

Academic Assessment Committee

Minutes

July 28, 2011
1:00 p.m.
Agriculture 302

Attending:

Beth Rinard	Jason Sharp	Jason LaTouche	Melissa Becker
Jill Burk	Rudy Tarpley	Karol Blaylock	Thomas Bradley
Bob Newbie	Teresa Davidian	Kay Teague	Gay Wakefield

1. Follow up RE 12/1/2010 deadline

COE—No progress has been made since the last meeting. Kinesiology still needs to work with Gay Wakefield on finalizing SACS-response upgrades for Fitness Management, All-Level Educator Certificate, and M.Ed. programs. Following the AAC meeting, Jill Burk instructed the department head and related program coordinators to contact Wakefield and accomplish this task. One of the programs has scheduled a session with Wakefield

2. Remaining Summer Checklist for AAC

- DUE 7/15-30/11: AAC members complete End-of-Cycle Report forms for each Academic Program
- DUE 7/31/11: Academic departments and budget units enter WEAVEonline® ANNUAL REPORTS for last assessment cycle [Guidelines for Annual Reports on assessment Website]
- DUE 8/1/11: AAC members submit End-of-Cycle Report forms for all Academic Programs to the Director of Assessment, for reporting to the Provost, and upload reviews to each program's Document Repository
- DUE prior to 8/31/11: At least one Departmental/ Program Faculty meeting to address (based on 2010-11 assessment cycle's FINDINGS and anticipated budget allocations for 2011-12): 1) final student-learning OBJECTIVES/OUTCOMES for 2011-12 assessment cycle, 2) current progress and completion schedules and procedures for all "planned" and "in-progress" ACTION PLANS entered in WEAVEonline®, 2) creation/revision of courses, master syllabi, and course maps, and 3) organize current assessment cycle's data collection responsibilities for MEASURES

3. 2010-11 End-of-Year Report Forms

The committee reviewed the report forms and made changes and additions for this year. Gay Wakefield made the requested revisions to the form.

4. Summer SACS Institute

The notes at the end of these minutes were shared from sessions at this year's institute and discussed by the committee, especially as they relate to needed upgrade of approaches to analysis and action-plan sections for WEAVE entries.

The call for presenters at the Texas A&M assessment conference also was shared.

5. Fall Schedule: Please send fall schedules to Gay Wakefield by the end of next week.

6. Dept. Head Rep's—Please 1) update your college dean and all dept. heads on these items ASAP, 2) make sure all department heads are in possession of the assessment checklist, and 3) make sure that current checklist and deadlines are reviewed and discussed in every Department Head meeting.

Notes from 2011 SACS-COC Summer Institute on Quality Enhancement and Accreditation

THE FIFTH-YEAR INTERIM REPORT

Dr. Crystal A. Baird, Coordinator of Commission Support

Why a Fifth-Year Interim Review Process?

- Higher Education Opportunity Act (HEOA)
- Reg 602.19(b) Speaks to accrediting agencies monitoring their accredited institutions to ensure ongoing compliance.
- Reg 602.22(c)(2) Calls for accrediting agencies having an effective mechanism for conducting, at reasonable intervals, visits to additional locations of institutions that operate more than three additional locations.

Tarleton's Fifth-Year Interim Report

- Due September 2014
- Report addresses 14 areas, including CS 3.3.1.1 – Institutional Effectiveness: Educational Programs [highest area of noncompliance citations – 93% of 2010 Fifth-Year Interim Reports]
- May be requested to host a committee charged to review new, but unvisited, off-campus sites initiated since the institution's previous reaffirmation.
- Reviewed by the Fifth Year Interim Review Committee
- *Votes in December
- *Does not have 2009 report for reference
- Results of the review arrive the following month
- If there are no issues for follow up—the process ends here.
- If there are issues, we will provide an additional report to the Compliance & Reports Committee, addressing the specific areas noted.

Common Issues:

- Lack of defined student learning outcomes and/or methods for assessing the outcomes
- Limited/Immature data
- Non-representative sampling
- Not addressing distance education and off-campus site programs

Tips:

- Focus on educational programs and student learning outcomes
- Use mature data (over time, trends, etc.)
- If using a new system, use data from the previous system, if necessary and possible, to demonstrate ongoing compliance
- If presenting a sampling, use a representative sampling and include a rationale for what makes the sample reasonable and representative of the programs offered
- Include data on programs offered at off-campus sites and via distance learning – consider comparability
- Narrative and evidence for each standard should be as comprehensive as narrative/evidence in Compliance Certification Report.
- Provide an analysis of data, not just a data dump.
- Write clearly and succinctly. [2011 Academic Assessment Monitoring Report suffered drastically from lack of clarity throughout entries and lack of specificity and updates for action plans.