

Liberal Studies Oversight Committee
Minutes
3-21-06

Members Present: Brent Kinser, Melissa Wargo, Tracy Zontek, Brian Dinkelmeyer, Windy Gordon, Will Poynter, Terry Michelsen, Kari Hensley, Charles Wallis, Peter Nieckarz, & Jim DeConinck

Minutes approved from last week 3-14-06

Table discussion on the ULP enrollment data until Beth can be in attendance (still missing Summer data?)

LS Checkout by the Advising Center is operational per Terry Michelsen, continuing last week's discussion. The process is initiated by a student's application for graduation. The Advising Center's LS checkout is sent to the student's academic department as information to the student's departmental advisor.

Committee discussed with Melissa the proposed 5 year Assessment Plan document.

1) Because the committee chair is a rotating position, Beth Tyson-Lofquist, Assoc. Vice Chancellor for Academic Affairs Responsible for LS, will be listed as the primary contact (page 1 of the draft of the assessment document).

2) The Assessment Calendar (third column of page 3 of the current draft) was restructured as follows:

Year:	<u>LS Curricular Area to be Assessed</u>
2005-2006	C1 & C4
2006-2007	C2 & C3
2007-2008	C5 & FYS (1 st Year Seminar)
2008-2009	P1, P3, P4
2009-2010	P5 & P6

ULP courses will be assessed within perspective areas

3) The timeline and procedure for selection of faculty review/assessment teams was discussed, and will be refined next week (cf. the "process" column of page 4 of the working document). In part, the timing of assessment team selection will be dependent upon whether rubrics for evaluating student work are provided to the assessment teams, or whether the assessment teams are asked to develop their own rubrics. Compensation of the assessment teams also needs further consideration.

4) In addition to the assessment methods listed in the draft of the document (syllabi review, faculty/student surveys, review of student work samples), the committee revisited the notion of conducting student focus groups/discussions at some point in the assessment cycle. It was mentioned that this type of student input will be very important, but must also be conducted by people who are skilled in leading focus group discussions. These discussions will be scheduled during the "reflection year" and will be conducted by

faculty/staff members recruited for this sole purpose, not by the assessment teams recruited to assess the individual core and perspectives areas.

5) As the assessment process proceeds, it will be natural to have some refinement of the LS learning outcomes, as well as an ongoing refinement of the assessment process itself (which may evolve over time).