

Minutes of the May 17, 2010 meeting of the Academic Assessment Committee

- 1) We discussed the note to the dean. I've redrafted it below to include some of the discussion we had on including suggestions for organization. I've also put together a word form with the questions so it is more clear what we want - also attached below. Please feel free to edit / revise. If you edit the word document, please use the track changes "feature" so I can more easily integrate edits.
- 2) Kim Pace will help us create web pages. We should try to get best practices, a FAQ, and other resources on these pages. It should also include normal items like minutes, roster, meeting schedule, etc.
- 3) I'll invite Margaret Fields from CLAS to join us next meeting. She's working on things for CLAS and it would be good to share ideas.

Text for email to Deans:

Deans:

The Academic Assessment Committee has been charged by the Provost and the Faculty Senate to review Academic Learning Compacts and Student Learning Outcomes developed by each unit in order to assess their feasibility and consistency with University-wide evaluation. We feel that our chances of succeeding in this endeavor are more favorable under a bottom-up (rather than a top-down) approach, which will allow us to learn how individual units have met the challenges posed by the implementation of ALC's and SLO's over the last several years and to formulate, on this basis, recommendations for the campus as a whole.

Assessment of student learning should be viewed as a process. Student assessments should be collected and analyzed. This data analysis might suggest changes in either the methods of assessment, the learning objectives, or the curriculum and means of instruction. Any of these changes would lead to new data being collected and then analysis to see if the changes are positive. The university's status as an institution accredited by SACS requires that programs be able to address these questions.

In order to initiate this process, we are asking each College to provide responses on the attached 1 page form for each program. In addition, we would like to have a college contact person that will be responsible for assessment. We also like to suggest the each college create an assessment coordinating committee to help coordinate assessment. We'd like this information by Sept. 15, 2010.

Assessment of student learning should be viewed as a process. Student assessments should be collected and analyzed. This data analysis might suggest changes in either the methods of assessment, the learning objectives, or the curriculum and means of instruction. Any of these changes would lead to new data being collected and then analysis to see if the changes are positive. The university's status as an institution accredited by SACS requires that programs be able to address these questions.

Program:	
Program Contact:	
What data are being collected? Are the data meaningful in assessing the student learning outcome? For example, collecting data on communication ability is probably not possible with a multiple choice test.	
What happens to that data? Are the data analyzed and used by the program? Are the data shared and discussed with the faculty?	
What, if any, changes have been made in learning objectives or assessment methods based on the data?	
What changes have been made in curriculum or course instruction based on the data?	
Do the data show improvement as a result of changes made in curriculum or course instruction?	