



## UAA Faculty Senate Academic Assessment Committee

Minutes: February 1, 2013

9:30a – 12:30p LIB 307

Audio conference: 1-800-893-8850

Participant code: 1664738

### General Business

- Approval of Agenda
  - Approved
- Approval of Minutes from 1/18/2013
  - Approved
- Vice-Provost Report
  - As a general approach, programs offered on more than one campus have been asked to agree on one set of Program Student Learning Outcomes for the catalog. These will be integrated into the assessment plan of each campus.
  - The committee might want to look at the assessment plan template next year. (It was suggested that it would be good to do this as the Committee moves to an electronic submission process.)
  - Reflections on the AAC&U Annual Meeting
    - UAA is in line with the national thinking.
    - The main focus of the meeting was how assessment can be a powerful tool if it is centered around teaching and learning and best practices to that end.
    - Accountability remains important to the outside public. Assessment should not be put before learning, and accountability should not drive out the formative benefits of assessment.
    - Best practices:
      - Focus your assessment efforts. What will be useful to you in better understanding the teaching and learning within your program? What kind of information might contribute to program improvement decisions? Build a schedule. You do not need to assess everything all the time.
      - Re-implementing the same assessment does not necessarily add to the usefulness of the data. Look for other data sets on the same topic at the institution. Analysis is a social process and there must be collective meaning making to understand what the results of assessment are telling us. Who will discuss the evidence and how will strategies be arrived at?
      - The role of Student Affairs in assessment was raised several times.
      - Manage accountability for improvement
      - Communicate widely. There needs to be a shared narrative.
      - How do you communicate to the larger public?

## New Business

- Languages PSLO review – Program representative Patricia Fagan –Assessment documents are available on Blackboard
  - Summary
    - The Languages Program worked on revisions and improving their PSLOs over the fall semester.
    - The program is now able to incorporate writing assessment, along with oral assessment.
    - How will the program assess the cross-cultural aspect of PSLO number 3?
      - Students are asked to determine and assess their own cultural values and compare those to cultural values learned in the course.
        - This is done through oral interviews, quizzes and tests, in which students are asked about cultural aspects as they compare to their own.
      - Students should be able to articulate cultural awareness.
      - Does the cultural aspect include current events and history?
        - All films and literature taught are put into socio-history framing.
    - The Languages Program has a pilot ePortfolio project.
      - It's had mixed results. Students collected artifacts and posted them. Some students did excellent work, while others were disinterested.
    - The Languages Program administers an exit exam.
      - Students don't have access to the questions beforehand.
      - It is part oral proficiency, part written comprehension.
      - Students reflect on one artifact chosen by the student with help from their advisor.
      - Students have complied with this requirement thus far. Between coordinators, faculty advisors, and professors, there is an open line of communication with students.
    - Will the program continue to have conversations as information comes in?
      - The program will continually reflect and make improvements as necessary.
  - Follow up:
    - The Committee discussed how changing the culture of assessment might increase the number of faculty members actively engaging in assessment and



want to be sure the shift away from the five-year review doesn't discourage programs from thinking about trending in their assessment.

- Part of the message to programs should be to guide them to think about trending in their programs and a cyclical process, not just the annual piece.
- Program review is still cyclical and includes an assessment piece.
- Math PSLO review – Program representative Mark Fitch – Assessment documents available on Blackboard
  - Summary
    - The Math Program changed their PSLOs to focus on what they can now do, with new technologies such as ePortfolios. The goals of the PSLOs themselves haven't really changed.
    - PSLO number 1 is broad because jobs for mathematics majors are also broad.
    - The second PSLO shares the character the program wants to instill in their students.
    - The third PSLO was added. It's always been an outcome, but there wasn't an easy way to document it before.
    - There might be a certain amount of duplication here, but it is phrased based on what outside experts will want to see as well.
    - How do you assess life-long learning?
      - ePortfolios
        - ePortfolios are started in MATH 215
        - Students upload documents throughout the program and reflect on them
          - From their comments, faculty can see the connections students are making between their coursework and their lives, and therefore infer life-long learning.
          - The word “need” is a key word in PSLO number 4, because they goal is that students recognize the need to use the ways of thinking they've learned in their lives.
          - If students aren't making this connection, the program knows it may need to re-evaluate.
        - The program wants to make ePortfolios a program requirement but right now it is only embedded within certain courses.
    - From their first semester, students in the math program introduced to PSLOs.
    - The program has a mandatory exit exam.
      - Students are told at the beginning of the semester to make arrangements, because it's required for graduation.

- Students know in advance that they won't be graded, but the program has confidence that their students put forth effort, because they are rarely surprised by students' performances.
- The program has found a strong correlation with students who took certain electives doing better on the test, and use this when thinking about their curriculum.
- The Committee discussed thinking about what is happening with assessment on the college level.
  - The support the Committee can provide for programs through conferences, meetings, etc., will build the assessment culture.
  - The Committee might think about their narrative, to start shaping the assessment culture they're hoping to achieve.

### **Continuing Business**

- Seminar / Workshop
  - Format and speaker
  - Possible workshop ideas:
    - ePortfolios for assessment
      - ePortfolios
        - How do you use an ePortfolio for assessment?
        - There has to be an assessment plan of the ePortfolio.
        - Benefits of the ePortfolio
          - ePortfolios engage faculty in program outcomes.
          - Faculty can see if their outcomes are working.
      - Strength and weaknesses of assessment tools and practices
      - What is authentic v. inauthentic?
      - What are the technologies available?
- Communication about the shift away from the 5-year assessment review and more toward a culture of assessment to the UAA community.
  - Suggestion to ask for recommendations for the conference in this message.
  - This message will be finalized and sent out after the Faculty Senate entertains the changes to the Handbook.

### **Informational**

- The Handbook will be reviewed at the Faculty Senate meeting today.
- Upcoming reviews
  - PSLO review of BA & BS – Anthropology; available on Blackboard
  - PSLO review of BA & BS – Sociology; available on Blackboard



- Assessment Plan review of AAS – Refrigeration and Heating Technology; available on Blackboard

Scheduled Meeting Dates Spring 2013		
Date	Time	Location
2/1	9:30a-12:30p	LIB 307
2/15	9:30a-12:30p	ADM 204
3/1	9:30a-12:30p	ADM 204
4/5	9:30a-12:30p	ADM 204
4/19	9:30a-12:30p	ADM 204
5/3	9:30a-12:30p	ADM 204
Spring 2013 schedule: 1 <sup>st</sup> , 3 <sup>rd</sup> Fridays		

*Attendees*

C	Brian Bennett, CTC
P	Anthony Lack, KPC
-	Vacant, KOD
P	Holly Bell, MSC
C	Deborah Mole, LIB
C	Bill Myers, CAS
C	Kathleen Voge, CBPP

P	Amina Turton, COE
C	Jennifer McFerran Brock, SOE
C	Kathi Trawver, COH
C	Keith Cates (Chair), Faculty Senate
N	Bill Hazelton, Faculty Senate
-	Vacant, Faculty Senate
-	Vacant, Faculty Senate

C	Maria Stroth, OAA
C	Susan Kalina – Ex-officio, Vice Provost
N	Helen Wisniewski – Ex-officio, Vice Provost
C	Rebecca Moorman – Ex-officio

*Note: Confirmed meeting attendees are marked with “C.” Those unable to attend are marked “N.” Those calling in are marked “P.”*

Scheduled Meeting Dates Fall 2013		
Date	Time	Location
8/16	9:30a-12:30p	ADM 204
9/6	9:30a-12:30p	ADM 204
9/20	9:30a-12:30p	ADM 204
10/4	9:30a-12:30p	ADM 204
10/18	9:30a-12:30p	ADM 204
11/1	9:30a-12:30p	ADM 204
11/15	9:30a-12:30p	ADM 204
12/6	9:30a-12:30p	ADM 204
Fall 2013 schedule: 1 <sup>st</sup> , 3 <sup>rd</sup> Fridays		

Scheduled Meeting Dates Spring 2014		
Date	Time	Location



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1/3	9:30a-12:30p	ADM 204
1/17	9:30a-12:30p	ADM 204
2/7	9:30a-12:30p	ADM 204
2/21	9:30a-12:30p	ADM 204
3/7	9:30a-12:30p	ADM 204
3/21	9:30a-12:30p	ADM 204
4/4	9:30a-12:30p	ADM 204
4/18	9:30a-12:30p	ADM 204
Spring 2014 schedule: 1 <sup>st</sup> , 3 <sup>rd</sup> Fridays		