

**Assessment Team Minutes
November 9, 2015**

Present: Deborah Almand, Blake Whitaker, Anthony Schneider, Raye Leigh Stone, Cruz Rios, Mark Haven, Carol Binzer, Melissa Shehane, Judd Moody, Darby Roberts, Kelly Cox, Susan Fox-Forrester, Amanda Dyer, Jerry Smith, Stefanie Baker and Judy Marrs. Guest: David Sweeney

1. Department Presentations

Department of Information Technology: Anthony Schneider and guest Dave Sweeney

- Project Request Assessment process
 - Use of Assessment Metric Rubrics, assessing impact and strategic alignment of IT projects by IT Governance and project complexity and risk of those projects, assessed by DoIT staff.
 - Criteria within the rubrics are scored, added together, and then weighted to establish the projects' value regarding impact, strategic alignment and ROI. DoIT staff then determine projects resource utilization (personnel hours and resource cost to complete project.)

Recreational Sports: Mark Haven

- Five year longitudinal study looking at first to second year persistence behaviors of students who visited Rec Sports 2009-2013
 - Replicate of a participation and retention study by Kampf and Teske (2013) published in Recreational Sport Journal.
 - Texas A&M assessment showed a pattern of persistence that indicated students who utilized the recreational center in some capacity persist at a higher rate than the overall student body.
 - Study was completed using student enrollment data obtained as a result of the card swipe data collected by Rec Sports.

2. WEAVEonline

- DSA departmental WEAVEonline deadlines for the 2015-2016 year were agreed upon. Mission/Goals/Outcomes/Measures and Target updates will be inputted into WEAVE by 12/18/15. DSA deadline for findings input will be due by 6/15/16 and Action Plans and Analysis Question responses inputted by 8/01/16.
- Barriers to meeting those deadlines were discussed and it was suggested that SLS work directly – one on one- with new staff to the Assessment team, so their understanding regarding the tasks and responsibilities for input of the assessment plans in WEAVEonline is clearer and more complete.

3. TAMU System outcomes update

- Darby discussed the alignment of the undergraduate learning outcomes of the State of Texas Higher Education Coordinating Board, the Texas A&M System, and the Texas A&M Undergraduate Learning outcomes and handed out a document showing a comparison of the three institution's UG learning outcomes (attached). She talked about the reporting SLS was tasked with in providing 2015 examples regarding the DSA contribution to identified learning outcomes. Again in 2016 the DSA will need to provide approximately 2 examples of undergraduate learning per the designated outcomes of Critical Thinking, Problem Solving and Communication. She asked that the assessment team communicate this information to staff within their departments as they go forward in creating student learning outcomes within their departments for 2016.

Comparison of Texas A&M University, Texas A&M System (TAMUS), and
Texas Higher Education Coordinating Board (THECB) Learning Outcomes/Objectives
(December 2013)

<i>TAMU System</i> ¹	<i>Texas A&M University</i> ²	<i>THECB</i> ³
<p>Decision-making and social responsibility: Students will articulate multiple cultural perspectives in local, national and global communities. Students will identify and analyze social and ethical challenges, including possible resolutions.</p> <p><i>Outcome:</i> Upon completion of their degree program, students will be able to demonstrate an understanding of and use ethical reasoning for responsible personal and professional decision making in a culturally and ethnically diverse world.</p>	<p>Demonstrate critical thinking: Develop critical, reasoned positions.</p> <p>Practice personal and social responsibility: Practice ethical leadership. Recognize an ethical dilemma and apply rational decision-making in order to address it. Choose ethical courses of action in research and practice. Acknowledge and address the consequences of one's own actions.</p>	<p>Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p>Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making</p> <p>Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p>
<p>Globalization and diversity: Students will utilize multidisciplinary perspectives to evaluate initiatives that have been employed to address global issues. Students will describe the nature of global interdependence and its impacts. Students will articulate an understanding of cultural differences from diverse perspectives in specific disciplines.</p> <p><i>Outcome:</i> Upon completion of degree program, students will be able to analyze the impact of multiple factors on interconnectedness of diverse peoples in the global environment.</p>	<p>Practice personal and social responsibility: Engage in local and global civic activities.</p> <p>Demonstrate social, cultural, and global competence: Live and work effectively in a diverse and global society. Articulate the value of a diverse and global perspective. Recognize diverse economic, political, cultural, and religious opinions and practices.</p>	<p>Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p>

TAMU System¹	Texas A&M University²	THECB³
<p>Specific knowledge: Students will perform satisfactorily on licensure or certification exams necessary for professional status within their chosen careers, where applicable. Students will demonstrate skills required for success in their discipline. Students will identify and propose solutions to challenges or problems within their field. Students will identify, analyze, apply and evaluate disciplinary theories and concepts.</p> <p><i>Outcome:</i> Upon graduation, students will demonstrate mastery of the depth of knowledge required for their respective degrees.</p>	<p>Master the depth of knowledge required for a degree: Articulate disciplinary and interdisciplinary theories, concepts, principles, skills, and practices.</p>	

TAMU System¹	Texas A&M University²	THECB³
<p>Communication: Students will use multiple formats and technologies to communicate ideas effectively in large and small group settings. Students will apply fundamental writing strategies such as invention, drafting, revising and editing to the development of effective academic and professional written communications. Students will deliver effective oral presentations in a variety of settings. Students will demonstrate the ability to incorporate multiple informational resources in projects and/or papers with appropriate citations.</p> <p><i>Outcome:</i> Upon completion of their degree program, students will be able to express ideas clearly and coherently orally, in writing and electronically to a diverse range of audiences and interact with others in large and small group settings.</p>	<p>Communicate effectively: Demonstrate effective oral communication skills (which could include the use of languages such as American Sign language for those who do not communicate orally). Demonstrate effective writing skills. Demonstrate effective nonverbal communication skills (which could include appropriate use of performance, design, or representations such as maps, tables, and graphs). Listen actively and critically. Present work effectively to a range of audiences. Effectively communicate original and creative ideas.</p>	<p>Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication</p>
<p>Integration: Students will demonstrate mastery of the general education core curriculum. Students will apply broad knowledge to academic disciplines and professional or technical fields.</p> <p><i>Outcome:</i> Upon completion of degree program, students will be able to synthesize knowledge from general and specialized studies.</p>	<p>Master the depth of knowledge required for a degree: Synthesize knowledge across courses and other experiences.</p> <p>Demonstrate critical thinking: Evaluate, analyze, and integrate information from a variety of sources.</p>	<p>Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p>

TAMU System¹	Texas A&M University²	THECB³
<p>Problem Solving/Critical Thinking: PS: Students will demonstrate the ability to identify, analyze and formulate solutions to complex problems.</p> <p><i>Outcome:</i> Upon completion of degree program, students will be able to utilize qualitative and quantitative reasoning as a base for problem solving.</p> <p>CT: Students will construct well-supported, clearly articulated and sustained arguments. Students will demonstrate an ability to justify conclusions based on evidence. Students will interpret, analyze and evaluate statements, graphs, articles and/or questions by discriminating among different degrees of credibility, accuracy and reliability of inferences drawn from data and recognizing assumptions of sources.</p> <p><i>Outcome:</i> Upon completion of degree program, students will be able to demonstrate critical thinking, including the ability to explain issues, find, analyze and select appropriate evidence, and construct a cogent argument that articulates conclusions and their consequences.</p>	<p>Demonstrate critical thinking: Evaluate, analyze, and integrate information from a variety of sources. Use appropriate strategies and tools to represent, analyze, and integrate information. Develop critical, reasoned positions</p>	<p>Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p>Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p>

<i>TAMU System¹</i>	<i>Texas A&M University²</i>	<i>THECB³</i>
	<p>Prepare to engage in lifelong learning: Exhibit the skills necessary to acquire, organize, reorganize, and interpret new knowledge. Show proficiency in current technologies and the ability to adapt to emerging technologies. Recognize and participate in activities that enhance wellness of body, mind, and spirit. Formulate a plan of personal goals for continued professional growth. Demonstrate intellectual curiosity.</p>	<p>Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p>Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication</p> <p>Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p> <p>Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making</p> <p>Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p>
	<p>Work collaboratively: Participate effectively in teams. Consider different points of view. Work with others to support a shared purpose or goal.</p>	<p>Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p>

1. <http://empoweru.tamus.edu/learning-outcomes/>
2. <http://us.tamu.edu/Faculty-Administrators/Undergraduate-Learning-Outcomes>
3. <http://www.thecb.state.tx.us/index.cfm?objectid=6F049CAE-F54E-26E4-ED9F0DAC62FABF7D>