

STUDENT LEARNING ASSESSMENT COUNCIL

Minutes

March 22, 2016

Members Present: Andrew Smith, Dan Stiffler, Eric Conrad, Roy Briggeman, Jim Costello, Joe Yanik, Kim Simons, Kevin Rabas, Shawn Keough, Linda Adams-Wendling, Matt Seimears, Michael Smith, Rich Sleezer, Shawna Shane, Steve Catt, Eric Yang, Dusti Howell for Zeni Colorado, and JoLanna Kord

Members Absent: Alfredo Montalvo, Allan Comstock, Gonzalo Bruce, Gary Wyatt, Jim Persinger, Joan Brewer, Lynn Hobson, Shelly Rowley for Melissa Bailey, Ellen Hansen, and Cynthia Kane,

1. The February 23, 2016 meeting minutes were distributed and reviewed. Steve Catt motioned to approve the minutes, Kim Simons seconded the motion, there was no discussion and all approved via voice vote. Let it be noted that in the heading of the stationary the zip code was listed inaccurately and edits have been made to all previous meeting documents including the February 23rd minutes.
2. Eric Yang presented the assessment knowledge share by introducing a variety of ways which were either being used or to be considered for use in future assessment practices within the Biological Sciences department. Some practices were ongoing and others are on a rotational basis (3-year, etc.). He mentioned that department-wide assessment practices should be manageable, meaningful, and sustainable. Assessment practices included employer surveys, faculty focus groups, and faculty surveys. This information contributes to dialogue among faculty to re-adjust teaching content mainly for core courses in the major. Some of the embedded assessment techniques mentioned were collective portfolios of student artifacts (capstone or multiple courses), sampling and assessing student work from multiple courses related to a previously identified common learning outcome. This is planned ahead of time and is intentionally focused on an area of inquiry where improvements are a priority. In addition, the use of content analysis where one question on an exam or assignment is assessed for determining if students are learning at the expected levels. And, lastly the use of Reflective Essay assignments where students are prompted to use synthesis, analysis, and evaluative (higher ordered thinking) in applying their knowledge and skills directed toward a specific topic, theory, etc.
3. Two documents were distributed to the Council:
 - a. Higher Learning Commission: Staff Analysis of Institutional Report
 - i. There are two mentions in the report that we are currently and consistently obligated to address, one being the assessment of the general education program; and two directed toward the specificity of how student learning outcomes are stated.
 - ii. It was stated in the report, "The Department of Nursing and the School of Library and Information Management documents in particular were notable in the manner by which they approach their outcomes." Then, "However, some faculty members were less specific in the way their outcomes were stated. For example, one syllabus contained a one sentence "outcome" that was vague to the point of opacity." And, "The Commission urges the institution to give further

attention to this matter where appropriate and consider a more standardized approach to the articulation of learning outcomes.”

b. Guidelines for Writing Student Learning Outcomes

- i. This set of guidelines was written to assist faculty in developing and communicating course level student learning outcomes for use in syllabi, planning, and assessment.
- ii. It provides examples of how “best practices” in articulating student learning outcomes can be achieved.
- iii. It provides details regarding the levels of student learning.
- iv. It provides relevance to how course learning outcomes can be aligned across multiple levels of the institution including aligning with University mission, the general education program, and at levels within the content of a course.

Council members were encouraged to review the syllabi submitted by the faculty in their departments to determine if the quality of the articulation of student learning outcomes was appropriate. The refinement of student learning outcomes should be addressed and beginning in the summer of 2016, syllabi uploaded in the skybox repository should have specifically written student learning outcomes. Changing what has already been submitted is redundant, address the changes as the new syllabi come in.

While it is acknowledged that variety in the description of student learning outcomes can and should exist both within and across the disciplines, this doesn’t eliminate the obligation to write with specificity and intentionality when describing what students can be expected to learn within the context of the course.

In assuring that the knowledge and skills for writing student learning outcomes is common across the institution, individual or group consultations can be scheduled by contacting the Office of Institutional Research and Assessment (341-5103 or by sending email to jkord@emporia.edu).

4. What is due and when is it due:

Syllabi for the spring 2016 term uploaded in Skybox (should be completed)

Faculty Vitae updates including courses assigned for spring 2016 term (should be completed)

Curriculum Maps for All Programs, can include concentrations with major program (May 15)

Syllabi for Summer Term Courses (June 15)

Completion of Assessment Template in Compliance Assist (June 30)

Updates – Planning for the upcoming year 2016-2017 see Table 1

Table 1: Updates Timeline for Faculty Qualifications in SKYBOX and Assessment Reports in Compliance Assist

Faculty Vitae for Fall Term new hires	September 5
Faculty Vitae for Spring Term new hires	February 5
Faculty Vitae Annual Update (current faculty)	Annually by: February 1-15
Syllabi for Fall Term Courses	Annually by: November 15
Syllabi for Spring Term Courses	Annually by: March 15
Syllabi for Summer Term Courses	Annually by June 15
Curriculum Maps (Program)	Any Revisions by: May 15
Complete Assessment Template in Compliance Assist	Annually by: June 30

5. As requested, in the Faculty Qualifications folder, the Vitae area has been disaggregated by department. For the Syllabi section, a separate folder has been added for summer 2016 term courses. The syllabi section will remain organized as it currently is by faculty name. It isn’t practical to have department level folders as some faculty

teach courses in more than one department and having faculty syllabi in more than one folder area would be confusing to anyone who is trying to compare course assignments with related syllabi and vita credentials.

6. Update on Assessment Share

a. Revised Assessment Knowledge Share Schedule for the spring 2016 term:

SLAC Meeting Date	Knowledge Share Leader
February 23, 2016	Kim Simons
March 22, 2016	Eric Yang
April 12, 2016	Kevin Rabas
May 17, 2016	Linda Adams-Wendling
June 21, 2016	Cynthia Kane
July 19, 2016	Eric Conrad
August 16, 2016	Steve Catt

7. Meeting Adjourned 5:05 p.m. – Next Meeting Date: Tuesday, April 12, 2016 at 4:00 p.m. MU-Blue Key Room,