Institutional Effectiveness Steering Committee November 9th meeting

Members Present: Gail Hamilton, Kilian Ordelheide, Manuel Caballer, and Claudio Piani Apologies: Kyle McGuan.

Institutional Effectiveness Steering Committee September 21st meeting

Members Present: Gail Hamilton, Kyle McGuan, Kilian Ordelheide, Manuel Caballer, and Claudio Piani (all).

1. Welcome members present.
2. Approval of agenda .
3. Gail presented the final drafts for the interview question for Chairs and Unit Directors (final Drafts are in the annex below).
4. The first interviews will be done by Claudio this week and results will be shared.

# Annex

# IESC Survey on Assessment Process

# Interview Questions

## What is your impression of assessment at AUP in general?

## What does the assessment process look like in your unit?  Briefly describe how you tackle the annual Administrative Unit Assessment Report (e.g. do you fill it in yourself, how is your team involved, etc.)?

## Besides the Administrative Unit Assessment Report, what alternative methods of assessment do you use in your unit, if any?

## What is the role and/or importance of assessment in your unit?

## To what degree do you use the assessment process as a way to identify needs and/or set objectives for your unit?

## What do you find to be the most challenging aspect of completing the Administrative Unit Assessment Report annually?

## What sections of the Administrative Unit Assessment Report Template do find ambiguous, redundant, or unclear? Please explain how you would change the sections. Which would you remove?

## Please describe what sections, if any, you would add.

## Can you estimate how much time you (and your team) spend annually on measuring activities related to the Administrative Unit Assessment Report?

## How should the Administrative Unit Assessment Report relate to the Strategic Plan of the University? Please elaborate.

## Likert Questions:

Please give your level of agreement with the following statements:

a) I discuss assessment results with members of my department.

b) My department reviews assessment results collectively.

c) My department reviews assessment results and **develops action items collectively**.

d) My department is successful at closing the assessment loop (meaning putting plans in place and **evaluating whether or not the actions are effective**).

Responses are : 1 Strongly agree

2 Agree

3 Neither agree nor disagree

4 Disagree

5 Strongly disagree

9 Do not have enough information to respond

Please give your level of agreement with the following statements:

a) My report is read by my team members.

b) My report is read by the Dean of Institutional Effectiveness.

c) My report contributes to the Institutional Effectiveness Report.

d) The Institutional Effectiveness Report is read by leadership.

e) My report informs institutional planning decisions.

f) My report informs institutional budgetary decisions.

Responses are : 1 Strongly agree

2 Agree

3 Neither agree nor disagree

4 Disagree

5 Strongly disagree

9 Do not have enough information to respond

## Is there anything else you would like to tell us about the Assessment process?

# IESC Survey on Assessment and the Curricular Review Process

## Does the present Academic Program Assessment process assist you in your work to establish and revise learning outcomes for your courses and programs? If so, in what ways?

## If not, what element(s) of the process do you find vague or unproductive ?

## What do you find to be the most challenging aspect of the assessment process?

## To what degree do you use the assessment process as a way to identify needs for your department or program?

## How many hours do you spend *annually* on activities related to assessment? Clarify here : you as chair with your faculty organizing, collecting, compiling, interpreting, using assessment information. Re-ask the question if clarification needed.

## Do you normally skip any of the sections in the Departmental Report Template (consider all sections, not just the assessment portion)? Please elaborate - which ones?

## What sections of the Departmental Report Template do find ambiguous, redundant, or. unclear? Please explain how you would change the section. Which sections would you remove?

## Structurally, how does the assessment process help you in day-to-day departmental operations? Does assessment make things easier? More difficult? Why?

# Now let’s go to some scaled questions.

Please give your level of agreement with the following statements:

a) The new online assessment tool is helpful and decreases the amount of work necessary to report on assessment of learning outcomes in my department’s classes.

b) I discuss assessment results with members of my department or the faculty members in my program.

c) My department (or faculty members in my program) reviews assessment results collectively.

d) My department (or faculty members in my program) reviews assessment results and **develops action items collectively**.

e) My department (or faculty members in my program) is successful at closing the assessment loop (meaning putting plans in place and **evaluating whether or not the actions are effective**).

Responses are : 1 Strongly agree

2 Agree

3 Neither agree nor disagree

4 Disagree

5 Strongly disagree

9 Do not have enough information to respond

Please give your level of agreement with the following statements:

a) My report is read by my department members (or faculty members in my program).

b) My report is read by the Dean of Institutional Effectiveness.

c) My report contributes to the Institutional Effectiveness Report.

d) The Institutional Effectiveness Report is read by leadership.

e) My report informs institutional planning decisions.

f) My report informs institutional budgetary decisions.

Responses are : 1 Strongly agree

2 Agree

3 Neither agree nor disagree

4 Disagree

5 Strongly disagree

9 Do not have enough information to respond

## Is there anything else you would like to tell us about the Assessment process?

# The Curricular Review Process for a few

## Can you estimate how much time you spent on activities related to the Department’s last Curricular Review?

## Do you find the current Curricular Review process and its guidelines to be a supportive tool in designing and improving your department or program’s curricula? Why or why not?

## To what extent did your department members (or program faculty members) participate in your last Curricular Review?

## To what extent did your last Curricular Review allow you to reflect and develop new pedagogical experiences that would improve the overall learning experience for students? Imagine that you are not limited by the duration of the semester or the location of the AUP or by any other factor.

## Still in the Curricular Review context, was your department able to design or redesign programs to address the speed at which society is changing?

## During or following your Curricular Review, what were the biggest barriers to change?

## Is there anything else you would like to tell us about the Curriculum Review process?