<div align="center">

Academic Assessment Committee
Minutes
Feb. 10, 2009
<mark>(Action Items are highlighted in yellow.)</mark>

</div>

Attending:

Betty Jo Monk	David Drueckhammer	Karol Blaylock	Russell Pfau
Bob Newby	Denise Martinez	Kayla Peak	Karen Murray
Carol Thompson	Jane Dennis	Melissa Becker	Gay Wakefield
	Jason LaTouche	Nancy Boykin	

1. **New member for Killeen—Teresa ("Tracy") Teaff**
   Not in attendance, but we'll meet up with her at the A&M conference.

2. <mark>**TAMU Assessment Conference Sunday-Tuesday**</mark>
   Travel packets prepared by Susie Fagan were distributed, each containing: conference room number, agenda for conference, hotel exemption form, registration confirmation, and the spreadsheet of contact (cell phones) and travel information. Betty Jo Monk noted that her cell phone ends in "5" rather than "3".

   <u>Driving to College Station separately</u>
   - Karen Murray
   - Betty Jo Monk
   - Bob Newby
   - Denise Martinez
   - Teresa Teaff
   - Ann Calahan (will drive back with the group)

   <u>Departure Vehicles (Sunday, 2/22—meet in parking lot between Howell and Physical Plant)</u>
   6:00 AM:
   - Russell Pfau (driver)
   - David Crockett (alternate driver)
   - Carol Thompson (alternate driver)
   - Melissa Becker (needs to return by 4:00 PM on Tuesday)

   2:00 PM:
   - David Drueckhammer (driver)
   - Kayla Peak
   - Jason LaTouche
   - Gay Wakefield (needs to return by 4:00 PM on Tuesday)

   2:00 PM:
   - Karol Blaylock (driver)
   - Jane Dennis (alternate driver)
   - Nancy Boykin
   - Teresa Davidian (needs to return by 4:00 PM on Tuesday)

   <u>Return Vehicles (Tuesday, 2/24)</u>
   12:00 noon:
   - David Drueckhammer (driver)
   - Melissa Becker (needs to return by 4:00 PM on Tuesday)
   - Gay Wakefield (needs to return by 4:00 PM on Tuesday)
   - Teresa Davidian (needs to return by 4:00 PM on Tuesday)

   1:00 PM:
   - Karol Blaylock (driver)
   - Jane Dennis (alternate driver)
   - Ann Calahan (Tuesday only/will arrive in College Station separately)
   - Kayla Peak
   - Jason LaTouche

1:00 PM:
Russell Pfau (driver)
David Crockett (alternate driver)
Carol Thompson (alternate driver)
Nancy Boykin (needs to return by 5:30 PM on Tuesday)

3. **Training reports from rep's for each college**

All colleges report that, except for training in course-mapping (which will occur at the April 3 workshop), all training needs identified by their deans for inclusion in the October compliance report have been completed this year.

4. **April 3 Assessment Workshop**

Tarleton is the host site for Larry Kelley's day-long assessment workshop, which appears to a good expansion of information beyond the Kelley workshop that several members of this committee attended at TCU several years ago. As the host site, we get a 25% discount for registration fees.

Academic Affairs is sending the assessment committee and the "House" core committee and deans are funding additional faculty from their colleges. So many TSU faculty members are attending that Kelley has agreed to make this an all-Tarleton workshop.

Current attendee list for the all-day workshop, to be held in the library multipurpose room:

Academic Assessment Committee
Drueckhammer, David (COAHS)
Wakefield, Gay (assessment director)
Murray, Karen (asst provost)
Teaff, Teresa (Tracy) (Killeen campus)
Blaylock, Karol (COAHS)
Dennis, Jane (non-academic programs)
Pfau, Russell (COST)
Peak, Kayla (COED)
Davidian, Teresa (COLFA)
LaTouche, Jason (COLFA)
Martinez, Denise (COST)
Thompson, Carol (AM only)/Field, Stephen (PM only)
Newby, Bob (COED)
Crockett, David (COBA)
Boykin, Nancy (9-10:45)/Freed, Rusty (rest of day) (COBA)

Core "House" Committee
Teague, Kay

COAHS
Cawthon, Don (dean of COAHS)
McGregor, Kyle
Mueller, James
Lambert, Barry
Sale, Richard
Wittie, Roger

COBA
Sundarrajin, Sundar

COED
Weissenburger, David
Crews, Steve

COLFA
Styron, Kelli (Department Head SSCJ)
Cross, Malcolm (Department Head Soc Sci)
Vardalis, James (Director CJ)
Armstrong, Lucille (SWK)

Malone, Dan (COMS)
Boucher-Johnson, Vicky
Davis, Mark
Holtorf, Mark
Seelig, Sharon
Guthrie, Christopher
Barrett, Jeanelle (ENG)
Mollick, Kathleen (ENG)

COST

Pierce, James (dean of COST)
Calahan, John
Garza, Javier
Lewis, Sally
Hood, Glenda
Gunter, Lynda
Woods, Dok
Evans, Elaine
Bell, Peter (inc. lunch, except the 10:45 session)/Low, Arthur (10:45-12:30 session)
Rinard, Beth (9-10:45)/Schultz, Linda (10:45-12:30 session)/Murry, Phillip (1:30-4 PM)
Wang, Xixi
Ahmad, Falih (morning & lunch)/Agapie, Mircea (afternoon)
Barker, Tommy
Mollick, George

General Studies

Jones, Dennis (dean of general studies)
Faulkner, Brenda
Wood, Kayla

8 Attending—Killeen

White, William
Kirk, Jeffrey
Newberry, Steve (Richard)
Vitucci, Steve
deKock, Meinie
Simmons, Gerald
Davis, Jenny
Dietert, Michelle

Conference Agenda

Assessment for Teaching Enhancement Workshop

9:00-9:45—Course Mapping
- Specify program outcomes.
- List courses that contribute to each program outcome.
- Highlight courses targeted for assessment.
- Review syllabi; identify related objectives, teaching methods and evaluations.

9:45-10:45—Hands-on: complete the course mapping exercise.

10:45-11:30—Creating and Implementing the Annual Assessment Plan
- Specify student learning outcomes to be assessed.
- Select assignments in which assessment will be conducted.
- Identify assessment procedures and specify expected levels of performance.
- Build performance assessment rubrics.
- Conduct assessment activities.
- Evaluate data and report findings.
- Identify budget priorities and develop plans for improvement.

11:30-12:30—Hands-on: create an assessment plan.

12:30-1:30—Lunch (provided at conference)

1:30-2:15—Creating and Implementing the Teaching Enhancement Plan

- Specify teaching enhancement outcomes.
- Select related teaching methods and evaluation techniques.
- Identify criteria for teaching success.
- Compare assessment findings to criteria.
- Establish strategies for improvement.

2:15-3:15—Hands-on: create a teaching enhancement plan.

3:15-4:00—Participant presentations on documents developed during workshop.

5.   <mark>Time line status</mark>

2009-10 assessment cycle released in WEAVE; entries prior to that release should have rolled into 2009-10, unless designated in WEAVE to end in 2008-09—let Abi know if that didn't happen.

6.   Rubric revisions

Unanimous approval for the updated committee review rubrics, including the Undergraduate Cover Sheet, Graduate Cover Sheet, Goals, Objectives, and Measures. The revised forms were attached to the same e-mail in which this set of minutes was distributed; they incorporate the following information:

Graduate Cover Sheet

Graduate Learning outcomes

16 Master in-depth knowledge of discipline   R

17 Conduct research and/or scholarly activities   R

18   Engage in professional practice/training experience R

Graduate Council Position Statement on the Quality and Rigor of Post-Baccalaureate Professional Degree Programs, Master's and Doctoral Degree Programs

o   Tarleton's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than the undergraduate programs. Each Academic Dean with their graduate faculty will implement processes to ensure compliance with this statement.

o   Tarleton structures its graduate curricula to include a **mastery of in-depth knowledge of the discipline literature**. Each graduate program includes in-depth knowledge of the discipline literature. **Through the use of student learning outcomes and institutional effectiveness processes, each graduate program assesses the degree to which students will demonstrate mastery.** The Academic Deans with their graduate faculty will implement processes to ensure compliance with this statement.

o   Tarleton structures its graduate curricula to ensure **ongoing student engagement in research and/or appropriate professional practice and training experiences**. Each graduate program will ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **Through the use of student learning outcomes and institutional effectiveness processes, each graduate program assesses the degree to which students conduct research and/or participate in appropriate professional practice and training experiences.** The Academic Deans with their graduate faculty will implement processes to ensure compliance with this statement.

Statement Approved by Graduate Council 9/15/2008

Undergraduate Cover Sheet:

Students: Technology Literacy

Tarleton will provide appropriate program opportunities for students to acquire technology literacy sufficient for success in college and in their careers.

Tarleton will incorporate basic technology literacy skills in word-processing, presentation, computation and spread sheet, communication, and library research data base into the core curriculum and assess student learning outcomes pertaining to those skills.

Tarleton will incorporate advanced technology skills into student' academic major programs as appropriate and will assess student learning outcomes pertaining to those skills.

Tarleton will provide both classroom training and student mentoring through library and computer lab initiatives to support student learning in technology and its applications.

Expectations for students entering Tarleton State University

Students entering Tarleton will be able to

- Use the student e-mail system to communicate with faculty and fellow students.
- Keyboard.
- Save and transfer data files.

Expectations for all students graduating from Tarleton State University

Students graduating from Tarleton will be able to

- Use and apply word processing, presentation and spreadsheet software in various contexts.
- Gather research from credible sources electronically.
- Use web-based technologies to communicate effectively.
- Use technology and information ethically and legally.

Expectations for students graduating within specific disciplines from Tarleton State University

- Each academic program will define learning outcomes pertaining to required technology literacy in that discipline beyond those of the general University outcomes. Those expectations should be reflected in learning outcomes of identified required courses in that discipline and thus reflected in the master syllabus for that course.
- Each academic program will develop mechanisms to assess student learning outcomes for technology literacy.
- If assessment results indicate improvement is needed, the academic program will develop strategies to modify program curriculum as needed.

Statement Approved by Academic Council December 2004

7. **Revised "Quick Guide" for Website**

Final refinements were suggested. Gay Wakefield incorporated them into the guide sheet and distributed it for approval via e-mail following the meeting; e-mail-response approval was unanimous and the finalized document was attached to the same e-mail in which this set of minutes was distributed.

8. **Assessment of Committee**

Melissa Becker and Jane Dennis are drafting a committee-assessment plan for review by the group.

9. **Other business—None**

10. **Dept. head rep's—Please update your college dean and all dept. heads ASAP.**

11. **Meeting schedule for the remainder of this semester**

Tuesday, 3/3 from 1:00-2:00—Admin 208
Thursday, 3/5 from 1:00-2:00—Admin 208 (if agenda isn't completed on Tuesday)

Tuesday, 3/24 from 1:00-2:00—Admin 208
Thursday, 3/26 from 1:00-2:00—Admin 208 (if agenda isn't completed on Tuesday)

Tuesday, 4/14 from 1:00-2:00— CITDE 130
Thursday, 4/16 from 1:00-2:00—Admin 208 (if agenda isn't completed on Tuesday)

12. **Next meeting→ Tuesday, 3/3 from 1:00-2:00—Admin 208**