Present: Ballantine, Brain, Carter, Coley, Comber, Douglass, Ferdowsi, Joung, Setterstrom and Zack

Guests: Richard Siegesmund, Professor, School of Art and Design; and Katharina Barbe, Chair, Department of World Languages and Cultures

1. Announcements
   - Carrie Zack from AAE, passed out the Blooms Taxonomy flip booklets for the UAP members to have. This taxonomy was revised in 2011.
     - Each "flap" provides a hierarchical level of learning and gives examples of words and phrases you could be used when drafting a program's SLOs. Associated questions are helpful in testing knowledge at these levels.

2. Review of Assessment Plans and Status Reports
   - Ph.D. in Art and Design Education – Assessment Plan and Status Report
     - Richard Siegesmund, Professor, School of Art and Design, was on hand to discuss the report.
     - The program has started to use new rubrics going forward. Faculty are excited about this.
       - SLOs: re: SLO 5 & 6 – not clear if these are really SLO. Can these be measured, and if so, how would you measure them? Could you separate out SLO 6 – seems to be a lot in there with Professionalism and Leadership being in the same outcome. Use the new rubrics to gather data on each of these skills
     - Methods – heavy reliance on annual evaluations – all of the methods seem to start when the Ph.D. candidate has completed all of their courses – could the program consider adding formative techniques to inform students and program of learning outcomes earlier on. Also, currently, a pass and fail dichotomous system is used- could you consider all criteria in within the rubric so students can work on weak areas in case they fail a subsection or alternately they can know where to work more as they prepare for the exam?
     - SLO #5 is missing a direct assessment method – wouldn't the dissertation defense be a direct? "SD" also needs to be added in the Professionalism and Leadership column as well. Please ensure the SLOs and the methods match up.
     - Decision, Actions and Use of Results – without any data not a lot to say about this section.

   - M.A. in World Languages and Cultures – Spanish and Hispanic Studies – Assessment Plan and Status Repot
     - Katharina Barbe, Chair, Department of World Language and Cultures, was on hand to discuss the report.
     - Context: Revamped the program due to Program Prioritization. The name of the program has been changed, there is now a thesis or non-thesis option, GA's help

faculty with research, current students include existing practicing teachers who are getting a master's degree, and are taking online classes. There is more on translation. Currently we do not have a good repository with artifacts. Have tried and would love to have some help with that.
- o SLOs: Similar feedback as member suggestions for the Bachelor's degree report will apply to this report. Consider the action verb and how data could be collected for the skills e.g., "demonstrates"- include an explanation of how this will happen. The plan is missing an SLO in the Curriculum Map – in Scholarship.
  - Method E – how does the course summary packet fit in this? Explanation was provided that this is basically a portfolio the students have to put together. Suggestion to clarify that in the report.
  - Results – not a lot of data has been collected because the program has been revised so much recently. We are missing sample sizes; an exit survey may be helpful too.

- B.A. in Art History – Assessment Plan and Status Report
  - o Richard Siegesmund, Professor, School of Art and Design, was on hand to discuss the report.
    - Overall: Including the learning outcomes assessment rubric with the SLO was very helpful. Comparisons were clear between the previous five and the new five SLOs in the report. The new revised SLOs seem to be much more direct and easier to understand.
  - o SLOs: re: SLO #2 – what knowledge are you referring to, and what are they students using it for? Re: SLO #1 – is "understand" strong enough of a word for this SLO?
  - o Measures: Each SLOs should be measured by more than one assessment to triangulate findings. Assessment methods-by-outcomes matrix is not matching – needs to match with SLOs. Include data if the program has an advisory committee as this would provide some external perspective.
  - o Results – even though there were small numbers it was pretty solid.
  - o Decisions, Actions and Use of Results – More data are needed.

3. Other Business

4. Adjourn

Meeting adjourned at 11:39 a.m.
Next meeting Friday, March 22, 2019, 10:00 a.m. in Altgeld 315