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**Minutes of a Meeting
of the Assessment of Student Learning Committee**

Date, time, and place: March 28, 2013, 3:00-4:00 pm, Prairie Lounge

Members present: Aronson, Burke, Burks, Helsper, Jessup, Pappenfus (Chair), Sletten, Sunderman, Togeas

Copies of pages 1-6 and 12 of the report on the General Education Survey were given to those in attendance.

Minutes of the March 7 meeting: On page 3, the phrase "would take regent approval" was changed to read "would take Regents' approval." The minutes were approved as amended.

Pappenfus said there would be two more meetings of the ASLC, perhaps three. Remaining items to consider are: 1) analysis of the general education survey; 2) baseline data for freshmen; 3) working with the Curriculum Committee on response to the HLC report; and 4) the 2013-2014 assessment plan. This meeting was to be devoted to items 1) and 3).

Burks stated that if the general education survey is run again, he has made proposals for streamlining it and wants to be certain that they are considered.

The following minutes are more of a summary and not a record of the order of discussion.

General Education Survey. The response rate of nearly 65 % is remarkable, and perhaps is attributable to the Higbie's certificate incentive. Pappenfus noted that mean scores for both importance and achievement went up, and speculated that it was due to the ASLC reworking of the descriptions of the general education goals. Burks noted that it has not been established that the apparent change is statistically significant. Helsper noted that the gap between achievement and importance remains the same. Burke noted that the response to college writing seems to be an anomaly that is heightened by the observation that a significant number of respondents did not take college writing on this campus. Pappenfus thought that we don't do a good job communicating the importance of general education, which is exacerbated by the overly complicated descriptions

of the goals of general education; he thinks that this could be part of what we tell the Curriculum Committee. Helsper noted that in the past we analyzed the disjunction between importance and achievement division-by-division. Aronson wondered if the apparent high importance given to college writing is because it is not discipline-specific. Students apparently do not like the Intellectual Community requirement. Sunderman said that faculty expectations vary greatly from one IC course to another. Helsper noted that there were about 150 written comments in the survey; Pappenfus said that ASLC members will receive a pdf of the comments. He said, in response to a question, that the numerical results of the survey are not confidential and could be discussed, for example, in discipline meetings.

Student Learning Outcomes. The Campus Assembly approved these in March, 2010. There are four categories in the SLO. Burks noted that they look a lot like general education outcomes but with a disciplinary depth. Aronson noted that in the past the ASLC tried to understand the overlap between general education and the SLO. Pappenfus noted that the Curriculum Committee has wondered what the ASLC plans to do with the SLO, and thought that the ASLC might ask each discipline to assess how it meets one of the subcategories of one of the four SLO categories.

Baseline Data on Freshmen. Helsper noted that the Cooperative Institutional Research Program (CIRP) Survey, which is a demographic survey, has been done during freshmen orientation in the past and could be done during orientation in 2013. One gets a 100 % response rate. Pappenfus said that this would be an agenda item at the next ASLC meeting.

Due date for discipline assessment results for the 2012-2013 academic year. Division chairs asked that it not be at the end of the academic year as there are already so many demands on faculty energy at that time. Pappenfus will send a memo to division chairs asking for discipline reports by September 9, 2013.

Submitted by Jim Togeas