

Ad Hoc Assessment Group
Meeting Notes
December 12, 2006

Present: Diane Armpriest, Rula Awwad-Rafferty, Jane Baillargeon, Dick Battaglia, Suzi Billington, Alton Campbell, Jeanne Christiansen, Gail Eckwright, Grace Goc Karp, Meredyth Goodwin, Linda Morris, Michael O'Rourke, Howard Peavy, Bruce Pitman, Diane Prorak, Dana Stover, Scott Wood

Colleges and units shared information on their work on program learning outcomes and assessment. Most colleges and units are working and/or have learning outcomes for undergraduate, graduate, and certificate programs and have plans to complete these in early spring 2007. Most units are working on plans for assessment and seeking additional information, guidance, and examples.

Information was shared on college processes.

- Dana Stover provided an overview on the process the College of Business and Economics is using to align university learning outcomes and with accreditation and program expectations. The college has three standing committees that will be engaged in the developing learning outcomes, designing assessment processes (course and program), and reviewing assessment findings to recommend future action. To date, the college has revised college learning goals and then defined objectives for each which will serve as the base for assessment through strategies such as dedicated course exam questions and individual performance on presentations. They plan to assess two to three learning goals this academic year using with additional learning outcomes assessed in future years.
- Howard Peavy discussed the process of mapping of ABET accreditation with the university learning outcomes. He suggested that it is a challenge to assess the university learning outcomes and that is incumbent to assess them as defined at the program level. He walked through the process of mapping ABET to the university learning outcomes and then talked about the use of course level assessments to provide information at the program level.
- Grace Goc Karp shared a model showing the relationship of university learning outcomes, department core learning outcomes and state standards for initial teacher preparation programs. Student assessments occur through the standards and feed into the assessment of the department core.

Linda indicated that six proposals for assessment grants were submitted. She has funding for about ten and may call for proposals again in spring. She is using a rubric from the University of Wyoming to review the grants. Gail, Howard, Meredyth, and Rula agreed to serve as members of the review team. Linda shared that learning outcomes have been developed for the core discovery courses and that an e-portfolio system is being piloted as a tool for assessment. Linda suggested thinking about this as a tool for program assessment as well.

Jeanne asked for input on needs to address through a variety of approaches in spring 2007. The following list was generated:

- Information on how to put the process together – how to connect, how detailed

- Put deadlines and expectations in writing
- Create a mechanism for groups with overlapping responsibilities to partner with others to integrate their assessment processes (e.g., across student and academic affairs, library, and academic programs)
- Workshops that model expectations for learning outcomes and assessment
- Attention to graduate programs and possible common rubrics (e.g., theses, comprehensive exams)
- Rubrics: examples for graduate programs, communications, critical thinking, goals 4 and 5
- Information on focus groups
- Information on direct measures
- Keep our focus on quality work connected with improving student learning; keep energy for improvement
- Mechanisms for reporting – software, access
- Assessments that are effective with minimum impact/distraction from current responsibilities
- Direct assessments from academic affairs
- Multiple assessment strategies (go from nanograms to scientific knowledge)
- Strategies for academic affairs and student affairs – what should be assessed, direct measures for programs
- General workshops with facilitation
- Provide a set of examples of learning outcomes with examples of direct measures; examples of the whole of the process
- Illustrate the connection between course and program assessments
- Motivate and engage faculty and staff through effective use of time and demonstrating the effects of improving student learning over time

The group will convene again in January 2007. Jeanne will survey for days and times.