**Tri-Co Teagle Project:**
*Sustainable Department-Level Assessment of Student Learning Outcomes:*
*"What are we learning and how does this relate to post-grant planning?"

**Provosts / IR meeting agenda**

Wednesday, May 4, 2011
12:15 – 1:00 pm
Smith Room of the Dining Center
Haverford College

I. What are the preferred moments to *institutionalize* department-level assessment of student learning outcomes?

- Decennial (or other period) department self-studies and external reviews
- As part of a departmental request for new lines
- Training opportunities:
  - New department chair orientation
  - New faculty orientation
  - Continuing the Teagle Assessment Project Model, institutionally funding stipends for three (?) departments.
- Tri-co opportunities (training, external reviews)

II. Where does *accountability* for department-level assessment of student learning properly reside?

- Department chair
- Department-designated faculty member
- Other

III. Where does responsibility for sustaining the various components of *institutional support* for department-level assessment of student learning properly reside?

*Key responsibilities:*

- *Leadership* (reaccreditation Standard 14, assessment policy development / articulation, resource allocation, environmental scanning, faculty training, cultural change)
- *Expertise* (methodological consultant to departments, assistance with data collection, analysis, interpretation)
- *Coordination* (for all actively assessing departments: meetings, managing timelines, archiving results and materials for reaccreditation, tracking the "assessment loop")

*Organizational considerations impacting how these roles are staffed:*

- How does department-level assessment fit within the institution's wider agenda for carrying out planning and institutional effectiveness?
- Are there effective committee-based models for fulfilling these key responsibilities?
- Institutional Effectiveness and Institutional Research