

AGENDA

MOTION:

UA Regulation 10.04.090

represents three hours of student work

One credit hour

three class-hours of laboratory

**[[]]
CAPS**

COMPONENT MUST INCLUDE A JUSTIFICATION (IN TERMS OF REQUIRED STUDENT WORK MINUTES OUTSIDE OF LABORATORY) IF THE LABORATORY DOES NOT REQUIRE AT LEAST 2400 LAB MINUTES PER CREDIT.

OF OUTSIDE STUDENT WORK.

+ 800 OR 0 MINUTES

EVERY TWO YEARS [[]]

**AND THE ACCREDITATION AND
ASSESSMENT ASSISTANT IN THE PROVOST'S OFFICE BY THE END OF 9-MONTH
FACULTY CONTRACTS IN MAY [[]]**

		OR 3. Comprehensive assignments of other types, such as a report, a construction project or meal preparation (or....), can be evaluated by a standard rubric.	
	Prepared for career {Optional: Returns tend to be low}	Alumni survey addressing employment, and sufficiency of preparation to carry out job. (Should be specific as to weaknesses and strengths.) OR Written assessment of employers or employer group about skills of employed graduates. (The information can be collected orally...e.g., at an advisory committee meeting... and written down by program faculty or staff.)	Distribute at regular intervals, but at least every two years recommended except for very small programs; must maintain contact with alums to improve response rate. OR Collect information from employers at least every two years.

<date revised and by whom >

Important: At least once per year, the faculty responsible for the program must collectively review the information and decide (1) whether there is an area or area(s) where learning outcomes need improvement and (2) what changes need to be made to bring about the improvement. These could be changes in curriculum (e.g., a new course), but they also might be smaller changes. For example, there could be agreement to add additional reading or writing assignments to a given course, or to change the subject matter covered in part of a course. (3) Any changes made should be documented in the Assessment Summary Report. (4) Further, assessment information should be examined after the change(s) are implemented, to see if they have been effective.

Review is facilitated if the faculty or staff members who are primarily responsible for assessment reporting summarize the information collected before the faculty meet to consider it.

Programs with specialized accreditation that must follow an assessment plan different from this model are free to do so. Programs that have other special needs can request to use a different plan. Programs that

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
<< Baccalaureate Program >>
<< School/College Name Here >>

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures
---	---------------------------------	---------------------------------------

	be low for surveys.}	employment, and sufficiency of preparation to carry out job. (Should be specific as to weaknesses and strengths.) OR Written assessment of employers or employer group about skills of employed graduates. (The information can be collected orally...e.g., at an advisory committee meeting... and written down by program faculty or staff.)	every two years recommended except for very small programs; must maintain contact with alums to improve response rate. OR Collect information from employers at least every two years.

<date revised and by whom >

Important: At least once per year, the faculty responsible for the program must collectively review the information and decide (1) whether there is an area or area(s) where learning outcomes need improvement and (2) what changes need to be made to bring about the improvement. These could be changes in curriculum (e.g., a new course), but they also might be smaller changes. For example, there could be agreement to add additional reading or writing assignments to a given course, or to change the subject matter covered in part of a course. (3) Any changes made should be documented in the Assessment Summary Report. (4) Further, assessment information should be examined after the change(s) are implemented, to see if they have been effective.

Review is facilitated if the faculty or staff members who are primarily responsible for assessment reporting summarize the information collected before the faculty meet to consider it.

Programs with specialized accreditation that must follow an assessment plan different from this model are free to do so. Programs that have other special needs can request to use a different plan. Programs that want to collect any sort of additional information above and beyond this model are free to do so. Finally, programs that have consistently implemented a different plan for at least three years may continue with that plan if it meets basic requirements (see program review).

Note that for large programs or classes, it is fine to subsample; it's not necessary to collect or review *every* paper or exam from a class of 100 students; a sample size of 10/year should be adequate and more than 20 per year of a particular assignment is probably not going to add a lot of additional information. Consider culling the work of "F" students from the sample, since by definition it's not expected that they have met the intended learning outcomes.

		<p>according to rubric; this should be somewhat specific as to any deficient areas.</p> <p>2. OR Thesis/project + oral defense evaluation; this should be somewhat specific as to any deficient areas..</p>	<p>2. Thesis/project committee</p>
--	--	---	------------------------------------

Prepared for career in field
 {Optional: Returns tend to be low}

Alumni survey addressing employment, and sufficiency of preparation to carry out job. (Should be specific as to weaknesses and strengths.)

OR

Written input from local employers or employer organization on specific strengths and weaknesses. (Might be gathered orally and summarized in writing

Programs with separate accreditation that must follow an assessment plan different from this model are free to do so. Programs that have special needs can request to use a different plan. Programs that want to collect any sort of additional information above and beyond this model are free to do so. Finally,

Curricular Affairs Committee Meeting Minutes
Nov 23 2011, 3:30-4:30 pm Kayak

Proposed motion:

The UAF Faculty Senate moves to require that all new courses offered

ASYNCHRONOUS

ASYNCHRONOUS

Review of BOR policies lab credit hour distribution --we're not in compliance!!

Transfer policies -- not in compliance? A+??? ANYTHING ELSE????

B. NEW BUSINESS:

**Committee on the Status of Women
Meeting Minutes for Tues, Dec 13, 2011**

BOR Policy and Regulations

Minutes of the Student Academic Development & Achievement Committee

Attending:

Minutes

BOR Policy:

Learning Commons Update:

SADA Committee definition:

Data requests:

Next meeting:

**UAF Faculty Development, Assessment and Improvement Committee
Meeting Minutes for December 13, 2011**

**GAAC: Graduate Academic Advisory Committee of the UAF Faculty Senate
2011-12-06 Meeting Minutes**



**GAAC: Graduate Academic Advisory Committee of the UAF Faculty Senate
2011-11-22 Meeting Minutes**


