

University Assessment Committee
October 2, 2002
Large Faculty Conference Room

Members present: Dr. Rob Scott (**Chair**), Dr. Anita Manne, Dr. Lynne Hvidsten, Ms. Jane Richardson, Ms. Lisa Simensen, Mr. Mike Skoglund, Dr. Noni Threinen, Ms. Emily Tweed, Dr. Jane Wittich

Absent: Dr. Mary Tuchscherer, Cody Hoefert

Review Minutes:

Minutes from the September 25, 2002 meeting were presented and reviewed.

Motion *Manne, Wittich* was made, seconded and passed to approve the minutes with one minor change to page 1.

Overview/results of training pilot and further discussion of how to continue:

Dr. Threinen led the discussion by thanking members of the Committee for participating in last week's training overview of the Assessment Review process. She added the feedback that she received from Committee members was especially helpful. She reviewed some of the responses that she received from members of the Committee.

Members of the Committee felt it would be helpful to have small groups of faculty trained at one time in order to facilitate the learning process.

Definitions/Discussion regarding selection of a focus –

Should this Committee provide examples or have faculty provide “real classroom” examples? We discussed both approaches, with no final resolution of this issue. It was suggested that CAT training should be planned for a one hour timeframe to assigned groups. It was also suggested that feedback from the training sessions should be directed to Dr. Threinen.

It was felt that CAT leaders and Program Coordinators should be the first members of the training group. This Committee discussed the best size for the training sessions, and concluded that 7-8 individuals would be the ideal maximum size for the group. Dr. Threinen agreed to chair the first training session.

It was also decided that we'll instruct the CAT's how to review courses, and subsequently let them work through the process with future members of the faculty.

The Committee also discussed which learning objective should be identified for the first project for each group. **“Effective Communication”** was suggested as the first learning tool.

Dr. Scott replied that he was under the understanding that each CAT would begin their process by identifying criteria for all eight learning objectives, and then ultimately decide to focus on one objective for the upcoming academic year. It was noted this Committee will provide guidelines to CAT’s.

There was also general discussion on how the CAT’s will be assigned. It was determined that the Academic Dean’s will determine program members for their respective academic program for the Curriculum Assessment Teams.

Dr. Manne believes it would be helpful if a member of this committee would be assigned to each of the CAT’s to provide guidance in their committees.

The committee clarified the role of the CAT. Each program Dean will be responsible for appointing members to serve on the CAT. In the case of the chiropractic program Dr. Scott stated that the program coordinators who comprise the curriculum committee will also fulfil the role of the CAT. Therefore, activities assigned by the University Assessment Committee to CAT’s will be fulfilled by the chiropractic curriculum committee. It will be up to individual Deans if they wish to appoint a separate CAT from their curriculum committee.

It was noted that individual CAT leaders will be identified for the following academic programs:

1. Chiropractic Program
2. Massage Therapy Program
3. Integrated Health & Wellness (M.S.)
4. Acupuncture Program
5. Oriental Medicine Program
6. General Education
7. Bachelor of Science Program

Mike Skoglund stated the General Education program will be slow to develop at this time.

Dr Scott described how the curriculum committee for the chiropractic program will fulfil the function assigned to CAT.

Action: Academic Dean’s will identify the CAT leaders. Dr. Threinen will train one to two initial CAT groups, which may include cross- sections of our academic units. It was also suggested that Academic Dean’s attend these initial training sessions. It was also noted that perhaps Lisa Simensen may coordinate the MCAOM CAT teams.

Dr. Scott & Mark McKenzie will meet and identify CAT leaders for their programs. The Committee also discussed a goal of within the next one to two weeks for the initial CAT

training. We should also advise members of the Assessment Committee when this training will take place.

Upcoming Assessment Conferences:

Dr. Scott gave of an overview of two upcoming Assessment conferences that may be of interest to either members of this Committee or general faculty. He pondered whether the general faculty would benefit from those conferences, or select individuals, since there is a limited amount of funds to send faculty to the conferences. The first conference will be held in November. After discussion, it was determined that members of this committee or CAT leaders/members would most benefit from those conferences.

Dr. Hvidsten suggested that we review the agendas for each conference to determine if they match with our University objectives for assessment.

Dr. Scott inquired whether Committee members felt there should be some expectation of “sharing” information and distribution of information learned at the conferences with other members of the faculty. Discussion ensued. Dr. Threinen suggested that a simple template be developed and utilized to disseminate information at a future brown bag seminar, or placed on the University website for faculty to peruse. Dr. Scott felt both of these ideas had merit.

Minutes written by: Diane Newcomer

Approved by: _____
Rob Scott, D.C., Chair
Assessment Team

Cc: Dr. Chuck Sawyer,
Senior Vice President