

**CoE Assessment Committee Meeting**  
**May 7, 2009**  
**Agenda Items**

**Committee Purposes:** The purpose of this committee will be to focus the use of assessment activities for continual improvement, ABET accreditation and to support the UW's current re-accreditation efforts.

**Updates**

**University Assessment Council proposals submitted**

**Review and discussion of Web-based Alumni Survey:**

What is collected and why?

Documentation that educational objectives are based on needs of program's various constituencies

- Career & Professional Information
- Educational Objectives & Student/Program Outcomes
- WAA data (see questionnaire)

**Assessment Planning:** Discuss process of establishing Performance Criteria to measure: "effective engineering Communication"

Leadership (servant\*, team, etc)

**Course Description Page update tied to Curriculum Mapping Efforts**  
**Suggested topics for future meetings. –**

The discussion on the Alumni Survey led to a few departments indicating a CoE online survey template would be very helpful, especially if it could be customized to collect Department/Program specific data. Those departments who had representation in this discussion included ME, EP, IE, CEE, BME, and EPD. Input on the draft survey template is welcome. Further discussion and input is sought.

It was also suggested that we explore how to use the WAA database to facilitate gathering current alumni data and to reduce the amount of duplicative questions on the survey that might gather demographic and academic data that is already in the WAA system. Concern about keeping the survey responses confidential was expressed.

The discussion on establishing performance criteria to more consistently measure the Student Learning Outcomes generated a better understanding of how or if departments are using them. BME reported that they use them for specific ABET outcomes and basically select a few courses with specific student learning outcomes that have been identified. Then, because they can't evaluate everything, faculty select representative work of a sample of students review assignments or work output to establish baseline performance criteria. In the TCC the grading of student work is based upon a common rubric. The challenge has been in getting faculty to agree on specific performance

criteria. Generally departments indicate they want some way to establish and measure performance criteria but either don't know how, or don't want to invest the time required to do it effectively.

Often performance criteria to measure student learning outcomes is tied to a capstone project, reflected in a faculty developed rubric or other locally developed assignments and exams that departmental faculty have a say in what level of performance students are expected to meet in achieving the learning outcome.

The discussion and feedback on the Course Description Pages was that departments should have them all updated no later than 2011, and that they **should not** be tied to a specific course management system to allow greater flexibility.