

Meeting Minutes for the
Administrative and Academic Support Assessment Committee Meeting
Monday, October 24, 2011, 10:00 – 11:00 a.m.
IT Training Room 110, Crawford Building

In attendance: Monica Baloga (Chair, non-voting), Rodney Bowers, Brian Ehrlich (via teleconference), Tristan Fiedler, Wendy Helmstetter, Eric Kledzik, Tom Marcinkowski, Rodd Newcombe, Bob Rowe, Beverly Sanders, Leslie Savoie (non-voting), John Windsor, Claire Wurmfeld; C.J. Colley (guest)

Absent: Rob Ghiotto, Greg Graham, John Milbourne

I. Approval of September 26, 2011 meeting minutes

All voting members approved the minutes with no corrections.

II. Measures and Achievement Targets: Rubrics

Committee members reviewed and edited the rubrics for Measures and Achievement Targets. The updated rubrics are appended to the minutes. Final review and voting will be accomplished via email and will be finished by Friday, October 28th.

During this process, it was determined that for some outcomes, only one direct measure was necessary for gathering enough evidence to prove that targets are being met. This prompted the committee to alter its ruling on the number of measures for an outcome by adding the statement “All exceptions must be approved by AASAC.” to the policy on number of measures. The updated policy will be posted on the AASAC website at www.fit.edu/aasac/.

III. WEAVEonline exercise: uploading Objectives/Intended Outcomes

Mr. CJ Colley showed the committees members how to log onto WEAVEonline (at <http://app.weaveonline.com/fit/login.aspx>; use TRACKS username and password) and how to call up their respective units and Outcomes/Objectives page. To begin adding outcome statements, click on the “Add” button under “Outcomes/Objectives”. Required areas to populate are the “Condensed Description” and the full “Description”. Statements can be directly typed in or cut and pasted from Word documents. Mr. Colley will be available to organize sessions for DRC members at the DRC Chair’s request.

IV. Action Items:

- 1) **Upload Outcomes/Objectives to WEAVEonline.**
- 2) **Vote on final Measures and Achievement Target rubric (via email by Friday, October 28th).**
- 3) **Finalize Measures and Achievement Targets review by November 28th.**

4) Discuss Measures and Achievement Targets with DRCs. If units have not already done so, begin work on creating those.

V. Next Meeting: Monday, November 28th, 2011, 10-11 a.m.

The Link Multimedia Classroom (room 204) has been reserved.

Respectfully submitted,

Monica H Baloga, Chair

Measures The variety of methods used to gather evidence about each objective/intended outcome.		
<input type="checkbox"/> Developing	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Exemplary
<ul style="list-style-type: none"> • Not all outcomes have associated measures. • Measurement procedures and/or instruments have not been developed and/or implemented. • Few direct measures are utilized, or only indirect measures are utilized. 	<ul style="list-style-type: none"> • At least 1 direct measure per outcome. May also have 1 indirect measure. • Measurement procedures and/or instruments are described. 	<ul style="list-style-type: none"> • Meets “Acceptable” criteria. • For outcomes with two measures, both are direct. • Measurement procedures and/or instruments are clearly described and attached in Document Repository (WEAVEonline), where appropriate.
Notes:		

Achievement Targets The criteria or indicators that describe whether the outcomes were achieved, and the result, target, benchmark, or value that will represent success at achieving a given objective/intended outcome.	
<input type="checkbox"/> Developing	<input type="checkbox"/> Acceptable
Few target levels of achievement (i.e., improvement or accomplishment) are described, or targets are too general.	Target levels of achievement (i.e., improvement or accomplishment) are identified, described, and measurable for each outcome.
Notes:	

AASAC Assessment Plan Evaluation Rubric (Draft)

Unit Name _____ Year _____

Mission Statement*		
A concise statement outlining the purpose of the administrative or academic support units, who it serves, in what ways, and with what result.		
<input type="checkbox"/> Developing	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Exemplary
<ul style="list-style-type: none"> General statement of the intent of the administrative or academic support unit. Doesn't identify stakeholders. Too general to distinguish the administrative or academic support unit or too specific to encompass the entire mission. 	<ul style="list-style-type: none"> Statement of the administrative or academic support unit's purpose. Identifies stakeholders. Identify[#] and distinguish from other administrative or academic support units. 	<ul style="list-style-type: none"> Clear and concise. Statement of the administrative or academic support unit's purpose. Indicates primary functions or activities of the administrative or academic support unit. Identifies stakeholders. Aligned with respective professional organization and program-specific bodies, if applicable. Specific to the administrative or academic support unit (identifies[#] the unit and what it does that separates it from others).
Notes:		

*Use the term "university" in place of "Florida Institute of Technology", "Florida Tech", or "FIT".

[#]Use approved office/department/unit name.

Objectives/Intended Outcomes		
Specific statements that describe the desired quality of key functions and services within the administrative or academic support unit.		
<input type="checkbox"/> Developing	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Exemplary
<ul style="list-style-type: none"> Less than three outcomes listed. Incomplete – does not address the major functions or services associated with the unit. One or more does not describe an outcome. Unclear how an evaluator could determine whether the outcome has been met. 	<ul style="list-style-type: none"> A minimum of three outcomes listed. Addresses major functions and services associated with the unit. Some use action verbs (according to Bloom's Taxonomy). Observable and measurable. 	<ul style="list-style-type: none"> Meets "Acceptable" criteria. Most statements use action verbs (according to Bloom's Taxonomy) For units with a strong learning component, at least one outcome focuses on student learning.
Notes:		