

ACE Team Meeting
Meeting Notes
April 16, 2008
7:30-9:00 a.m.
114 Ferguson Hall



Attendees: **IACE MEMBERS** Kathy Ankerson, Scott Fuess, Frauke Hachtmann, Tiffany Heng-Moss, Peter Lefferts, Greg Snow, Linda Young; **COURSE FACILITATORS** Lloyd Bell, Trudy Burge, Tony Bushard, Donna Dudney, Betsy Gabb, Dan Leger, Ali Moeller, John Osterman, Michael Riley, Ann Tschetter; **ALSO** Kelly Dick, Jessica Jonson, Rita Kean, Nancy Mitchell

Unable to attend: Larry Walklin

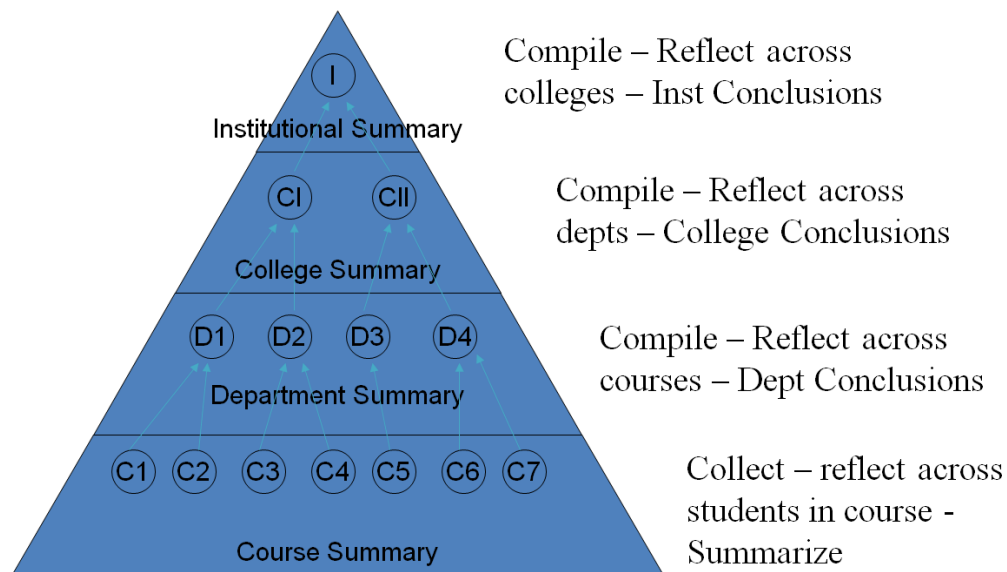
Nancy Mitchell called the meeting to order at 7:30 a.m.

1. N. Mitchell thanked the College of Arts & Sciences for hosting this week's meeting
 - Thanks to Dean Manderscheid, Assoc. Dean Goodburn, and Greg Snow
2. Welcome, Dean Manderscheid and Assoc. Dean Goodburn
 - Dean Manderscheid referred to the College of Arts & Science (ASC) as a committed, driving force in general education. ASC courses represent 70% of the semester credit hours for the current program.
 - The Dean is pleased with how the ACE program is progressing, and he is enthusiastic with the potential of the program.
 - Additional comments from the Dean included 3 issues that he and ASC see as potential problems if they are not addressed:
 - Quantity and quality: i.e. English currently offers 40 IS/ES courses, but plans to submit about 25 for ACE certification and inclusion in the new program. More sections of each course will need to be offered, and courses should be outcome based.
 - Ownership: A critical influence for getting ACE passed in ASC was the promise that there would be no loss of ownership [over curriculum]. ASC would like its College Curriculum Committee to be able to access the course approval system to view courses submitted for ACE certification from all eight undergraduate colleges. This will enable the committee to act as advisors to the ASC representative on the Interim ACE (IACE) Committee. ASC is concerned that there is one representative from a college that currently represents 70% of the curriculum, and has many disciplines of which one person may not have a full understanding.
 - N. Mitchell is open to discussion about including the ASC College Curriculum Committee in the course approval system as viewers; however, she voiced her

concern over how this might play out in other colleges. She wishes to avoid putting undue pressure on the IACE members, and fears for a disintegration of the ACE certification process. This item of discussion will be included on the agenda for April 23. (follow-up: IACE Committee, N. Mitchell, K. Dick)

- Staff involvement: College advisors and other staff should be informed about the ACE program and course offerings. N. Mitchell commented that this is in progress, has already met with the Admissions Advising Retention Group (AARG) and Bill Watts, and has offered to meet with college advisors and others. (follow-up: N. Mitchell)
 - Dean Manderscheid concluded by thanking the group for its work and commended them on this ambitious reform.
 - Associate Dean Goodburn also expressed her gratitude for the efforts of the ACE Team.
 - N. Mitchell plans to address ASC's concerns (follow-up: N. Mitchell, ACE Team)
 - The floor was opened to questions and comments from the ACE Team.
3. Assessment of Learning Outcomes (Jessica Jonson, Director of University Assessment)
- J. Jonson shared a PowerPoint presentation and discussed assessment in general - how and why it is done. Her goal was to have a shared understanding of assessment within the ACE group. From the PowerPoint:
 - Definitions of assessment:
 - "Assessment is a process in which rich, useable, credible feedback from an act - of teaching or curriculum - comes to be reflected upon by an academic community, and then is acted on by that community - a department or college - within its commitment to get smarter and better at what it does" (Marchese, 1997, p. 93)
 - "Assessment is the means of answering those questions of curiosity about our work as educators. A systemic and systematic process of examining student work against our standards of judgment, it enables us to determine the fit between what we expect students to be able to demonstrate or represent and what they actually do demonstrate or represent at points along their educational career." (Maki, 2004, p. 2)
 - For what purposes do we assess student learning?
 - Two types of purposes: Accountability and Improvement
 - Three possible levels: Courses, Program/Department, College/Institutional
 - Importance of Audience
 - Two types of audiences: Internal (assessment is about improvement) and External (assessment is about accountability)

- Key reasons for engaging in assessment of ACE (program level assessment)
 - Process of inquiry about program effectiveness
 - To get better at what we do
 - Be more intentional about student learning
 - Make decisions based on evidence (what we know) of outcomes
- What and who is involved in assessment of ACE?
 - What? Direct measures – products (student work) from “certified” ACE courses
 - Who? (4 levels as described in ACE 4: Governance & Assessment, section VII: ACE Program Assessment)
 - Course – Instructors
 - Hosting department/unit – Chairs, Curriculum Committee
 - Hosting college – Dean’s Office, College Assessment Committee
 - Institutional – University-Wide Assessment Committee (in cooperation with the UCC ACE subcommittee)
- ACE Structure for Collecting Evidence (based on the four levels above)



- The visual provided a depiction of this process outlined in ACE proposal 4
 - Course instructors submit samples of their students work related to ACE outcomes and summarize their students’ attainment of that outcome at the course level.
 - This summary is then submitted to the department chairs/heads who summarize across findings of those courses and shares those conclusions with their college.

- The college then summarizes its findings across departments and shares its conclusions with the Institutional Assessment Committee.
 - The Institutional Assessment Committee summarizes across the college and reports institutionally on the program
 - ACE structure for collecting evidence was a topic of discussion for the group.
- ACE 4: VII Governance & Assessment states that each institutional objective will be assessed periodically. A suggested systematic assessment cycle:

Year 1 (2009-10)	Institutional Objective 1 (Outcomes 1 - 3)
Year 2 (2010-11)	Institutional Objective 2 (Outcomes 4 – 7)
Year 3 (2011-2012)	Institutional Objective 3 (Outcomes 8 – 9)
Year 4 (2012-2013)	Institutional Objective 4 (Outcomes 10)
Year 5 (2013-2014)	Formal Program Review NSSE & Other Outcomes Measures

- Suggested set of goals for ACE assessment:
 - What should drive our assessment?
 - Intellectual curiosity about what and how well our students learn
 - What do we want assessment to be?
 - Sustainable culture of inquiry about student learning that builds on successful practices of classroom-based assessment to explore students cumulative learning
 - What will collective commitment to assessment require?
 - Establishing new or different kinds of relationships and opportunities for dialogue
 - Developing communication structures and processes that channel assessment results into program- and institutional- actions, planning and decision-making
- Discussion of Key Questions & Issues
 - Clarification of ACE assessment expectations

- Guidance for establishing assessment at each level
 - Role of assessment in decisions about recertification
 - Role of I-ACE & Course Facilitators
 - Further Discussion of key questions and issues on Blackboard forum.
4. Subcommittee update, guidelines for ACE course certification
- postponed to April 23 meeting

Meeting adjourned at 9:00 a.m.

Next meeting: IACE only, Kelly Dick, Rita Kean, Jessica Jonson, Nancy Mitchell, Larry Walklin
April 23, 2008
211 Architecture
7:30 – 9:00 a.m.
Topic: Transfers and ACE (JoAnn Moseman)

Meeting notes submitted by
Kelly Dick
Office of Undergraduate Studies
September 23, 2009