Members Present: James LaPlant (chair), Kimberly Tanner, Deborah Davis, Tom Manning, Karen Jacobson, Jane Kinney (ex officio)

1. The minutes from the June 16 meeting were unanimously approved.

2. The Assessment Subcommittee worked on the Student Learning Outcomes during this past week and provided a draft of sub-outcomes and assessments. After much discussion, the committee provided these SLOs with changes:

   1) Students will develop discipline-specific inquiry skills.
      a) Students will have passed a number of content-based courses that provide a foundation in their specific field.
      b) Students will create an inquiry-based plan to address a specific question or problem.
      c) Students will learn discipline-specific language and skills related to research/experiential learning in their field.
         1. How to locate and analyze (research) in a discipline-specific field.
      d) Students will be exposed to discipline-specific ethics and responsible conduct related to research/experiential learning in their field.

   *Assessment

   The noted assessments remained the same but it was decided that Direct Assessment will be required.

   2) Students will apply knowledge from the classroom to resolve a specific question or problem in settings such as interdisciplinary teams, internships, independent research, community service, service learning, performances, exhibits, case studies, study abroad, etc.

   *Assessment

   The noted assessments remained the same but it was decided that Direct Assessment will be required.

3) Students will learn to present the results of discipline-based inquiry to public audiences or in public forums/settings such as research symposiums, summer research institutes, art exhibits, theatrical performances, journals, poster sessions, etc.
*Assessment

The noted assessments remained the same but it was decided that Direct Assessment will be required.

*Direct Assessment –

- Syllabi can be collected and analyzed to prove exposure to a given student learning outcome.
- Embedded assessments can be used to show learning has taken place.
- Focus groups can also test knowledge.
- Student work products can be analyzed.
- Departments will need to develop rubrics for observing students who are presenting or performing for an audience.
- Finally, community partners could be surveyed to assess the efficacy of student applied research projects.

Once the committee finished working on the SLOs, J. LaPlant charged the Assessment Subcommittee to refashion the outcomes and assessments for next week’s meeting.

3. J. LaPlant provided a drafted chart with a list of QEP activities and space to mark when the QEP should start the activity within the next five years. The committee discussed the timeline and J. LaPlant will fill in the chart and provide a revised copy at the next meeting.

4. Meeting adjourned at 2:50 p.m. The next meeting will be June 30 at 1:00 p.m. in the Dean’s Conference Room.