

**MEMBERS\*:** CAFES – Richard Cavaletto, ~~Marc Horney~~; CAED – Mark Cabrinha, ~~Jason Hailer~~; OCOB – Jean-Francois Coget, ~~Hong Thi Hoang~~; CENG – Eric Mehiel, ~~Faculty Rep – Vacant~~; CLA – Debra Valencia-Laver, ~~Matthew Moore~~; CSM – Kellie Green Hall, Beth Chance; School of Education – Kevin Taylor, Virginia McMunn, ~~Andrew Byrne~~; Academic Programs & Planning – ~~Mary Pedersen~~, Bruno Giberti, Shannon Sullivan-Danser (minutes); Library – Katherine O’Clair; Institutional Research – ~~Mauricio Saavedra~~; CTLT – ~~Patrick O’Sullivan~~; Student Affairs – Kevin Grant; General Education Governance Board – Gary Laver; ITS – ~~Brett Heenan~~; Writing Center – Dawn Janke; PCS/Career Services – ~~Vacant~~; ASI – Jack Ryan Woolridge

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Bruno Giberti, Academic Programs and Planning, began the meeting at 3:10 p.m.

**A. Approval of Minutes**

1. Minutes from November 30, 2018 and January 17, 2019 were approved as submitted.

**B. Announcements**

1. Bruno informed the Council that the university will be conducting the CLA+ and NSSE surveys during AY 2019-20. The Council will strategize at the next meeting about inducements and student engagement efforts. The Council will also consider the modules that they will be using to incorporate the WSCUC core competencies.
  - a. Bruno reminded the Council that CLA+ guidelines say that the minimum number of students would be 100. It does not matter who the students are as their scores will be aligned with their SAT scores.
  - b. The Council recommended inviting Jessica Carson (Academic Programs and Planning) to the next meeting to assist with the planning.
2. Bruno shared an update on the assessment plans and reports. At the Associate Deans’ meeting, he and Mary Pedersen discussed the idea of merging the assessment reports with GI 2025 and action plan reports. He discussed the goal of one document that develops a sustainable, long-term assessment plan that connects to the program review process with annual progress reports submitted.

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\* Absence is indicated through the strikethrough of a person’s name.

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- a. The Associate Deans would be the one to summarize and synthesize the assessment reports.
  - b. Bruno encouraged the Council to talk with their department heads and chairs to get feedback from them on what they think of this proposal.
3. Shannon Sullivan-Danser reminded the AAC that they would be moving the Academic Programs College Assessment Repository so that it is not linked to Jack Phelan's account. Because Jack has retired, his account is being deleted, including all shared folders. The material has been backed up and she reminded AAC members to download their college's information as an additional precaution.
  - a. The AAC discussed the merits of staying with OneDrive or moving to a different platform. Academic Programs will research options and present it to the AAC at a future meeting.

**C. Election of next Academic Assessment Council Chair**

1. Debra Valencia-Laver was elected chair of the Academic Assessment Council for the remainder of the 2018-19 school year.

**D. Update on search for a Director of Academic Assessment**

1. Bruno informed the Council that they have begun scheduling interviews with candidates this week. They received 15 applications and identified 6 candidates to interview. They felt strongly that the director needed an earned doctorate with significant teaching experience. If the director is to work closely with departments and faculty, s/he should have similar credentials. Most of the candidates have an EdD and not a PhD, which says something about how expertise in the field of assessment is shifting.
  - a. The search committee includes Bruno, Gary Laver, Kellie Green Hall, Patrick O'Sullivan, Matthew Moore, and Amy Robbins (Academic Programs and Planning, EF). They do not expect to have a candidate in place until after the school-year ends.
2. The AAC discussed if a doctorate was needed in assessment. In particular, administrators from the WASC Assessment Leadership Academy have suggested that a doctorate is not necessary to be a director of assessment as the field is different than a traditional disciplinary-based doctorate program. There's a concern that certain candidates who are well-versed in assessment, who may not be in a discipline where the terminal degree is a doctorate, might be unnecessarily excluded from applying.

- a. Bruno shared that the results of this search and the experience from the candidates who are applying are showing the shift in the kinds of experience this position requires.
- 3. The AAC also discussed how an Ed.D. might be better aligned with the professionalism of assessment than a traditional disciplinary doctorate.
  - a. They pointed to the [Carnegie Project on the Education Doctorate](#) as a valuable resource, one whose goal is to provide a framework “to inspire all schools of education...to the preparation of education leaders to become well-equipped scholarly practitioners who provide stewardship of the profession” and currently includes 100 institutions in its consortium.
- 4. Candidates who are asked to come to campus for the second round of interviews will have a day of meetings with key constituents throughout the university, including the AAC.

#### **E. Core Competency Assessment Update**

- 1. The Quantitative Reasoning Learning Community is continuing its research and planning for the upper division assessment.
  - a. They do not currently have a member from CAED.
    - 1. Mark Cabrinha said that he would work with Bruno to identify a participant.
  - b. There is also a concern that ABET-accredited programs might not participate as it might duplicate the assessment work the programs are already undertaking.
    - 1. Eric Mehiel said that he would talk with Bruno about this concern.
- 2. Katherine O’Clair summarized the first information literacy assessment, which included FSN faculty and occurred February 8.
  - a. The group spent more time norming than expected, but it was a rich conversation and resulted in no discrepancies in the final scoring. The faculty members were inspired by the process and eager to find ways to improve the competency within their department.
    - 1. This session also marked the first time that group work has been assessed. Group work is increasingly becoming the culminating experience for undergraduates, so it is important to engage in this type of assessment.

2. Additionally, the response from this group shows how necessary it is to have faculty participate in these assessments. They own the results and will work with the university to find ways to improve and prove that assessment works best when it becomes part of faculty development.
- b. The next assessment will take place on February 22 and include faculty from ECON and COMS.
  1. Each assessment is unique to the competency and to the discipline, which is an encouraging observation.
- c. Katherine also recognized the need to close the loop when the assessment is done and to work with the individual departments to develop a plan for improvement.
- d. The AAC observed that assessment is increasingly becoming an essential part of university improvement, which recent doctoral graduates are demonstrating. It will be worthwhile for assessment to be directly included in the RPT process.
  1. The emerging trends survey that Patrick O’Sullivan shared in November could be an important tool to help build the assessment program throughout the university.

Meeting adjourned at 4:00 p.m.

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### Winter 2019 Meeting Schedule

~~Thursday, January 17, 2019 | 3:10 p.m. – 4:00 p.m. | 35-511~~

~~Thursday, February 14, 2019 | 3:10 p.m. – 4:00 p.m. | 35-511~~

Thursday, March 14, 2019 | 3:10 p.m. – 4:00 p.m. | 35-511