Minutes of the June 7, 2010 meeting of the Academic Assessment Committee

1) We decided that our survey would be too confusing given that we will also be asking for SACS and BOG ALC data in the fall. We decided we would append our information to the request for data for the BOG and ask for additional items this year on ALC performance and assessment. This should simplify the responses from programs and make the request for data more clear. The final survey version is attached below.

2) I forwarded the CLAS ALC web site - http://www.clas.ufl.edu/faculty/alc.html - prepared by Margaret Fields to committee members for review.

3) Kim Pace has begun our web site. It's at http://www.aa.ufl.edu/Committees/aac/index.html. It's kind of empty (although make sure contact information is correct on the members page).

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 subsequent 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 outcomes? For example, collecting data on communication ability is probably not possible with a multiple choice test.	
What happens to the data? Are the data analyzed and used by the program? Are the data shared and discussed by 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?	