

# **Academic Outcomes Assessment Committee**

## **Meeting Agenda**

February 11, 2014

3:00-4:00 p.m.

Meeting Facilitators: Catherine Kinyon and Bertha Wise, Co-Chairs

- I. Call to Order
- II. Feedback to Provide to Programs under review due by February 21, but since we are already overdue (Feb. 3 was on the original timeline), the sooner you can send this to Catherine and me, the better. Following are the programs and sub-groups to provide feedback:

Diversified Studies—AA and AS

Gyanendra Baral  
Jackie Frock  
Ginnett Rollins

Modern Languages—AA & Certificate

Doug Blake  
Chris Oehrlein  
Michael Snyder

Music—AA

Melinda Barr  
George Risinger  
Mark Zindelo

Sociology—AA

Jeff Carlisle  
Karen Jordan  
Justin Shaw  
Tad Thurston

- III. List of Programs to be reviewed in FY 2015

Journalism & Broadcasting – AA  
Liberal Studies – AA  
Aviation Maintenance Tech – AAS  
Diesel Technology – AAS  
Humanities -- AA

A subgroup of the Academic Outcomes Assessment Committee will be asked to consider the following questions when looking at your program review. As you write your program review, you may want to have these questions in mind.

- 1) How many student learning outcomes are listed for the program? Is the number reasonable? (Three to five outcomes are generally fine. More than eight should generally not be necessary.)
- 2) Does each student learning outcome encompass only one or two expectations or are individual outcomes overly broad and try to cover too many areas/skills? Can you suggest how statements of the student learning outcomes can be improved?
- 3) Do the student learning outcomes focus on skills or areas of knowledge that seem appropriate to the discipline? Can you list any skills or areas of knowledge that might be missing?
- 4) Do the program outputs seem appropriate for the program? Can you suggest additional outputs that might be appropriate?
- 5) Is there evidence of the collection and use of trend data for program evaluation?
- 6) Is there evidence in the program review document that decisions about the program (resources, curricula, etc.) are being influenced by the assessment process? If so, how?
- 7) Is the program using any additional information beyond the annual assessment data to examine and improve the program? If so, what data are being used?
- 8) Are the program strengths, concerns, and recommended actions reasonable? Can you suggest any additional strengths, concerns, or recommended actions?
- 9) Are any program strengths or concerns supported by information obtained through the assessment process? If so, how? If not, can you suggest how any strengths or concerns can be linked to what has been learned through assessment?
- 10) Is the general education assessment artifact data being used to inform program strength and weakness? If so, how?
- 11) Has the program review provided evidence that shows its faculty participation in the submission of artifacts for general education assessment? Comment or provide feedback on the types of artifacts, if any.
- 12) How has the program used the general education assessment data to inform curricular refinements and to achieve these general education outcomes of students' success in the program as well as general education?