

**Assessment of Student Learning Subcommittee  
of the University Educational Policies Committee  
November 6, 2002  
Minutes**

Present: A. Cunha, J. Esterly, S. Filling, I. Haapanen, D. Kavasch, S. Shams  
Excused: A. Young  
Guest: G. Novak

I. **Call to Order.** I. Haapanen called the meeting to order at 12:35 p.m.

II. **Approval of Agenda.** The agenda was approved as distributed.

III. **Approval of Minutes dated October 22, 2002.** The minutes were approved as distributed.

IV. **Announcements/Reports**

A. **Principles of Assessment, Senate Executive Committee—I. Haapanen.** The Principles of Assessment of Student Learning document was tabled indefinitely at the October 22, 2002 Academic Senate meeting. The committee believes that a lack of information regarding assessment over the past year (in the absence of a Faculty Coordinator for the Assessment of Student Learning) may have attributed to the lack of awareness of assessment of student learning, its importance and goals. There University, in 2001/2002 was lacking meetings, websites, and workshops regarding assessment.

An email forwarded by M. Thompson (via facnet) helped set the stage for the committee to continue discussion with the Academic Senate for a possible reconsideration of issue. S. Filling, I. Haapanen, J. Klein, G. Novak, and C. Watkins might attend a future Academic Senate meeting to discuss how the principles originated, the importance of the document, and to clarify that assessment of student learning will be of value to faculty.

V. **Old Business**

A. **Faculty Associate for the Assessment of Student Learning (#2).**

1. **Interview Questions.** The committee prefers to review the interview questions that were drafted when the position was previously advertised (previously as Faculty Coordinator for the Assessment of Student Learning). S. Shams will obtain a copy of this document (if it is available) and will distribute it to the committee.

B. **Meeting to Discuss Assessment Definitions and Roles (#4).** The committee received an updated summary of a follow-up meeting (scheduled on October 16<sup>th</sup>), initiated by D. Dauwalder, to discuss assessment definitions and roles.

VI. **New Business**

A. **Faculty Development**

1. **Faculty Voices.** Faculty voices are imperative for the assessment of student learning. Instructors may opt to write a narrative to explain how he/she implements assessment. However, several other assessment instruments are viable options.

2. **Assessment Workshops.** Workshops will aid faculty in learning of the importance assessment, among other issues. Several workshops should be scheduled throughout the academic year to allow for faculty to attend at their

convenience. Or, the pending Faculty Associate for the Assessment of Student Learning will schedule workshops with only 2-3 departments each semester.

Assessment Coordinators from other campuses may be invited to the University as guest speakers.

3. **Scholarship/Publication.** The narratives composed by faculty may be published in a brochure, for distribution to interested parties.
4. **Funding Sources.** The committee will speak with the Faculty Budget Advisory Committee, and the University Budget Advisory Committee to secure funding for assessment purposes.

**VII. Adjournment.** The meeting adjourned at 1:33 p.m.

Respectfully submitted,

Shervin Shams  
Recording Secretary

:SS  
cc: R. Esau