PROVOST'S ADVISORY COMMITTEE *for* LEARNING OUTCOMES ASSESSMENT
(PACLOA)

College Assessment Representatives Subcommittee Meeting
Spring 2018
Bizzell Library Room LL2111

Friday, February 16, 2018
1:30 pm – 3:00 pm

Minutes

Present: Ralph Beliveau, Teresa DeBacker, Todd Hubbard, Jihee Hwang, Petra Klein, Mark Raymond, Randa Shehab, Beth Stetson, Victoria Sturtevant, Murray Tab, Felix Wao

Connecting via Skype: Jennifer Kisamore and Hollie Mackey

I.   **Welcome and Introduction by Felix Wao**

Felix welcomed the committee members and thanked them for their service. He asked the committee to review the minutes of the last meeting.

II.   **State of program assessment at OU: A Multi-Year Review of Program Assessment**

Felix pointed out that along with the introduction of a new assessment process in 2015, the Office of Academic Assessment developed a rubric for reviewing assessment reports based on the following steps:

1. Plan – Articulating program level student learning outcomes (SLOs).
2. Measure – Direct assessment methods (e.g., exams, research papers, internships, presentations, portfolios, etc.) used to determine how students are meeting the SLOs.
3. Analyze – Documentation of actual student performance (on aggregate) in each SLO.
4. Improve – Description of how faculty in each department/degree program have used or intend to use actual results of student performance to make informed decisions on enhancing student learning and improving the program.

Felix presented three samples of good program assessment reports from 2016-2017 AY. He told the committee that the three reports reflected the exact nature of information required in program assessment reports. He presented the color-coded rubric used to review program assessment reports, as well as information about the progress of program assessment submission by departments which indicated that in 2014-2015, the 90% of programs submitted assessment reports, in 2015-2016 the rate

of submission was 91%, while in 2016-2017, it jumped to 95%. Jihee Hwang presented the same information using Power BI.

Murray Tabb asked if it was "awareness" that caused such a big jump in the submission of assessment reports. Felix responded that, using a *Needs Assessment Survey* he had deployed to all Assessment Liaisons in Fall 2013, he sought, among other things, strategies for improving OU's program assessment process. Results of that survey paved the way for development of various assessment workshops, provision of feedback for assessment reports, establishment of the annual Assessment Forums, facilitation of individual consultations and planning for numerous other initiatives the Office has undertaken since Spring 2014.

Teresa DeBacker mentioned that they had received the first ever "feedback" which led to discussions about and documentation of continuous improvement. She said that in prior years there was never feedback given to the Assessment Liaisons to determine if there was any progress in terms of documentation of assessment activities.

Felix informed members that the Provost Office provides funds to each department annually to support program assessment functions.

Mark Raymond asked if the Chronical of Higher Education article regarding assessment could be discussed at the meeting. Felix responded that discussion regarding questions raised in the article were beyond the scope of the responsibilities of the subcommittee.

III.   **Recommendations for continuous improvement**

Felix presented various "Common Challenges Regarding Program Assessment" and sought recommendations/comments from the committee.

Todd Hubbard asked if it were possible for "best practices" to be passed around from the various areas to help anyone needing ideas. Felix said that students learning outcomes (SLOs) of all degree programs are published on the Academic Assessment Website but not complete assessment reports. There was a discussion about sharing OU best practice information on the website and it was determined that TracDat would be the best avenue for that information so that only the Assessment Liaisons would have access to it.

Felix said that he would not share the actual assessment reports without permission from academic departments and wanted to know how the committee felt about publishing assessment reports online. Randa Shehab commented that she didn't think we needed to publish the reports but that a "rubric repository" would be good for internal OU use. Felix mentioned that the Office of Academic Assessment website has two very good rubric tools – the *Rubistar* and *IRubric*.

Ralph Beliveau asked how different the Gen Ed assessment process was from degree program assessment. Felix clarified that Gen Ed assessment is a very complex,

institution-wide process and quite different from program assessment.   He added that currently, the university does not have a systematic process for assessment of the Gen Ed program. Teresa DeBacker said that the prior administration in the Provost Office had set up a committee which underwent training. However, no progress had been made.

Felix told the committee that he was reaching out to all the programs that had "yellow" or "red" codes in their assessment review reports to assist with refinement of assessment process and respond to questions. In addition, he pointed out that most of these meetings would be held at the College or Department levels.

Todd Hubbard sought to understand the role the Office of Academic Assessment plays in the periodic APR process and if one could be done in place of the other. Felix clarified that program assessment is part and parcel of the APR process. He recommended that, in future, discussions could be held to have assessment reports submitted in a biennial fashion to give faculty more time to reflect on the results and develop concrete recommendations and/or report on actual use of assessment results for continuous improvement.

Ralph Beliveau sought approaches others use to help with challenges associated with the "closing the loop" step of the assessment process. Todd Hubbard pointed out that he discusses "use of assessment results" with his faculty in "faculty speak" instead of "assessment speak" and he gets good results. He also added that he was in the process of changing his class and agreed that a two-year report would be best. Randa Shehab mentioned that they have 11 outcomes and they usually do only some each year.

Meeting adjourned 3:00 pm