

Minutes 3_16_11 Assessment Committee Meeting

Attendance was not recorded.

The meeting started with a review of a handout of a TaskStream report showing where programs are in the assessment process, and a listing of where programs are with self-study and assessment planning.

The next item on the agenda was the review of submitted assessment documents (details below).

There was discussion about a new feature on TaskStream called faculty credentialing. Committee members suggested that could be valuable, and that we should request to turn it on.

Finally, there was discussion in relation to a meeting next week with Secondary Education faculty and Professional Education faculty about assessment for education programs.

B.S. ENVR curriculum map:

Thank you, it was helpful that you divided out the emphases. It made it easier to see how students would address the standards, regardless of what emphasis they chose.

While the curriculum map was approved, the Assessment Committee had a couple of comments that we would encourage the department to address.

- 1) There were six Geology classes that were not listed as meeting any learning outcomes. This is likely an oversight, and those classes should list the learning outcomes they address.
- 2) We feel you are planning to do more assessment than is really needed or feasible. Assessment in this context means that you are planning to provide assessment data from all of these courses as part of program-level assessment. Is that really the intent of the department?

We understand that the department is uncertain about the future of the Community Health major. Therefore, the comments, below, refer to steps the department should take if a decision is made to continue with this program.

B.S. Community Health curriculum map:

Good start, but there is a problem with the way the Student Learning Outcomes are listed in the Standing Requirements. For those learning outcomes to flow to the curriculum map, the SLOs need to be under just one heading.

B.S. Community Health assessment plan:

Measures seem generally appropriate (artifacts from courses) but a means of taking this information and converting it into a form that leads to program improvement seems lacking. Has the program considered rubrics or other means of evaluating the student work and putting it on

some type of common scale so that faculty can determine overall strengths and weaknesses, and make appropriate changes based on the findings?

B.S. Community Health Self-study:

As mentioned above, we do think that there is a need for the department to use some overall method of evaluating student work for program assessment, so that a clear picture of areas of strength and areas needing improvement can be determined. While not part of the self-study, it should be a part of the assessment plan.

B.S. in Sports Management Self-Study

Although the committee approved the self-study, we were still concerned that the numerical results presented in Section 2.1 lacked context. Could you reference the assessment findings or present a rubric as part of the self-study so it was clear what those numbers meant?

Also, the connection between the assessment findings in Section 2.1 and the changes in Section 2.2 was not clear.

B.S. in Sports Management- Assessment Plan

The committee felt the program had an appropriate assessment plan. As noted in the findings section, we would encourage the department to consider whether it would be beneficial to do assessment beyond simply determining the number of hours spent in community service.

B.S. Sports Management Assessment Findings

The committee felt that the findings section was very nicely done.

One comment regarding the findings was whether the department should consider expanding the last measure to include more than just the amount of time spent in community service. Through a reflective paper or other means, could information be gathered about the volunteering time and how that helped students achieve learning related to the program goals?

B.S., B.A. in Psychology

Really exemplary assessment plan. Many of the measures focus on the ETS exam, but the department has also developed exams and rubrics for some outcomes.

One question: Regarding the “Sociocultural Diversity Awareness and Appreciation” outcome, has the department viewed the AACU “Intercultural Knowledge and Competence” rubric? If not, that might be a useful starting point. It can be found within TaskStream in the “rubric builder” section.

M.S. Counseling Psychology

Excellent assessment plan. The outcomes are clear and focused and the two direct measures (a locally developed test, and a nationally-normed test seem appropriate for measuring the outcomes.