KENT STATE
UNIVERSITY

Advisory Committee on Academic Assessment (ACAA)
Accreditation, Assessment and Learning
Office of the Provost
Kent State University

February 11, 2021 Meeting
via Microsoft Teams

MINUTES

Members in Attendance:
Susan Perry, Erica Eckert (co-chair), Shannon Helfinstine, Hollie Simpson, Marcia Kibler, Hend Baza, Jessie Carduner, Ching-I Chen, Dale Eilrich, Samantha Farland, Elizabeth Graham (guest), Suat Gunhan, Mary Hricko, Karl Idsvoog, Judy Lightner-Noll (guest), Jennifer Miller, Richmond Nettey, David Putman, Sandra Randulic, Sean Ratican, Valerie Samuel, Elizabeth Sinclair, Yvonne Smith, Linnea Stafford, Brittany Thomas, Therese Tillett, William Turek and Deirdre Warren.

I. **Welcome**
   Susan Perry welcomed all, including Judy Lightner-Noll who was attending for Jennifer Marcinkiewicz representing the Center for Teaching and Learning.

II. **Approval of December minutes**
   The minutes from the ACAA December meeting were presented, reviewed, and accepted as written.

III. **Announcements**
   In response to questions brought up at the last ACAA meeting, Susan Perry reported on the 2020 Great Colleges To Work For survey's top comment themes. The 2021 survey has been updated to include new items related to faculty, employee well-being, diversity, and equity as well as some changes to categories. Kent State plans to participate in the 2021 survey this spring. Susan shared that a campus climate survey, generated by the Anti-Racism Task Force is also scheduled to be released early in March. In order to avoid negatively impacting either survey's response rates, there will be a slight delay in the start of the 2021 Great Colleges to Work For survey.

   Susan shared more information about response rates for the First Destination Survey (FDS) and the employment outcomes site. FDS is getting a response rate of 26.4%, but when data is added from external sources such as program faculty or from a parent, it brings the knowledge rate to

34.7%. However, the current response rate for the Graduated Student Survey (GSS) items that follow the FDS is only 19.4%. Before combining these surveys, the Survey Research Lab utilized undergraduate student callers that resulted in a response rate of 27.6%. AAL will continue to monitor GSS response rates as more data is collected in the future and will consider strategies such as offering incentives if needed.

IV. NSSE college and committee meetings

Shannon Helfinstine shared updates on presenting the National Survey of Student Engagement (NSSE) data at College and committee virtual meetings across campus. Her goal is to share data and start conversations about data findings. She thanked ACAA committee members who have helped coordinate these meetings. Reponses have been positive. More meetings are scheduled in February and March. The regional campuses conducted their own separate administration of NSSE, and they are concurrently looking at their results, forming committees and developing plans of action.

Brittany Thomas advised she would be reaching out to Shannon Helfinstine to set up a NSSE meeting with the Honors College.

V. Annual assessment report rubric

Susan Perry shared the annual assessment report rubric that ACAA subcommittees created in 2018 to provide feedback to programs on their assessment plans, results, and action plans as reported in Taskstream. Susan suggested that this semester seems plausible to pilot the rubrics with reports that have been previously submitted through Taskstream. The next ACAA meeting will break members into groups to review program reports using the rubric. Shannon provided a brief demonstration of Taskstream and how assessment cycle reports could be reviewed with the rubrics. Susan shared that if a program has an upcoming academic program review this rubric view could be a good opportunity to guide that area through that process.

Discussion then led to student learning outcomes. Erica Eckert suggested the possibility of making a training video on what makes a learning outcome measurable and clear. She has a recent video that could work for this process. Jessie Carduner shared that from a faculty perspective, a video may not be helpful. She feels some departments/programs may be challenged to complete the reporting in Taskstream. Shannon advised when she discusses NSSE with each college, she is also mentioning Taskstream participation and training. For the College of Arts & Sciences, Jessie suggested first meeting in smaller groups of related disciplines (e.g., humanities) and starting from the beginning of Taskstream data entry and what is expected for student learning outcomes.

Jennifer Miller mentioned that the University Requirements Curriculum Committee (URCC) Kent Core pilot project is using the Association of American Colleges & Universities (AAC&U) rubrics to save faculty time and effort by giving them a framework in which to begin the student learning outcomes and assessment process. Susan pointed out that the AAC&U value rubrics are focused on assessing student learning and the ACAA rubrics being discussed at this meeting are specifically about the assessment process, however the AAC&U rubrics are a useful tool for programs to start student learning assessment processes since they are broadly worded and can be customized in different ways for faculty assignments and testing.

Liz Sinclair shared that the College of Business Administration found success by keeping assessment simple. She and Brandon Shields meet with department coordinators to determine if a current course assignment could be used for assessing programmatic learning outcomes. One strategy being utilized is to design exams in the required courses for a major with questions that directly assess the learning outcomes for those courses, which is easy for one person to evaluate. A rubric often needs multiple reviewers which may complicate data for some individual departments.

Mary Hricko suggested scheduling a small cohort workshop for writing intensive course faculty and how to implement the rubrics. All departments have a Quality Matters representative skilled in assisting with course learning outcomes, aligning learning activities and assessments. As subject experts in their content areas, they could provide additional insight for assessment submissions.

VI. ACAA composition and focus

The ACAA composition and focus discussion was tabled until the March 11th meeting.

VII. Employment After Graduation webpage

Susan Perry shared Employment After Graduation website updates. She investigated Jennifer Miller's question regarding alumni employers looking odd based on the degree obtained and determined the result in question was pulled from the correct field. A refresh of the site with 2019 graduate data is scheduled for early to mid-March The employer list will have FDS data on first employment after graduation and data from the Division of Philanthropy and Alumni Engagement will provide employers for five and ten years out after graduation. Susan shared that AAL will provide a link from the Facts and Figures page to a separate AAL NSSE page to avoid confusion about the data being provided. It will include student comment quotes in addition to NSSE data snapshot reports. This link also may increase traffic to the AAL website and the data and resources it provides to the university community.

Next meeting: March 11, via Teams