

going to pretty messy at this point! Are we supposed to be surveying every student in every section every semester?

Jhyllis: The language of the assessment plan allows for sampling! Departments can devise their assessment plan via sampling!

John Miller: Believe that the sample needs to include students from every section!

Jodi: We need some assessment every semester because some courses are only offered one semester a year! So we need departments that will come up with a plan that will assess all 6en 7d appropriately!

Jhyllis: I will send a reminder to all departments that they are supposed to be doing this also in the spring!

Said Hagen: Reads from a letter sent February 2? that suggests that the fall was a pilot and that no assessment was going to be done in the spring!

Laura Bori: Discusses some of the problems that AA! is having!

Jhyllis: The provost has the ultimate responsibility for assessment! We don't need to be accountable for why reports are not forthcoming! That's up to the provost! We are not in a position to police departments!

John Miller: Suggest that we make a motion that we will start assessing every semester in Fall 2009!

Iean: I have a friendly amendment! I think we need to clarify how to draw the sample and what the timeline is!

Jhyllis: Every department has submitted a plan! I don't think we don't want to do anything to those plans!

Iean: We need to give them timelines!

Jhyllis: We will give them a timeline for Academic 2009 @ 20:0!

John Miller: We should do by certain weeks 5th eliminating the need for dates, item report by Week A!

John Miller: Why are reporting it only once a year! We should best send it to the provost every semester!

Jhyllis: The data is due by the end of the fourth week of the semester following that in which it was collected!

Said Masagrande: As sampling question!

Jhyllis: Well we approved the plans!

Said: Every section that is being offered this semester ought to be assessed!

every student individually or that are conducted on a university wide level. There are several reasons for this conclusion.

a) Assessment results are often the most useful to the departments that deliver courses within the General Education program.

3) Western's large student body makes individual student level assessment untenable.

c) Generally, the reliability of a criteria style General Education program makes any university level assessment activities difficult.

2) General Education assessment should be as comprehensive to faculty and departments as possible, yet should provide useful information regarding student achievement of Western's General Education goals.

7) Other entities in the university need the information departments will generate by doing General Education assessment. These include the Council on General Education, the Faculty Senate, deans, and the Office of the Provost and Vice President for Academic Affairs. As such, a regular mechanism for communicating information regarding General Education assessment is necessary.

6) As the office responsible for cross-college academic activities, the Office of the Provost and Vice President for Academic Affairs is ultimately responsible for seeing that General Education assessment is carried out in a timely and effective manner.

4) Consistent with the faculty contract Article 20.4(c), assessment results cannot be used in the evaluation of individual faculty or personnel decisions.

I* Preliminary Activities: Departments are responsible for developing a plan to assess student mastery of the W:C General Education goals in the department's courses that are included in the General Education program. The Office of the Provost and Vice President for Academic Affairs may serve as a resource to departments in developing appropriate plans for General Education assessment. However, the following activities are required of each department offering courses in the General Education program.

A) Departments offering General Education courses must have an Assessment Committee as one of their regular department committees. Department assessment committees already in existence are sufficient. Another committee may assume these duties.

B) For departments offering courses in the General Education program, the department assessment committee, in conjunction with the faculty teaching General Education courses, will identify at least three of the General Education goals that are appropriate to the discipline(s) represented by that department. The three goals selected may be the same or all General Education

courses offered by a department or may vary by course.

4 The three goals selected by the department assessment committee will be submitted to the Council on General Education.

5 After reviewing the department's missions, the Council on General Education will recommend to departments which goals they will use for their General Education assessment.

7 The Council on General Education will verify that each of the General Education goals is being used for assessment by a sufficient number of departments or courses to reasonably assure that a student at Western would be exposed to each of the goals.

2 The Council on General Education will develop a format for departments to use in reporting their General Education assessment results.

II* General Education Assessment Plan: Once the goals for each department offering General Education courses have been identified, departments need to develop a plan of assessing student learning of those goals. These plans may vary by course within a department, or department assessment plans may be consistent across courses. Each plan must include the following:

A Learning Outcomes: While the General Education goals provide the basic outline for student learning in General Education, departments must develop measurable learning outcomes that are specific to the department's discipline(s). Measurable learning outcomes will be developed for each of the department's General Education goals. Learning outcomes are from a student's point of view: Students will demonstrate L M

4 The measurable learning outcome is a narrower objective relevant to a broader goal. Measurable learning outcomes should be developed in the context of what faculty members teaching General Education courses are currently teaching.

* Departments may choose to assess student learning in a sample of the General Education courses and sections offered by the department, rather than in every section of every course. Every General Education course must regularly be included in the assessment process. Departments using a sample of sections should rotate the responsibility of assessment among its faculty teaching General Education courses.

B Measurement: Departments will develop forms of measurement that provide clear evidence of student learning relative to the learning objectives. Measures stem directly from the learning outcomes identified for each of the two goals being assessed by a department. Examples of possible measures include standardized tests, embedded assessment, and portfolios.

4 Results: Through their assessment committees, departments are responsible for the following activities:

4 Departments will carry out the measurement in their General Education courses.

