

University Assessment Council
March 8, 2001 Meeting
Notes from Discussion Items

VCU Assessment Glossary (V. 1.1, 3/4/11)

- Structure of the glossary:
 - Consider alphabetizing the terms. If so, could cross-reference terms or could use format such as “Assessment – Indirect.”
 - Alternatively, use a tree-like structure for the glossary.
- “Other Terms Used”
 - Purpose of the column is to identify terms that some people use as synonyms. However, we don’t want to imply that we think the terms can be used interchangeably.
 - Accordingly, consider deleting some terms.
 - Example: For *Goals*, delete *Objectives*.
 - Example: For *Learning Outcomes*, delete *Goals*.
 - Alternatively, change title of column to “Linked Terms” to provide more flexibility.
- Specific glossary terms:
 - *WEAVE*: Keep it as a term. (Delete last sentence: “It is not assessment.”)
 - *Learning*: Change “act” to “process.”
 - *Curriculum*: Insert “and other requirements” after “A set of courses.”
 - Add *Strategic Plan* as a term and indicate that it is achieved via goals, outcomes, etc.
 - *Curriculum Alignment*: Add *Curriculum Map* or *Curriculum Mapping* to “Other Terms Used” column.
- Possible typo in sentence at top of all pages: Insert “level” after “institutional.”

AQR

- reiterate the purpose of the AQR, especially so units with external accreditors will understand
 - e.g., to support what programs are doing for their external accreditors; to support what needs to be done for SACS; to help programs needing assistance with assessment; to make assessment more visible, systemic, and sustainable
- How do we define “unit”?
 - Technically, what’s in WEAVE (including degree programs and other kinds of entities).
 - Maybe say “departments and programs.”
- Try to align the AQR cycle with accreditation review cycles – perhaps best if AQR happens shortly before external accreditor review so program can receive feedback.
- Clarify how the AQR fits with program review
- Issues of timing
 - Is a 3-year cycle is feasible? Might be very burdensome, especially accredited programs. Perhaps review accredited programs every 5 years and unaccredited programs every 3 years. However, some unaccredited programs are doing very well with assessment and might be able to go on a cycle of every 5 years.

- How far in advance to notify units about an upcoming review? Ideally 2 semesters before. Advantages: (1) Programs can identify team leaders in advance and those faculty can incorporate assessment into their work plans for the coming year; (2) Assessment Council reviewers can be involved earlier; and, (3) it helps programs make plans for collecting assessment data.
- Might not be able to set up the AQR schedule on a school-by-school basis because accreditors within a school are often on different schedules.
- When to offer the assessment workshops? Perhaps in the semester before the review is due.