

## ASSESSMENT COMMITTEE MINUTES

**DATE:** November 19, 2021

**TIME:** 1:30 pm

**LOCATION:** ZOOM

**ATTENDANCE:** Darcey Ferrell, Regan Blaha, Daniel Gomez, Lyndsie Scott Guzek, Jennifer Lantz, John Lantz, MaryJean McIntosh, Michael Lawson, Rustem Mulyuk, Natalia Omelchenko-Comer, Patricia Roper, David Stoffel, Dr. Jill Loveless

**GUESTS:** Lisa Soley, Tami Alfred, Jennifer Kriechbaum

**EXCUSED:** John Labriola

AGENDA ITEMS	DISCUSSION	ACTIVITIES / ASSIGNMENTS
CO-CURRICULAR ASSESSMENT	<ul style="list-style-type: none"><li>➤ Lisa Soley, Director of the ACTION Center described the assessment project with the Academic Support Center. It originates with the existing Academic Recovery Program process and involves increasing student outreach. The project assesses both the Academic Recovery Program and the new Academic Outreach Program. The Outreach Program will begin in January to create a more robust student recovery program that includes building relationships with students early on with the goal that if students need academic recovery assistance, they will view it as positive and not punitive. When a student is in academic recovery, they will be assigned a mentor. They are hoping to find any holes in the onboarding process and are using 3 paths to assist students. The paths include 1 – contact in the first-year seminar course, 2 – the Academic Recovery Program, and 3 – assigning student success coaches. The goal is to connect with all students early to assist with any help they may need and avoid path 2.</li><li>• Tami Alfred, Director of Student Services explained that her department has been collecting data on registration processes since Fall, 2017. They have been using data to</li></ul>	

make informed changes which includes the recent “flipping the ticket.” Instead of students needing to clear holds and obtain a registration ticket, they are now able to register first. They will receive an email saying “congratulations your registration has been verified” with a reminder to check for emails after final grades are posted to determine if there are additional requirements or they are informed of the steps (with links to forms and instructions when appropriate) they need to take to eliminate any holds. A date is indicated by which steps must be completed to avoid cancelation of registration. Emails also include a survey asking students to share their registration experiences. This change has eliminated barriers to student registration. They are already seeing improvements. 200 students registered on day one of registration and as of today both headcount and FTE is already at 47.5% of the goal for spring semester. They’re learning from the data and finding out what isn’t working and trying new things. In addition course enrollment numbers are much more realistic and its eliminating the need for large purges of students from class rosters.

- Regan Blaha, Director of Student Engagement explained that she is continuing the assessment project started by Sara Wood. It involves the diversity lunch and learns and focuses on helping students foster an appreciation of culture and differences and Northern and beyond. Activities for Black History Month, a Diversity Week in March, and cultural awareness workshops by Ron Scott of the YWCA and Rosemary Ketchum are planned in cooperation with the Diversity,

	Equity, and Inclusion team. She plans to survey the students after the presentations and work with small groups to gather information. She also plans to involve the Student Government Association (SGA).	
PEER REVIEW OF ASSESSMENTS	<ul style="list-style-type: none"> <li>➤ John Lantz suggests that faculty copy and paste all CLOs and SLOs from the syllabus or MCG and paste them into the beginning of the WEAVE assessment report document.</li> <li>➤ Natalia suggested attaching the syllabus or MCG to the assessment report.</li> <li>➤ Darcey commented that by pasting into the WEAVE document would include them in the printed WEAVE document</li> <li>➤ Lyndsie and Jennifer Lantz explained that with the peer reviewers having only “read” access to the assessment reports they cannot change the status to “completed.”</li> <li>➤ Darcey explained that a place for faculty who completed the assessments to ask question or make comments about the peer review has been added to the WEAVE form.</li> <li>➤ After all peer reviews are complete, Darcey will email faculty and ask them to read the peer review, ask questions in the form, and then change the status of their assessment reports to “completed.” This change to the process will help close the loop on the peer review process.</li> </ul>	Peer reviews should be completed by December 1, 2021
DIRECTOR OF ASSESSMENT	<ul style="list-style-type: none"> <li>➤ Dr. Loveless mentioned that the position should be filled soon.</li> </ul>	
WEAVE INSTRUCTIONS AND INSTRUCTIONAL VIDEO	<ul style="list-style-type: none"> <li>➤ Jennifer Lantz and Darcey revised the document per Dr. Sharma’s suggestions. Dr. Sharma is reviewing the document again.</li> </ul>	
NEXT MEETING	After faculty return for spring semester	