Academic Standards Committee
Wednesday, February 22, 2006
4:00 p.m. – Mound Room, Pioneer Student Center

Agenda:

1. Review of the academic standards general education review cycle.
Proposal

At present, the Assessment Oversight Committee (AOC) assesses each of the components of general education once every six years. The concern is that this is too infrequent to insure that we “close the loop”, i.e., that the results of assessment lead to improvements in student learning. Since it is impractical for the AOC to assess general education more frequently, I propose that the Academic Standards Committee (ASC) remain involved in the assessment of general education. The ASC review cycle is structured in such a way that, together with the AOC review cycle, each of the components of general education gets assessed once every three years. Accordingly, the ASC review cycle would be:

2005-2006

Natural Sciences
History

2006-2007

International Education
Ethnic Studies
Gender Studies

2007-2008

Fine Arts
Foreign Languages

2008-2009

English Composition
Mathematics

2009-2010

Physical Education
Social Sciences

2010-2011

Speech
Humanities
The AOC asks each of the academic and student affairs areas that it reviews the following questions:

1. What evidence do you have that students achieve your stated learning outcomes?

2. What have you learned as a result?

3. What, if any, changes will you make in order to improve student learning?

The first two questions are appropriate for an Academic Standards Committee review of a general education area. The third question is best answered by the ASC itself, in conjunction with the faculty who teach general education courses and the University Undergraduate Curriculum Commission.

How will the assessment be conducted, and who will conduct it?

Presently, we have student learning outcomes for each area of general education. But only the faculty in Mathematics, English Composition, and (I believe) Ethnic Studies has developed assessment tools for these areas. Currently, the history faculty is developing an assessment tool for Historical Perspectives, and a small group of faculty who teach in the natural sciences is developing an assessment tool for the Natural Sciences. In subsequent years, the Director of General Education will initiate faculty development of assessment tools in the other areas of general education. Members of ASC might also need to be involved in this process.

The implementation of the assessment tools will depend upon the type of tools utilized. For example, the General Education Senior Exit Survey, which addresses all of the general education student learning outcomes, will be administered by OIT staff and the Director of General Education. The Director of General Education will report those results to relevant governance bodies (e.g., AOC, ASC, UUCC, the Faculty Senate, and Chancellor’s Cabinet, etc.). Assessment tools that are imbedded in general education courses (e.g., pre-course and end-of course exams) will be administered by the faculty who teach these courses. Their findings will be forwarded to the Director of General Education, who will report those findings to relevant governance bodies.

The Academic Standards Committee’s role is twofold. (1) The ASC will help enforce implementation of general education assessment (e.g., by setting deadlines for faculty in a given general education area to conduct assessment of its courses). (2) The ASC will make recommendations to the UUCC, based on the results of that assessment, concerning any changes to general education.