technology	College Representative
Dr. Bryan Buckley	Business & Technology	College Representative
Dr. JoAnn Starkweather	Business & Technology	BT Student Learning Coordinator
Dr. Paula Schornick	Education	College Representative
Dr. Sophia Sweeney	Education	EDU Student Learning Coordinator
Ms. Sharon Clevenger	Liberal Arts	College Representative
Dr. Cheryl Van Den Handel	Liberal Arts	CLA Student Learning Coordinator,
Dr. Roger West	Optometry	College Representative
Dr. Kippi Wyatt	Optometry	OCO Student Learning Coordinator
Dr. Darryl Linde	Science & Health Prof.	College Representative
Dr. Mia Revels	Science & Health Prof.	CHP Student Learning Coordinator
Ms. Kaelyn Grant	NSGA	NSU Student Representative
Dr. Mark Giese	Academic Affairs	NSU Director of Institutional Research
Dr. Thomas Jackson	Academic Affairs	Assistant VP, Dean, Graduate Studies
Mr. Geoff Canan	Academic Affairs	General Education Capstone Coordinator
Dr. Cari Keller	Academic Affairs	Chair, Red Balloon Project
Dr. Laura Boren	Student Affairs	VP Student Affairs

STUDENT LEARNING & ASSESSMENT COMMITTEE
AGENDA
February 7, 2012, 2:00 PM
Bagley 107b (TQ) & BAED 121 (BA)

Members Present: Dr. Pamela Fly, Dr. Laura Boren, Dr. Bryan Buckley, Mr. Geoff Canan, Ms. Sharon Clevenger, Dr. Roger Collier, Dr. Mark Giese, Ms. Kaelyn Grant, Dr. Thomas Jackson, Dr. Cari Keller, Dr. Darryl Linde, Dr. Mia Revels, Dr. Paula Schornick, Dr. JoAnn Starkweather, Dr. Sophie Sweeney, Dr. Cheryl Van Den Handel, Dr. Roger West, Dr. Kippi Wyatt

Members Not Present:

Call to Order / Introductions

Approval / Review of Minutes: November 2, 2011

Business Items

- Program Outcomes & Assessments: Progress Update
    - ➢ Need Chart from CLA – See Working Documents 2010-11
    - ➢ Which programs have yet to identify outcomes & assessments for those objectives? Which program need assistance?
    - ➢ What is the quality of the outcomes in regard to clarity and measurability? Aligned with assessments? Mapped with curriculum?
- New Task - Red Balloon Project
    - ➢ Mapping / alignment of program outcomes / assessments with Baccalaureate Degree Outcome #3 Specialized knowledge
    - ➢ Timeline & Scope of the project.
- Reminder:
    - ➢ Professional Development Day – March 6, 2012
    - ➢ HLC Visit – March 26-28, 2012

Major Decisions/Policy Changes/Motions/Tasks Assigned:

Next Meeting:

Adjournment

Handouts: Agenda, draft minutes November 2, 2011 meeting, Red Balloon Outcome Document, Outcome 3 chart

All documents also available on committee's Blackboard website.