

Minutes for the University Assessment Committee Meeting
Wednesday, June 2nd, 2010, 10:00-11:00 a.m.
Conference Room, Second floor, Olin Physical Sciences Building

In attendance: Monica Baloga (Chair), Ken Crooks, Brian Ehrlich (by conference call), Veronica Giguere, Pierre Larochelle, Hamid Rassoul, Ted Richardson, Tim Rosser, Matt Ruane, Manolis Tomadakis, Richard Turner, and Alex Vamosi

Absent: Rodd Newcombe (teaching conflict) and Guy Bruce (conference travel)

I. Workshop debrief

The general consensus was that the presentation on the first day of the workshop was not as effective because little time was spent on clearly defining terms and developing assessment concepts for those audience members who are new to assessment. It was also noted that Dr. Snow's (the assessment consultant) background in education was limiting her ability to supply meaningful information on the assessment of science and engineering programs.

Many members agreed that the second workshop day was more productive than the first, although there were still issues with the casual and inconsistent use of assessment terminology.

The June 9th workshop schedule was passed out and assignments were discussed. It was decided that at this workshop we will assign deadlines 1) for the completion of PLO statements for both graduate and undergraduate programs, 2) for determining the appropriate direct measures for those PLOs, and 3) for mapping them to the curriculum. Matt Ruane mentioned that the graduate program in the Department of Humanities and Communication is being reorganized, thus he requested that this program be exempt from the deadlines for the undergraduate programs. He indicated that assessment requirements for the graduate program should be available and in place by the end of the fall semester, once the program changes have been approved. This was agreed upon by all members present at the meeting. Alex Vamosi brought up similar issues with some of the online business degree programs, at which point he was asked to submit a list of effected programs for comment and review.

Veronica Giguere suggested that we share PLO statements and progress in our assessment efforts as a resource for other units and programs. She volunteered to help the Chair with setting up a UAC website where information and documents can be shared.

II. UAC Mission, Vision and Goal Statements

These statements were reviewed and discussed, and the changes are submitted with the meeting minutes.

III. Discussion (cont'd) - Policies and Procedures

- a) Duties for UAC members – did not get to
- b) Duties for Assessment Coordinators (review)

The opening statements were reviewed, and the changes are submitted with the meeting minutes. The committee was asked to review the duty statements for ACs and to report any corrections, changes, or additions.

IV. Action Items

Review the Duties of an Assessment Coordinator and report corrections, changes, or additions to Monica Baloga.

V. The next UAC meeting will be June 16th, 10:00-11:00 a.m. in the conference room of the Olin Physical Sciences Building.

VI. Extra Item. Establishing a Quorum for Voting Purposes

It was proposed that two-thirds of the UAC members had to be present to vote on any item. The UAC Chair (Monica Baloga) and the Senior Vice Provost (Ray Bonhomme, *ex officio* member) will not vote on UAC matters. All other UAC members are voting members. The proposal was moved, seconded, and voted on favorably by all voting members present at the meeting. A voting threshold for a measure to pass has yet to be decided.

University Assessment Committee

Policies and Procedures

Mission

The University Assessment Committee (UAC) is composed of representatives from academic colleges, online learning, and academic support services who oversee and assist academic units within the institution of Florida Institute of Technology with assessment pertaining to student learning and development. It serves to define and implement policies and procedures to maintain a robust academic assessment process, to review the quality of assessment plans submitted by units within academic colleges, and to report annually to the Provost's office the status of the academic assessment process within the institution.

Vision Statement

The UAC's vision is to foster and sustain a productive academic-oriented "culture of assessment" at Florida Institute of Technology by (removed 1 and 2 and listed as Goals) emphasizing the positive outcomes of the assessment process on the betterment of academic programs and student development.

Goal Statements

1. To define, review, and implement policies and procedures that help maintain an academic assessment process at Florida Tech.
2. To assist academic units with assessment of student learning and development by reviewing the quality of, and providing feedback on, their assessment plans.
3. To advocate the hiring of qualified personnel in the areas of assessment and institutional effectiveness.
4. To secure appropriate web-based technology to support and enhance assessment efforts.
5. To recommend appropriate actions to the Provost's office that are critical for sustaining the assessment process at Florida Tech.

Duties of an Assessment Coordinator

The Assessment Coordinator(s) for an academic unit or degree program will be appointed by the Dean of the College where the unit or program resides. The number of ACs per academic unit or degree program will also be decided by the college Deans. At the recommendation of the members of the University Assessment Committee, at least one Assessment Coordinator should be a 12-month faculty member or a staff member that is very familiar with the academic unit or degree program to which he or she is assigned.

The duties of an Assessment Coordinator are:

- 1) To enter assessment plans in the web-based assessment management program.
- 2) To collect and coordinate assessment data from faculty and/or staff responsible for implementing assessment measures.
- 3) To examine the data in terms of the PLO statements.
- 4) To lead a group review of the results with faculty from their academic unit or degree program.
- 5) To lead a group review of the assessment plan and measures and to make appropriate changes that may be indicated by the assessment data and results.
- 6) To enter the collected assessment data and results in the web-based assessment management program for review by Program Chairs and Department Heads.