

UAC Meeting • Wednesday, November 9, 2005

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

Guests: Dr. Michael Wiles, Dr. Charles Sawyer, Dr. Dale Healey, Mr. Mark McKenzie

Absent: Xianhui Yang, Dr. Max Hines (guest)

I. Discussion points related to the October 31, 2005 memo and November 2 meeting minutes (see attached) Comments were offered by members of the committee and guests:

- Release Time is a multi-layered issue
- There are different kinds of assessment: Classroom, Program and Institutional
- Assumed expectation of additional “volunteer” responsibilities (ie: assessment)
- FTE’s have been in place (program chairs, etc.)- varies per program
- Chiropractic program is chomping at the bit to get moving on re-implementing some of the ideas/plans that were put on the back burner.
 - i. Dr. Wiles stated that a curriculum management council has been set up and trimester coordinators have been appointed to get this moving again.
 - ii. There was some discussion about assigned project time
 1. Year One and Year Two are criteria for professional competencies (Outcome #8)
 2. Year 2 = “patient ready”
- Each course will be assigned to someone (course coordinators)
 - i. Expected: test and report results to registrar
 - ii. Fundamental understanding of course assessment is a must...all other things are minor and will fall into place.
 - iii. This should be embedded into faculty’s mindset (we are not quite there yet).
- “Carrot on a stick”:
 - i. build a better class- not easily moved because they think they are doing OK already
 - ii. Make it so it is not scary- “How do you know your students are learning?” vs. “What are you doing about assessment?” (feedback loop in class)
 - iii. Build a culture of assessment at NWHSU
- Course level is the starting block- need to know students are retaining the skill sets throughout their college career
- “Cross-communication”:
 - i. Coordinate with other instructors in other programs to discuss the cross-programming, making sure all are on the same page, teaching what needs to be taught- all of the instructors need to be on the same page.
 - ii. Some questions that should be asked are:
 1. Have those programs identified outcomes? (not course objective)

2. Have Faculty identified critical learning outcomes for that program?
 3. What do you want to measure? Over what period of time?
 4. What specific measures have been selected?
 5. When/where are you going to employ them?
 6. Who is responsible?
 7. What data will you collect?
 8. What are you going to do with the data?
- At NWHSU, it seems as though we are looking at the big picture vs. picking one part...building the car first without building the engine.
 - i. Need to move to the next level- courses are doing their own assessment but it is not going anywhere
 - UAC committee members are on but the rest of the faculty needs to buy into assessment too
 - Structure to coordinate and communicate- NWHSU needs this!
 - What happens to the information?
 - i. Detailed information goes forward but not back
 - ii. DA information- use information to inform the programs
 - Do our students maintain after the DA's, when out in the clinical setting?

II. Next steps as UAC committee

- Skeleton of each program to be brought back to UAC committee
 - i. Periodic review to share information and give feedback to program
 - ii. Once a trimester have a joint meeting for more information sharing and updating (not a formal report)- don't be afraid to try and miss the mark...share with others.
 - iii. Disseminate information and share with the rest of the faculty. Don't be risk-averse (take a risk and don't be afraid to try)
 - iv. Structure for faculty development in assessment
 - v. Remember: UAC is a steering committee for the University and an advisory group for faculty

Next meeting: TBD