The following provides clarification of some comments that appear in the 3/5/12 minutes of the Assessment Committee. These clarifications were prepared after consultation with SVC Bicak and Dr. Kenya Taylor on 4/5/12.

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<th>STATEMENT(S) from MINUTES</th>
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<td>II. TaskStream Implementation for Fall 2012</td>
<td>“Last fall, faculty teaching GS portal courses were not trained in TaskStream, but only received emails asking them to use it in their classes. Faculty need to be trained each semester to use TaskStream…”</td>
<td>Faculty orientations in GS assessment and TaskStream take place each semester, including during last semester. Participation by faculty is monitored and reported to chairs and deans. Beginning spring 2012, faculty orientations are delivered online.</td>
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<td>III. Infrastructure to support TaskStream</td>
<td>“The Office of Assessment…plans to hold training each semester for faculty scheduled to teach GS portal courses the following semester.”</td>
<td>The GSC has been providing faculty orientation in GS assessment since the new program began. Ancillary orientations would represent a duplication of efforts. The GSC does the orientations itself in order to maintain consistency of message and to ensure collection of valid, reliable data. Faculty have the “fundamental role in developing and sustaining…assessment of student learning” (Commission Statement on Assessment of Student Learning, 2003). As such, the GSC plays the lead role in designing and carrying out GS assessment practices.</td>
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<td>“[Assessment] further plans to set up a website with useful information for both faculty and students by Fall 2012.”</td>
<td>There are currently three dedicated sites about GS assessment and TaskStream at UNK: 1) the GS assessment website since 2006, which includes a dedicated TaskStream page since fall 2011; 2) a faculty info section on TaskStream since fall 2011; 3) a student info section on TaskStream since fall 2011.</td>
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| V. Correction of statement made by Daren about GS assessment | In an 11/29/11 meeting with SVC Bicak, Debbie Bridges, Daren Snider, and Jeanne Butler, several points were covered (some of which Butler only partially agreed with):
1) Contrary to in the past --during the implementation of the new GS program under deadline pressure from NCA-- there is currently more time for the GSC and general faculty to play their fundamental role in assessment and to discuss the extent, process, and timeline by which Distribution courses may be assessed.
2) Assessment practices in the foundation, portal, and capstone areas currently assess for the six GS program learning outcomes, and as such meet the “assumed practices” requirement of NCA. While the discussion of Distribution assessment will continue, it does not possess the same urgency for NCA purposes as assessment of the other GS areas did.
3) Discussions about GS assessment will include the use of samples, which the GSC has always envisioned employing in assessing the new GS program.

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"Butler made a correction to the statement by GS Director Snider wherein he stated that “Current UNK GS assessments meet our obligations to North Central.” Both Senior VC Bicak and Butler have agreed that the current data being collected in portal, capstone, democracy and foundation courses are not sufficient and that assessment in distribution areas of GS will still need to be developed in Fall 2012 and implemented in spring 2013 before North Central accreditation team comes to campus again.”
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"Butler reminded the committee that in the past, every GS course, including distribution courses, were assessed and results reported by the departments to the Assessment Director.”
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The 2008 NCA report cited the need to focus on sustainability in assessment, noting that “assessment fatigue” was a problem that would need to be addressed moving forward. A deliberate, considered approach to GS assessment as contemplated by the GSC stands in contrast to the former approach of assessing ‘every student, every course, every semester’.
Training for NCA reviewers instructs them to consider sustainability issues in relation to assessment practices.
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