

Academic Assessment Council

Minutes

May 12, 2014

I. Introductions

- A. Attendance: Mary Albrecht, Corinne Nicolas, Dave Dupper, Kirsten Benson, Carol Parker, Taimi Olsen, Gary Skolits, Mark Harmon, Michael McFall, Charles Cwiek, Toby Boulet, and Nancy Howell.

II. Overview and Purpose of AAC

- A. This is a new advisory group; this was the initial meeting.
- B. Currently, there is an Assessment Steering Committee that consists of Mary Albrecht (Accreditation), Taimi Olsen (TNTLC), Dave Schumann (TNTLC), Corinne Nicolas (TNTLC), Denise Gardner (OIRA), Michael McFall (OIRA), and Ashley Charsha (OIRA). This group has been meeting bimonthly for the past 18 months.
- C. How do we develop a culture of assessment?
- D. SACS has a new corporate name – SACSCOC.
 - 1. We completed the Fifth Year Report Interim Report and had to report on Comprehensive Standard 3.3.1.1, which covers institutional effectiveness of student learner outcomes.
 - 2. We have done poorly with identifying student learner outcomes and assessing them and were required to submit a monitoring report for CS 3.3.1.1. After review, we were asked to submit a second monitoring report.
 - 3. We submitted the Second Monitoring Report (about 578 pages) on April 10. If it is unsatisfactory, then we are either given a warning or put on probation. The Provost and Chancellor may be called in front of the SACS Board of Directors.
- E. We are currently working on our reaffirmation. The Compliance Report is due by September 10, and the on-site visit is in March 2015.
- F. This isn't just for SACSCOC; the purpose is to have faculty holistically look at programs we offer and go through self-improvement.
- G. Direct measure of assessment is done on a regular basis – required by SACSCOC.
- H. In the future, this council will review assessment plans and provide comments on the overall quality.
- I. This council is set to meet once per semester, but this may change.

III. Progress with Academic Assessment

- A. Taimi Olsen:
 - 1. Trying to get people to understand annual assessment.
 - 2. Multiple Compliance Assist trainings have been offered.
 - 3. Assessment is a process that needs to be owned by faculty.
 - 4. Need to help faculty make this an acceptable part of their routine – this is not going away.
- B. Corinne Nicolas:
 - 1. Making sure every program has outcomes and can assess them.

2. How to use your results and make your plain sustainable.

IV. AAC and Oversight for Culture of Assessment

- A. It is hard for individuals new to a process to conceptualize what they need. They need something structured, like rubric development.
- B. This group may benefit from understanding other accrediting bodies – list of our accredited programs can be found here: <http://sacs.utk.edu/programmatic-accreditation/>.
- C. We have focused on the THEC model (see figure on next page; area highlighted in yellow is what we need to be doing more of and shift the balance from THEC-driven assessment and increase UT-driven assessment) as opposed to internal assessment improvement, and we have now gotten out of balance.

V. Future Faculty Development Needs

- A. More Compliance Assist trainings will be scheduled the week of Memorial Day.
- B. How can we communicate with faculty about what's going on with this council?
- C. Can we create an assessment listserv so those involved in the assessment process can sign up?

Action Items:

1. Schedule three more help sessions last week of May to help with information entry in Compliance Assist (not training but work sessions).
2. Send email to check on possible days and times that will work for fall semester and spring semester.
3. Work with OIT to establish a monitored listserv; people can self-subscribe and unsubscribe; purpose to have an outlet for people to ask questions and share with each other.

Assessment at University of Tennessee, Knoxville

