Academic Standards Committee
Wednesday 22 March 2006
4-5 pm, Mound Room, PSC

Agenda:

1. Approval of minutes of Jan 25\textsuperscript{th} and Feb 8\textsuperscript{th} meeting

2. Agenda – additions, changes, approval

3. Old Business
   Reflections of the Math Placement Exam

4. New Business
   a. General Education Assessment Schedule: see attached. (any changes?)
   b. On-line English and Math Placement Exams. Can we control these?
   c. Questions to be included on the Assessment questionnaire? See attached
   d. Transfer Students
      What data do we want to look at for these students?
   e. Other?

5. Next Meeting dates:
   April 12\textsuperscript{th}, April 26\textsuperscript{th}, and May 10\textsuperscript{th}.
   Room: Miss. Mound Mound

   April 12\textsuperscript{th} Carmon Faymonville

6. Adjourn
Committee Members Suggestions for Questions to be included in the Assessment Questionnaire:

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(1). How did you assess ?

(2). What did you find ?

(3). How did you find what you found ?

(4). Are changes needed ?, If so, then what are you changing ?

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1. Did you use tools to evaluate your general education outcomes?
2. What were the results?
3. How did you use the information to improve the quality of you general education components?
4. Do your outcomes need to be revised?

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I would not change at all the 3 questions AOC currently proposes.

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1) What evidence do you have that your standards are in line with other similar institutions? 
   [I could have used the term "national standards" here, but realize that in some areas/ 
   programs there is no such thing!]
2) What evidence do you have that new faculty are made aware of learning outcomes and are 
   mentored/assisted toward achieving stated learning outcomes? 
   [Too often the assumption has been that new faculty "know" all about student 
   learning outcomes . . . ass-u-me . . . ]
3) How do you resolve the issue whenever stated learning outcomes and "academic freedom" 
   are in conflict? 
   [While serving on Assessment Oversight Committee, we were told that English Dept. 
   does not tell Freshman Comp teachers how/what to teach. Course content and syllabus 
   are open to interpretation based upon "academic freedom" . . . there's no standard syllabus. 
   A Freshman Comp teacher can teach Shakespeare if they feel like it! If this is so, can specific 
   learning outcomes be achieved? I hear wonderful things about Freshman Comp, but the 
   student papers I read seldom bear this out . . . I hope that I am wrong here and the situation 
   has changed!]

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1. Of the stated learning outcomes, are there any that need to be changed, 
   restated, dropped, or replaced by different goals?
2. How valuable did you find the assessment process? Why?