1. Assessment Council 2011 (GE= also on General Education Council)

   Brad Baltensperger, General Education GE  
   Karla Kitalong, Humanities GE  
   Casey Huckins, Biology GE  
   Carol MacLennan, Social Sciences  
   Leonard Bohmann, College of Engineering GE  
   Neil Hutzler, College of Engineering  
   Nasser Alaraje, School of Technology  
   Andrew Burton, School of Forest Resources and Ecological Science  
   Tom Merz, School of Business and Economics  
   William Kennedy, Center for Teaching, Learning and Faculty Development GE  
   Ellen Marks, J.R. Van Pelt & Opie Library  
   Beth Wagner, Student Affairs  
   Christa Walck, Chair GE

2. Assessment 101: 2011/12 Focus on institutional assessment of student learning  
   (AQIP Category 1: Helping Students Learn)

   a. Reviewed Systems Appraisal Feedback report for Category 1  

   b. Developed draft University Student Learning Goals (attached)

   c. Reviewed assessment/assurance of learning by units with professional accreditation
      i. ABET – Engineering and Technology  
      ii. AACSB – Business  
      iii. SAF – Forestry

   d. Reviewed CSA Program Reviews: Biology, Humanities, Social Sciences 2001/2

   e. Reviewed General Education Assessment
      i. Assess Core Spring & Fall 2011 using LEAP framework (attached)  
         http://www.aacu.org/leap/vision.cfm  
         http://www.aacu.org/value/rubrics/index.cfm
      ii. Results inform General Education reform

   f. Developed University-wide framework for integrating (see SBL attached):
      i. University student learning goals  
      ii. Program learning goals  
      iii. Professional accreditation student learning goals (ABET, AACSB, SAF)

   g. Map university learning goals onto programs – curricular, co-curricular, advising
3. Next Step: College of Science and Arts Assessment Process
   a. Develop learning goals for each degree program → Map onto University Goals (Disciplinary + General Education)
   b. Map the learning goals onto the curriculum: Identify which courses in the program meet which learning goals
   c. Assess learning goals in courses using existing data and rubrics
   d. Close the Loop: Identify gaps/deficiencies → take action → Repeat