A. Welcome
   a. Stephany Dunstan began the meeting by announcing the individuals who would be presenting
      i. Kathy Hill, Director of Assessment Research & Planning (ECU)
      ii. Cecil McManus, Director of Assessment & Accreditation (FSU)
      iii. Belinda Locke, Coordinator for Assessment & Strategic Planning (UNC)
      iv. Jordan Luzader, Coordinator of Outcomes Assessment (NCSU)

B. Jordan Luzader Presents
   a. Jordan discusses that at NCSU each unit has to identify two outcomes a year and one has to be student learning
   b. Two brand new units were created from scratch, and there is an onboarding plan that outlines the timeline for the units
   c. There are three parts to the reporting process
      i. Mission objectives and outcomes must be defined
      ii. There should be an overview of data collected the past year
         - With methodology & summary of results
      iii. There should be an overview of the plan for the upcoming year
         - With remaining items on to-do lists
   d. Cabinet-level individuals write a summary report to see what was done well and Jordan provides a quality check to go from ad-on assessment to embedded assessment
   e. Challenges
      i. Type of feedback
      ii. Following timeline
   f. Goals
      i. For new members and units to have productive conversation

C. Belinda Locke Presents
   a. UNC-CH is focused on student learning and the learning framework that is characterized by a department
   b. Instant polling through baselines
      i. Departments are encouraged to implement rubrics
         - RAs/Student Rec employees, etc
      ii. Each department uses rubric to see what students are learning during their employment
      iii. Common open-ended question for polling that encourages students reflect on their experience
   c. Accomplishments at UNC-CH
      i. Aligning assessment with the bigger picture
      ii. Carolina Excellence Project framework
iii. Annual assessment poster fair
iv. Periodic workshops
   - It is important to build relationships in other divisions and keep assessment visible by any means possible is how people stay engaged
v. Nine Competencies
d. Challenges
   i. Fragmented data systems
   ii. Data Hoarding
   iii. Resistance to Transparency
   iv. Fear to share results
   vi. Communication challenges
       - Lack of visible support at senior executive level
       - There is no clear consistent message that this is a priority
   vii. Lack of Human Resources
       - Small IT Team
e. Goals
   i. Implementing Data Dialogues
   ii. Enhancing use of direct measure

D. Kathy Hill Presents
   a. Kathy discusses that Institutional Assessment department works closely with the Institutional Planning department
   b. Accomplishments at ECU
       i. Framework that features outcome assessment
       ii. Research Data
       iii. Research projects that focus on student success elements
       iv. Comprehensive program review
       v. Work with 29 departments and 380 staff
       vi. Large paraprofessional staff -- 1400 students
       vii. Funded through state dollars, Auxiliary unit, and grant-seeking for projects
c. Challenges
   i. Feelings of University mandate versus this being apart of a position within Assessment
d. Goals
   i. Creating environment w/information integration and being able to share resources
   ii. Starting writing academy that builds on assessment and research development

E. Cecil McManus Presents
   a. Cecil states that he is not making a distinction between academic affairs and student affairs when it comes toward assessment
   i. “Success is success”
b. It is important to look at the institutions as a whole in relation to assessment policies and practices

c. SACS needs to be ongoing

F. Stephany closes the meeting