

UAC Meeting • Wednesday, November 2, 2005

Present: Mary Berg, Pat Casello, Dr. Renee DeVries, Dr. Don Eggebrecht, Jane Richardson, Hannah Seoh, Dr. Noni Threinen, Xianhui Yang, Phaedra Johnson

Guests: Dr. Max Hines, Dr. Dale Healey, Mr. Mark McKenzie

Absent: Kren McManus, Dr. Michael Wiles (guest), Dr. Charles Sawyer (guest)

I. Approval of Meeting Minutes from October 26, 2005

- Motion made by Dr. Eggebrecht to approve the minutes as is; Mary Berg seconded.
- Minutes approved.

II. Discussion points related to the October 31, 2005 memo (see attached)

Comments were offered by members of the committee and guests:

- Dr. Healey shared some thoughts from the Massage Therapy program:
 - i. Assessment is not separate from curriculum. The focus is to be on getting assessment embedded into what we do.
 - ii. Current ways of collecting data in MT are alumni feedback, graduate focus groups and alumni surveys/employer surveys.
- Learning technology would be beneficial for online class development
- Cross-learning (talking with colleagues) about who is covering what in classes that overlap.
- Mapping COMTA review to class objectives/COMTA learning outcomes
- It was mentioned that there is confusion between administration and faculty roles in assessment. It is sometimes incorrectly tied to class evaluations.
- Application to preclinical clinical exam
- Expectations of assessment at classroom level
- The question was raised: What do they base their changes on?
- It was discussed that deans and other faculty could encourage and coach faculty to use tools in the classroom and to provide a solid track record (proof)
- A reference to Tom Angelo's book was made... keep it simple. Document it.
- Faculty need to embrace the assessment process.
- It seems that administration is busy with other responsibilities and are not able to observe classroom activities.
- Teacher evaluations are not the same as assessment. From a student learning perspective, how are they using the information they receive
- Styles and changes in classes take place due to students' ages, learning styles and expectations. Taking a different twist on the perception of what was learned-curriculum vs. learning styles.
- One method of data collection could be student focus groups re: curriculum and learning styles. The Deans could encourage or direct these sessions.
- Changing of the culture here at NWHSU is a long process.
- The mantra here is to improve student learning.

- The Integrative Health and Wellness program and the Bachelors programs are not in the majority of the university culture. It is a little easier to focus and direct their efforts toward what we are going to do.
- Spring of 2002 marked the start of assessment here on campus. Progress is needed to move it ahead. Only two of the eight university learning outcomes have been addressed so far.

III. Goals and timelines

- Recognition:
 - i. compensation for PT faculty- training and participation
 - ii. presentations by faculty to other faculty (e.g.: brown bags, at faculty meetings) re: things they use or have used and be paid to do so (apply to present and those who are selected will receive a stipend)
- Block off time:
 - i. Allow two hours each week for student learning- make it a priority!
 - ii. CIG for areas of curriculum
 - iii. Common time off within programs would be helpful
 - iv. This presents a challenge as it is all contingent on the number of chiropractic students coming in each term.
 1. This is challenging logistically.
 2. Adjunct faculty adds another dimension to this situation- they need to be brought up to speed on assessment methods.
- Communication:
 - i. What are programs/classes/faculty doing?

Next meeting: November 9 at 8:45 a.m. in the Fetzer