EMPORIA STATE
U N I V E R S I T Y

STUDENT LEARNING ASSESSMENT COUNCIL
Minutes
September 15, 2015

Members Present: Alfredo Montalvo, Allan Comstock, John Sheridan for Cynthia Kane, Dan Stiffler, Eric Conrad, Gary Wyatt, James Costello, Jim Persinger, Joe Yanik, Kim Simons, Kevin Rabas, Shawn Keough, Linda Adams-Wendling, Rich Sleezer, Shawna Shane, Eric Yang, Brenda Nichols, and JoLanna Kord

Members Absent: Andrew Smith, Ellen Hansen, Gonzalo Bruce, Roy Briggeman, Joan Brewer, Lynn Hobson, Matt Seimears, Shelly Rowley for Melissa Bailey, Michael Smith, and Zeni Colorado

1. The August 18, 2015 meeting minutes were distributed and reviewed. During review, it was noted that the date on the minutes was inaccurately stating June 18, 2015. The correction to August 18, 2015 was noted. Alfredo Montalvo motioned to approve the minutes with the edit and Shawn Keough seconded the motion, minutes were approved by all via voice vote.

2. A sign-up sheet was circulated for the Assessment Share where at the beginning of SLAC meetings (15 minutes) members will share assessment knowledge, practices, and/or lead discussion. THANKS to all who volunteered to share!

   The schedule is as follows:

SLAC Meeting Date	Knowledge Share Leader
October 20, 2015	Gary Wyatt
November 17, 2015	Joe Yanik
December 15, 2015	Shawna Shane
January 19, 2016	Andrew Smith
February 23, 2016	Kim Simons
March 15, 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

3. Department/Unit Assessment Reports for 2015 were sent out via email attachments on September 14, 2015. This was the first iteration of using the Campus Labs – Compliance Assist platform to complete assessment plan templates to report and record assessment efforts. The individual reports will be compiled into a comprehensive institutional report when the Department of Nursing completes the template (delay was due to technicalities from the external accrediting body and nursing board). In the meantime, it was requested that individual

departments/units could make some updates/edits/changes to their templates until we are ready for the comprehensive report to be done. This was deemed ok, although it was confirmed that edits/changes/updates should be reflective of work done in Academic Year 2015.

4. Discussion of the first two chapters of the M.J. Allen book was framed with respect to Program Assessment and Program Learning Objectives. A handout was distributed to highlight some of the phrases and language used in the book describing program level assessments and program learning goals and objectives. The focus was on the first part of the handout "Faculty Roles in Assessment." This discussion was informative and individuals were encouraged to share their perspectives and situations. Some of our most promising opportunities lie ahead and the work that the council is doing is adaptive. It was noted that faculty embrace this most important role; however the process of capturing the evidence of these practices is a factor. It is common practice to have faculty assigned a role as the lead person to actually do the reporting of assessments. Fairness was mentioned as a factor in creating an environment where all faculty are expected to contribute to the process, while recognizing that Faculty are the key role players in keeping their program curriculums current/state of the art and insuring that students are learning those things that are important. It was stressed that the external environment is changing very rapidly and making curricular and pedagogical adjustments in a timely manner are vital to continuous success. Programs without a solid infrastructure in place to adapt to these changes will be challenged to remain sustainable. Our programs must be competitive and prepare students for career success with the knowledge, skills, and experiences at the forefront of the disciplines. Faculty are the key role players in keeping their program curriculums current/state of the art and insuring that students are learning those things that are important. Assessment is a main contributor to accomplishing this most important role.

5. An example Curriculum Map was distributed and we visited about how it was set up and what it represented in relation to what we discussed about Program Learning Objectives. The curriculum map for each program is the first step in building the infrastructure previously discussed from chapters 1 and 2 (Allen). It was noted that during the curriculum mapping process (updating/revision/design), that the first directions for intentional assessment will emerge. There will be key identifiers such as gaps in the curriculum, unequal distribution of objectives among courses, and course sequencing which will be identified as a part of the process. Once curriculum maps are completed, faculty will be able to zero in on what will be the first crucial area to focus assessment efforts to improve/insure student learning. Some programs have very recently completed curriculum mapping for their programs as a part of their specialized accreditations (SLIM, School of Business). Others (KSDE programs) are awaiting newly updated sets of standards before they will engage in the mapping process. Some programs are planning to begin the process. An electronic curriculum map will be sent out to SLAC members to use in evidencing program level curriculum maps. For those programs which have recently completed their mapping these completed templates are due in December 2015, and for everyone else the maps are due at the end of the semester in May 2016. In our next SLAC meeting the electronic curriculum mapping template will be shown and discussed. Others needing assistance right away, contact Jo to schedule a personal meeting.

6. Meeting Adjourned 5:00 p.m. – Next Meeting Date: Tuesday, October 20, 2015 at 4:00 p.m.