Minutes of Meeting  
Assessment Committee  
Monday, September 28, 2009  
4:15 – 5:00 PM

Present: Kristin Camenga, Daryl Stevenson, Paul Young

1. Report of meetings: Daryl has met recently with the World Languages Department, the Spiritual Life Committee, the Student Life staff, and the Art Department—all to discuss outcomes assessment. Every one has been very accepting and cooperative. Other contacts with department representatives include history, religion, education, music, recreation, psychology, and business. In late spring and summer, Daryl worked with math, physics, intercultural studies, and political science.

2. We reviewed the history program’s new 10 student learning outcomes, and the three rubrics they created to do a) students’ self-assessment, b) faculty student assessment, and c) students’ program (re: the 10 outcomes) assessment. Approved by common consent.

3. Distributed and discussed a single page rubric for Program Assessment. This has been used to demonstrate to departments what they can do to improve their assessment processes.

4. Reviewed the two motions approved by APC and moving on to the faculty: a) new Guidelines for Departmental Self Studies, and b) the motion to standardize what APC would like from all departments by the end of fall 2009 semester (see below).

5. Distributed a draft proposal for a Policy Statement on Assessment of Student Academic Achievement. We agreed to review prior to the next meeting and bring feedback/suggestions. There will be a separate document for Houghton’s Assessment Plan, now under development.

Next meeting: TBD via email.

Respectfully,

Daryl Stevenson

********************************************

APC Motion (September 23, 2009):

Given new guidelines for Departmental Self Studies, which includes rather brief learning outcomes assessment reports of majors annually (point 4), APC requests academic departments to

- revisit (if not already done) their previous goals statement (2002-03) for each major by the end of the fall 2009 semester, in light of our new curriculum, to
ensure that clear student learning outcomes and their measures are mission-aligned, measurable, and sustainable;

- submit these student learning outcomes (perhaps 6 to 10) and measures (maybe two for each) for every major to the Assessment Committee for feedback and approval;
- publish these approved goals and student learning outcomes (with measures) on the respective departmental web pages where students may find them early during their major studies;
- focus on the senior capstone seminar or experience as the place to administer rubrics to assess (a) each senior student in achieving the major’s goals, and (b) the strengths and weaknesses of the program as assessed by the senior students;
- cooperate in completing and submitting the brief reporting template annually, *Report Template for Annual Assessment of Majors*. If there are multiple majors within departments, separate reports should be submitted, signed by the chair;