

# ASSESSMENT UPDATES

University of Findlay



## WELCOME! ASSESSMENT OVERVIEW

By Christine Denecker, Director of Special Projects and Initiatives

### WHAT'S INSIDE THIS ISSUE:

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- Curricular Assessment
- General Education (CORE+) Assessment
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- Global Review

Assessment expert, Linda Suskie, advocates for the useful, clear, and accurate communication of assessment efforts. With these words in mind, the Global Review Committee offers you the second annual UF Assessment Newsletter. In its pages you will find updates from each of the major assessment committees along with information regarding campus assessment plans for AY 2021-2022. These updates are designed to drive discussion on campus—discussion about assessment processes, informed decision making, and continuous improvement. On-going assessment is a healthy part of any organization, but it takes collaboration, effort, and patience. Together we can put our assessment results “to good use,” as Suskie advises and watch our campus community evolve and thrive as a result of these efforts.

# CURRICULAR ASSESSMENT COMMITTEE

By Erin Alava, Chair

The Curricular Assessment Committee is excited to have accomplished many improvements in the 19-20 Academic Year. In case you missed these changes, here is an overview:

In the spirit of continuous improvement, the Committee identified the need to update the Assessment Outcomes to better serve the University. In the Spring, Faculty Senate approved the CAC proposal to update the Undergraduate and Graduate Assessment Outcomes.

## **Updated Undergraduate Outcomes**

1. *Skills*
2. *Knowledge*
3. *Dispositions*
4. *Experiential Learning*

## **Updated Graduate Outcomes**

1. *Skills*
2. *Knowledge*
3. *Dispositions*
4. *Experiential Learning*
5. *Research*

**PLEASE NOTE:** Submission for 20-21 will use existing Outcomes, Rubrics, and Workspaces.

### **NEW for Academic Year 20-21**

- "EVEN YEAR" submitters: Deadline to submit is January 29th, 2021
- Workspaces will open August 2021
- Committee pairs will be assigned to work directly with submitters prior to submission to support improved quality (September-November 2020)

The Curricular Assessment Committee will be working hard to construct new instructions, rubrics, and workspaces in the upcoming Academic Year. More information about the transition and implementation to the new Outcomes will soon be provided.

The working timeline for Curricular Assessment has also been updated to allow for more meaningful interaction between the Committee and submitters and to better accommodate

Overall, compliance for Curricular Assessment has been successful and we would like to thank everyone for their time and effort. We would also like to reiterate support for the quality of assessment occurring and the culture of continuous improvement at the University of Findlay. In addition to the traditionally offered Help Sessions prior to submission deadline, be on the look-out for CTE workshops focused specifically on assessment in the upcoming year!

# GENERAL EDUCATION ASSESSMENT

By Nathan Tice, Chair

Hello, UF Campus Community!

Can you believe that we are ready for another academic year?! And that the CORE+ Curriculum turns 5 this year! That's right...full implementation of CORE+ will enter its 5th year in the Fall of 2020. It's been really exciting to see all the courses that have been incorporated into CORE+. And in the spirit of "continuous improvement", the GE Committee would love to see more. Please be watching for submission invitations if you have a course that you'd like to have considered for CORE+ status. Additionally, the GE Committee will be working on a modified CORE+ Curriculum proposal to go to Undergraduate Council for approval of a new 5 year cycle. Please contact myself or your GE representative if you have feedback or ideas on CORE+ moving forward.

The 2019-2020 academic year was a busy one, with a lot of great highlights as it pertains to General Education:

- We reached 80% and 78% participation rates in student assessment submissions (within the LAT side of Taskstream) for seats in CORE+ courses in the Fall and Spring semesters respectively.
- Undergraduate Council approved several new courses within the CORE+ Curriculum. For a full, updated list, follow this link on the University website: <https://www.findlay.edu/intranet/core-approved-courses>.
- GE Committee members reviewed the CORE+ course assessments performed by faculty and gave feedback on how this process could be enhanced. If you were the "point person" responsible for a course review, check your AMS space in Taskstream to look at the scoring and feedback.
- We continued training and feedback sessions throughout the year to engage with faculty on how to best implement and utilize CORE+ courses and assessment. CTE sponsored "Town Hall" sessions which provided critical feedback to the Committee on how to best move forward with a modified CORE+ Curriculum.

As we think about the future, please make sure to contact myself or your GE Committee representatives (each College has at least one!) with your feedback, thoughts, or questions. We are happy to facilitate training or provide support, as well as just listen to your ideas. The continued success of CORE+ is dependent upon all stakeholders on campus.

Thanks for all your hard work and don't hesitate to reach out!



# NON-INSTRUCTIONAL ASSESSMENT

By Mariah Schroeder, Chair

NIA is in the third year of its newly formatted assessment process that focuses on the strengths of each noninstructional area and challenges faced by each area. In the Fall of 2020, Mariah Schroeder, Human Resources, was nominated as chair of the Committee. In the spring of 2020, we faced a slight setback with the onset of the pandemic. The assessment data for 2020 was collected and in spite of the pandemic, had great participation in terms of reporting.

For the 2020-2021 reporting year, NIA was able to add the list of common themes as a selection in the assessment. NIA saw 100% of units reported during the 2020-2021 reporting year. The committee then reviewed the assessment data and identified several overall common themes. More information is forthcoming from the Spring 2021 review of data. As the committee moves into Fall 2021 this information will be shared with Dr. Fell and the Cabinet.

**Common Themes:** The challenges listed below represent patterns of common themes first identified by the NIA committee members in their reading of the NIA reports from 2019. The challenges are listed in order of importance as indicated by frequency of mention. Longitudinal data are being gathered to track the predominance of these themes.

**Student Challenges:** this includes student participation in events, retention of students, developing appropriate programming for students, meeting student needs as second language learners, and communicating information with students

**Challenges in Efficiency of Processes:** this includes workplace efficiency, elimination of redundancy, accountability, and succession planning

**Faculty Challenges:** this includes faculty participation at workshops/professional development, and communication with faculty

**Lack of Resources:** this includes infrastructure, budget constraints, and the need for an Institutional Research Office

**Issues of Capacity:** this includes deficits in staffing, as well as recruiting and retaining staff

**Working with External Partners/Entities:** these partners/entities include alumni, donors, co-ops, and community members

**Communication:** this refers to internal communications among non-instructional units, as well as administrative communication and communication with faculty and students (see Student challenges and Faculty challenges).

**Recruitment:** this refers to the recruitment of first-time freshmen, transfer students, and graduate students

# ACADEMIC PROGRAM REVIEW

By Darin Fields, Chair

In Summer 2020, APR Leadership made the decision to press pause on its assessment processes. The advent of Workday created a demand on time and resources that curtailed the committee's abilities to secure the data needed for the full APR review that was slated for 2021. The pause in the APR process also came at a time when the committee was having philosophical and practical discussions regarding APR metrics.

As the transition to Workday becomes complete, a clearer picture is beginning to evolve for the path forward. Likewise, the addition of the institutional researcher role will also have an impact on the future direction of Academic Program Review. The committee will be hard at work during AY 2021-2022 re-envisioning the next phase of APR. We look forward to sharing our progress with the campus community.

## GLOBAL REVIEW COMMITTEE

By Christine Denecker, Chair

The Global Review Committee, which consists of the chairs of all University assessment committees, met monthly during 2020-2021. The 2020-2021 goals of the committee are listed to the right of this page.

The committee is responsible for the Global Review Map and recently established an intranet web presence for all UF Assessment Committees on the homepage of the UF website. Committee discussion focused on identifying overarching themes in campus assessment. These themes were shared with the campus community during Dr. Fell's January 2021 State of the University Address. The GAC also participated with Dr. Fell in a Strategic Plan discussion. Committee conversations focused on ways to diversify and internationalize the curriculum, new HLC mandates, and the approval process for new program. Finally, committee members were an integral part of pushing forward and participating in the search for an Institutional Researcher. The hire of Dr. Kristen Lindsay for the Institutional Researcher role is the happy outcome of that process. Dr. Lindsay joined the UF community on August 30, 2021.

### Global Review Committee Goals

**Goal 1:** To demonstrate how data from the University's assessment committees leads to continuous improvement on a variety of levels.

**Goal 2:** To support and provide counsel to the University in establishing an Office of Institutional Research

On-going work by the GAC in response to assessment themes:

- Advocated for Office of Institutional Research
- Increased communication through annual newsletter, CORE+ Excel reports, visits to Chairs' Council, Global Review map, & intranet space
- Continued updating all university-level assessment; some PD implemented with more to come

**Curricular Assessment Committee members:**

Erin Alava, Chair

Stephanie Born, Susie Surowiec, Brent Wickham, Jennifer Fennema-Bloom, Maria Gamba, Jenny Theriault, Samantha Barefoot, Valerie Escobedo, Joanna Beres, Sandy Earle, Kathy Crates, Christine Denecker, Sara Hingson, Anthony Silecchia, Helen Schneider

**General Education Committee members:**

Nate Tice, Chair

Susan Brooks, Tina Fournier, Dave Essinger, Stephanie Born, Shawn Graves, Kit Medjesky, Yanting Guo, Aaron Blodgett, Maria Gamba, Tim Burkart, Christine Denecker

**Academic Program Review Committee members:**

Chair, Open

Chris Ward, Kathy Crates, Aly Matejka, Shawn Graves, James Roll, Sandra Earle, Darin Fields, Sara Hingson, Christine Denecker

**Non-instructional Assessment Committee members:**

Mariah Schroeder, Chair

Kelly Warner, Rebecca Jenkins, Tom Lause, Brandi Laurita, Marcia Latta, Skylar Mettert, Kyle Nierman, Helen Schneider, Beth Stewart, Christine Denecker

**Global Review Committee members:**

Christine Denecker, Chair

Darin Fields, VPAA

Erin Alava, COS, Chair of Curricular Assessment Committee

Nate Tice, COS, Chair of General Education Committee

Mariah Schroeder, Chair of Non-instructional Assessment

Kelly Warner, NIA representative

Helen Schneider, TaskStream Coordinator

Open Seat, APR Chair

Open Seat, APR representative