Present: David Barnes, David Button, Renee Campbell, Patrick Casselman, Kenneth Erickson, Cullen Haskins, Kirk Jones, Rachel Koenig, Tatsuhito Koya, Molly Mott, Michael Newtown, Douglas Scheidt, Jennifer Sovde, Christine Thompson, Sarah Todd, Erin Voisin

I. Accredited Program AIM ~

Doug: Doug asked what the college's process is for assessment in the major in accredited programs.

Sarah & Ken: There is a workspace in Taskstream that contains all the necessary components of exactly what SUNY requires. The work of the accredited programs serve as their assessment in the major. After their report is complete, the department chair submits a one or two page summary to the Dean that speaks to what the accrediting body's recommendations are and what the department will be doing with those recommendations.

Kirk: Kirk mentioned that program coordinators of accredited programs are concerned that they are going to have to assess for their accreditation and for the AACU Value rubrics.

Ken and Sarah: This would not be the case because program coordinators will be able to develop their own tools to assess (see item II below).

The committee determined that program coordinators of accredited programs will map PSLO to ISLO on Taskstream, but they will not be required to double assess.

II. ISLO Definitions ~

Kirk: Kirk shared the revised ISLO revisions with the group based on his conversation with the ISLO sub-committee. They are resistant to eliminating the visual component of the Communication Skills ISLO due to GMMD mapping, so it was left in as optional. Which brings up the question…do all of the subsets need to be required if they are already required for Gen Eds? If all of what is on ISLO sheet is in the degree packet, some may be necessary in the program and some may be necessary in the Gen Ed. It was decided that faculty will have to assess for all four ISLOs, but faculty will not need to assess for all ISLO subsets. This list provides faculty with more autonomy and choices.

Cullen: Cullen asked if there will be specific rubrics for each of the subsets. There is frustration in his area with faculty trying to fit engineering programs into these subsets. Cullen explained that the Electrical Engineering faculty in his school are having trouble finding anything based on the critical thinking rubric. Mike mentioned that problem solving is what should work in that program.

Kirk: Kirk stated that we are trying to apply these rubrics so they are not universal. Almost all programs on campus have a defined assessment plan but problems come in with the rubric process. Kirk also mentioned that this plan has the potential to create communication amongst departments, as they will want to collaborate to see what other departments are using and what is working best for them.

Doug: Doug agreed and stated he would rather they have meaningful rubrics, so he is not in favor of

universal rubrics. This gives faculty the freedom to have what they need to gather meaningful assessment with the artifacts they are working with.

Sarah: Sarah mentioned that a meta-rubric is what is needed for programs that do not have robust communication rubrics. We need to define communication as an institution and that definition must be present in the rubric. The rubrics are all derived from the AAC&U and problem solving is the only one that has been changed. The subsets are different facets of the four ISLOs. Different students are going to come out satisfying different facets.

Kirk: Kirk suggested starting with loose parameters early on rather than mandating how many of the subsets will be required.

<u>The committee made the following recommendations to the ISLO listing and the group agreed:</u>
a. It would be helpful to have some text next to each of the 4 main ISLOs so the ideas can be represented in a brief summary.
b. Jen requested to have the following change under Global Learning …*systems and legacies (natural, physical, social, cultural, economic, and political)* ~~*and*~~ *or their implications…..* She stated that it is difficult to hit every single one of them.
c. Sarah requested that the subsets be placed in alphabetical order.
d. Rachel requested that under Foundational Knowledge, the third subset be titled Industry, Professional, Discipline-Specific Knowledge *and Skills*

Action Items and Next Steps:
Kirk: Make the suggested committee revisions and send electronically to the AAC.
Kirk: Present the ISLOs to each of the school meetings, along with a representative from the committee of the school he is presenting to. He will send them to the faculty ahead of time and explain that this is a tentative first draft and a working document. This is not a directive and is open for discussion.

The earliest these new ISLOs would be implemented is next Fall 2017.

III. Sarah Update ~

The current compliance is not starting off great this semester. Departments are overwhelmed and there is confusion as requirements seem to change from semester to semester. We need to send the message that we are changing the process in an effort to make it simpler.

Meeting adjourned 3:50 p.m.

Respectfully Submitted,

Renee Campbell