

Instructional Sub-committee of Assessment Committee
TENTATIVE Agenda Items
April 25, 2005
2:00 p.m.

1. Review the General Education competencies
 - Are the verbs used in the competencies possible to assess with the primary forms of assessment tools?
 - Do the competencies need to be revised or combined?
 - Map the competencies against the commercially available assessment instruments. Which competencies can't be assessed by commercially available instruments?
 2. Review the commercial options for assessment of general education:
 - Exit tests:
 - ETS (see file folder)
 - Academic Profile (see handout with General Education Competencies)
 - ICT (Information and Communication Technology) Literacy
 - ACT (see file folder)
 - CAAP (College Academic Assessment Profile)
 - ARC of Univ. of Missouri-Columbia (see file folder)
 - CollegeBASE
 - James Madison University (Center for Assessment and Research) (see file folder)
 - Information Literacy Test
 - Portfolios:
 - Nuventive (see file folder)
 - iWEBFOLIO
 - College LiveText (see file folder)
 - includes tools for portfolios, benchmarks/best practices, assessment templates, coursework requirements
- Other commercially available material relative to assessments:
- Nuventive – TracDat (see file folder)
 - tool for tracking assessment results and linking to improvements made

3. Identify costs and other resources required if one or more of the competencies are assessed by using a locally created assessment.
4. Make recommendations for assessment of each competency.
 - If more than one assessment approach (exit tests, portfolios, juried performance, etc.) is recommended, identify which competencies may be measured by each approach.
 - For each assessment approach, identify which commercially available or locally created instrument should be used.
 - Consider costs and attempt to contain costs. Identify expected costs for assessment of general education competencies.
 - Identify who will be assessed.
 - Identify how participants will be encouraged to participate in assessment activities.
5. Discuss the BEST of Outcomes form PET 2005-2006
 - See hand-out