**University Assessment Committee Minutes**

**December 6, 2013, 1:30 – 3pm**

**W.A. Franke College of Business, Rm. 205**

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| **Present – voting members** | **Present – ex officio members** | **Absent** |
| Rob Till (Chair) | K. Laurie Dickson | Bruce Fox, voting |
| Joe Anderson | Sue Pieper | Dierdra Bycura, voting |
| Ding Du | Melinda Treml | Patrick Deegan, ex officio |
| Allen Saunders | Margot Saltonstall | Karen Pugliesi, ex officio |
| Laura Crouch (by phone) |  |  |
| Julia Ragonese-Barwell (by phone) |  |  |
| Peter Mangan |  |  |
| Kathee Rose (by phone) |  |  |
| Niranjan Venkatraman |  |  |
| Jay Farness |  |  |
| Judith Montoya |  |  |
| Anne Hart  |  |  |
| Yuly Asencion-Delaney (non-voting) |  |  |

1. Call to order at 1:30
2. Approval of the UAC minutes from Nov. 1, 2013
* Unanimously approved with no changes.
1. Update on revised Proposal for Change and response from Faculty Senate (Rob)
* Rob reviewed the PowerPoint slides that he used to present to the Faculty Senate (see attached). Faculty Senate Exec Committee recommended that the proposal leaders facilitate discussions about the revised proposal at the University Graduate Committee, University Curriculum Committee, University Assessment Committee, Liberal Studies Committee, and each of the college curriculum committees.
1. Degree Program Student Learning Outcomes Tutorial – Based on Faculty Professional Development session. (Sue & Melinda)
* Faculty Senate charged the University Curriculum Committee (UCC) and the University Graduate Committee (UGC) with collecting Degree Program Student Learning Outcomes. The collection of the learning outcomes is a step toward achieving the goal of displaying all program learning outcomes in a centralized online repository by spring break 2014. Learning outcomes will be displayed in such places as:  the academic catalog, a website that houses our University Learning Outcomes, and departmental websites (if desired). The exact format for the display of student learning outcomes has not been finalized, though the intent is to have them easily accessible to the campus community and external audiences.
* As a resource for faculty and a support office for curriculum committees, the Office of Curriculum, Learning Design, and Academic Assessment (OCLDAA) is the central collection point for graduate and undergraduate outcomes. Approximately 89% of undergraduate programs and 80% of graduate programs submitted their degree program student learning outcomes. Based on the Characteristics of High Quality Degree Program Student Learning Outcomes (see below – UAC endorsed in September 2013), about 40% are effective or distinguished (ready for posting), 35% need significant work and the remaining 25% need some revisions.
* Following the University Assessment Committee model of providing feedback based upon best practices, feedback is being provided to program for their consideration in the revision of their degree program student learning outcomes.
* Given that UAC members will be providing feedback on learning outcomes as they provide feedback on Annual Assessment Reports, UAC members worked in pairs to review three sets of program outcomes, to discuss the outcomes relevant to the characteristics of high quality learning outcomes, and to create feedback. UAC members reported that the exercise was a valuable learning experience.

Assessment Carols for the Holidays!

1. Identification of future agenda items
2. Adjournment at 3:00 PM with good cheer.

Respectfully submitted by Vice Chair Joe Anderson

Characteristics of High Quality Degree Program Student Learning Outcomes

Effective Degree Program Student Learning Outcomes…

1. Are learner-centered
* Focus on what students will do, not what the program will provide
* Translate the disciplinary concepts and skills of the expert in a way that can be understood by someone standing outside of the discipline
* Make clear what students should expect from their educational experience and encourage students to be intentional learners who direct and monitor their own learning
1. Align with the degree program mission or purpose
* Flow from the mission and purpose of the program: For what are you preparing students?
* Establish learning priorities of the degree program
* Help faculty to intentionally design courses and curriculum and to collectively teach toward the same program learning goals
1. Focus on central skills and knowledge of the discipline
* Focus on uniqueness of the discipline
* Incorporate best thinking in the discipline
* Utilize disciplinary standards regarding learning
1. Integrate content, skills, and purpose (which makes student learning observable or “measurable”)
* Identify why students are learning what they are learning
* Provide a foundation for faculty and students to make teaching and learning connections within and across courses

As a whole, Degree Program Student Learning Outcomes…

1. Integrate University-wide initiatives, where appropriate (e.g., Global Learning themes of global engagement, diversity, and environmental sustainability; Information Literacy/Fluency; Liberal Studies; Diversity)
2. Are appropriate to the level of the degree offered (Bachelor degree outcomes would be less rigorous and comprehensive than Doctoral degree outcomes)
3. Have distinctive student learning outcomes for each emphasis, if the degree program has emphases with unique curricular requirements