**University Assessment Committee Agenda**

**December 6, 2013, 1:30 – 3pm**

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

1. Call to order at 1:30
2. Approval of the UAC minutes from Nov. 1, 2013
3. Update on revised Proposal for Change and response from Faculty Senate (Rob)
4. Degree Program Student Learning Outcomes Tutorial – Based on Faculty Professional Development session. (Sue & Melinda)
5. Identification of future agenda items
6. Adjournment

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