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To: [Roof, Karin W](#); [LeVasseur, Todd Jared](#); [Snyder, Marcia Susan](#); [O'Brien, Michael S](#); [Van Arnhem, Jolanda Pieta](#); [Mihal, Deborah E](#); [Bhati, Divya](#)
Cc: [Ewalt, Jo Ann G](#)
Subject: QEP Assessment Committee -- minutes and action items
Date: Monday, September 12, 2016 6:29:47 PM

The following will serve as minutes of the QEP Assessment Committee meeting. Please read is carefully as there are some action items included in the minutes, as well as some question that need answers.

In attendance: Jo Ann Ewalt, Marcia Snyder, Michael O'Brien, Joey Van Arnhem, Deborah Mihal, and Karin Roof

1. Outline of the Assessment draft for the QEP submission

The committee has completed a major matrix of all programmatic and student learning outcomes, and has now agreed to use the matrix to complete a narrative-based description of the Assessment Plan, as follows:

A. Introduction

The fact that the assessment will be both formative and summative, consisting of two major components: student learning assessment based on the QEP goals and SLOs, and a process evaluation based on the activities and programs of the QEP. Where possible, we intend to use a control group of students who take various assessment protocols (NSEE survey, UN survey) but who do not take SF or SR courses.

B. QEP Goals and Student Learning Objectives

1. Assessment of Goal 1
2. Assessment of Goal 2
3. Assessment of Goal 3
4. Assessment of Goal 4
5. Assessment of Goal 5

C. QEP Process Outcomes (these are programs and activities critical to implementation of the QEP campus-wide and designed to align with and enhance the curricular SLOs). Assessment will be mostly simple counts/ did we do it-didn't we.

1. Sustainability Literacy Institute

The SLI is the seminal vehicle by which the QEP is implemented. The activities below are under the purview of the SLI.

- a. Sustainability literacy-related campus-wide events and speakers
- b. Sustainability-related and focused courses; training and workshops
- c. Sustainability Scholars Program (Todd -- is Honors Cohort a part of this or separate?)

d. Sustainability literacy related experiential learning opportunities

The committee reviewed and discussed the major QEP Assessment Instruments

- NSEE administered every 3 years. Administered in spring 2016 which provides baseline data against a consortium of other institutions. Next administration 2018-19. Karin will check on whether we'll have access to sustainability module or will have to request our own targeted items.
- UN Sustainability test -- administered in FYE to all incoming freshmen in fall 2016. We will use the results as baseline and seek to administer in Capstone courses beginning in 2017-18. Todd - we will need to coordinate/seek by-in for Capstone portion of this. Also, we understand this year the FYE UN test administration (as well as the FYE module -- see below -- is just a pilot and not all FYE are involved. If so, how many FYE are included and how were these selected? Are the Honors FYE included in this? We understand Honors FYE are separate and not under Chris's control. Have we reached out to Tricia to include HONS in FYE?
- FYE sustainability module and 4 question pre- and post-test. Again, Todd, is this a pilot this year? Can we do all FYE sections next year, including Honors FYE?
- Sustainability baseline data 25 item questionnaire designed to collect baseline data -- administered in residence halls 2016-17 and annually thereafter.
- Sustainability-focused and related courses -- student learning assessed through a signature assignment. This includes existing courses for faculty who 'opt in' and newly created special topics courses (10 per year) starting in 2017. Todd, we're also thinking some of the upper-level and graduate courses would be a good place for goals 4 and 5, where students are proposing sustainability solutions and advocating for resiliency. In that case the signature assignment is probably not the artifact we need; rather, class projects and papers may be more applicable here. We need to figure out how to separate out the signature assignment from class assignments that faculty may feel are relevant.
- Sustainability-related experiential learning -- alternative break (Todd, has the journal instrument been finalized and will it be implemented? Beginning this year or next?). Study abroad (Todd, it seems a journal instrument would be appropriate for this as well. Have you spoken to Andrew about this? Marcia said his office conducts a survey - would it be possible to add questions related to sustainability literacy and advocacy to this survey?). Karin suggested also including the competition based on the theme of the year but the assessment committee needs more information on this program.
- Sustainability advocacy (by students and alumni): bachelors essays could be checked in the banner system to look for titles that seem relevant. But once identified, we need a pool of faculty, probably drawn from SLI fellows, who would assess these based on a rubric. Other artifacts include theses and capstone papers/projects but we are unclear how we would identify these. Also -- graduating student survey and alumni survey, both

of which are administered by OIESP.

We also discussed the need for an assessment budget for:

- Baseline survey in residence halls-- funds for pizza parties on days (2) of administration in each residence hall. Deborah will contact Emma Cregg regarding incentives and pricing.
- Identifying, training, and paying faculty for assessment of Bachelors Essays and Capstone projects.

We believe the SLI should develop a plan to incentivize students to engage with SLI to do capstone projects and Bachelors Essays and theses on sustainability-related topics. SLI should serve as a resource for faculty to work with students, advise. We could model this on Gen Ed assessment, perhaps pay faculty for this assessment. We will work up a draft budget for this.

This week the QEP committee will draft the assessment plan, part B, and Joey and Marcia will include Assessment of goal 5 in their work. Jo Ann will draft part C.

We meet again next Monday, September 19 with our drafts complete. We'll get to Burton on September 20. Whew!

Submitted by Jo Ann Ewalt