

Worcester Polytechnic Institute
Undergraduate Outcomes Assessment Committee (UOAC) Meeting Minutes
Date: Friday, November 30, 2021
Location: ZOOM meeting

Present: Kate McIntyre (Chair, H&A), Andrea Arnold (MA), Chrys Demetry (Morgan Center), Jennifer deWinter (CAP), Shivaani Gopal (student representative), Art Heinricher (Provost's Office), Doug Petkie (PH), John Bergendahl (CE), Melissa Leahy (Office of Strategic Initiatives); and at 10:15 am guests Sarah Stanlick, Lorraine Higgins, Aarti Madan from DIGS in the Global School

1. Chair K. McIntyre called the meeting to order at 10:03 am.
2. The minutes from the November 19 meeting were discussed, revised, and approved.
3. The committee reviewed topics for a meeting with guests from the Department of Integrative and Global Studies and discussed the Global and Intercultural Competence Taskforce from 2017 that was distributed before the meeting. The discussion included learning outcomes and the struggles with assessment of the university outcome 8. What should be collected, how, and what are the resources needed for the assessment? This committee has relied on IQP/MQP and national surveys to do institutional level assessment and it is assumed that DIGS will be doing more detailed assessment in courses. While most IQPs have a global component, the university level outcomes and then IQP learning outcomes are different.
4. Representatives from DIGS, including a member of the Global and Intercultural Competence Task Force (Aarti Madan), joined at 10:15 am to discuss ideas for assessment of university-wide learning outcome 8. This outcome was replaced by a new learning outcome in 2017 and UOAC has not assessed this new outcome and is developing an assessment plan and wanted to review the Task Force report and coordinate with assessment in DIGS.
5. DIGS and the Global School, and a member from the Global and Intercultural Competency Learning Outcome Taskforce, have relied mostly on IQP reports and ask students very pointed and critical reflections around intercultural competencies and to assess how the students beyond an ethnocentric perspective. The current dataset is very limited and the reflections need to be reviewed and assessed. The Global competency is also assessed in the GPS. Advisors could also rate students on outcomes criteria based on observation of engagement of students with communities and stakeholders. ID2050, PQP, and IQP outcomes and learning objectives are also being reviewed in DIGS. There are also some other activities where global competencies can be assessed, such as senior seminar or the Passport Program and create ways to incentives and recognize these the achievement of competencies on a transcript. A Global Citizenship program could include all four years with reflection measures at different points.
6. Reviewing reflections and writing assignments for assessment of outcomes is resources intensive and would need administrative support and stipends for faculty. This could be triennial, using a random sample of reports and artifacts. Questions could be added to NSSE. NSSE is done in the first and fourth years and do not include reflective statements.

7. The impact of global experiences does not always happen until a few years out from the students' experience and the Melbourne site is now 25 years old. Getting alumni responses could be another approach to assessment and a measure we control and is modified on demand. We can review some of the recent alumni surveys and review the questions. The alumni surveys can have questions that cycle through and target different alumni populations and we can have a random sample of certain years out from graduation or track trajectories of certain students longitudinally.
8. There was a discussion about GPS and the IQP learning outcomes. ID2050 has 9 learning outcomes (none for the PQP) and there is interest in modifying these and this committee (UOAC) makes recommendations to CAP and CAP to the faculty. The Global and Intercultural Competence Task Force also recommended reviewing these and to incorporate better verbs for measurable outcomes. A group could be formed to review the IQP learning outcomes in collaboration with GS faculty and identify how to implement assessment activities, such as a reflection statement. Reflection statements are also happening for the MQP outcomes, such as 'Give an example of your growth in ...'. Several other faculty are implementing formative assessment in courses and projects (Scott Jiusto, Geoff Pfeifer, Dave Samson). Patti Clayton (IUPUI) gave a workshop on "How to Deepen Learning Using Critical Reflection" to support Major & a Mission.
9. Overall, this requires a significant effort and a lot of coordination and there were suggestions of writing proposals for funding and send a committee or task force to a conference or workshop. Why to support this effort should be considered both for its creation as well as for sustaining the assessment activities.
10. The meeting adjourned at 10:57 am.

Respectively submitted,
Doug Petkie, B term Secretary