

### **Faculty Senate Resolution #14-43**

Approved by the Faculty Senate: April 15, 2014

Approved by the Chancellor: n/a

#### **Resolution in Support of the General Education Council's Work on System Level Student Learning Outcome Assessment**

**Whereas**, The UNC Board of Governors has mandated in the five year strategic plan *Our Time Our Future* that the UNC system become a national leader in student learning outcome assessment; and

**Whereas**, The Faculty Assembly and the UNC General Administration has assembled a skilled, representative, and motivated team of faculty and administrators and charged that group (the General Education Council or GEC) with examining possible modes of assessment and pursuing such a leadership role; and

**Whereas**, The GEC has identified two core competencies that were most widely embedded in all the disciplines across the constituent campuses; and

**Whereas**, Evaluation of the existing commercially available instruments revealed a lack of granularity, reliability and flexibility necessary for system wide use; and

**Whereas**, Our regional accrediting agency, the Southern Association of Colleges and Schools (SACS), requires that the institution place primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty;

**Therefore, Be It Resolved That** The Faculty of East Carolina University supports the resolution passed by the UNC Faculty Assembly (see below) recommending the General Education Council continue their work on developing system-wide assessment instruments that also reflect the unique missions, curricula and student profiles of the constituent institutions of the UNC system.

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2014-04

### **Resolution in Support of the General Education Council's Work on Student Learning Outcomes Assessment**

Approved by the UNC Faculty Assembly, April 04, 2014

**Whereas**, a major goal of the UNC 2013-2018 strategic plan "Our Time, Our Future: The UNC Compact with North Carolina" is to make the University of North Carolina a national leader in learning outcomes assessment by "supporting faculty in developing methods . . . to demonstrate student learning in ways that respect the depth and complexity of the knowledge we expect our students to master;" and

**Whereas**, the strategic plan defines mastery of critical thinking and communication skills, as well as faculty scholarship and teaching that meets the highest intellectual standards, as central to the University's compact with the people of North Carolina; and

**Whereas**, the strategic plan, the UNC Faculty Advisory Council's "Our University, Our Future," and the research of nationally acknowledged experts all recognize that there is no national consensus about assessment methodology, sample design, or any single assessment instrument and that effective assessment of learning is best conducted by faculty and requires both discipline-specific and

interdisciplinary (programmatic) expertise, as well as multiple approaches that cannot “be limited by any one measure that attempts to capture all of the complexity of the desired outcomes;” and

**Whereas**, there is no evidence of the educational effectiveness and validity of global assessment of student learning; and

**Whereas**, the UNC General Education Council (GEC) has by its thoughtful, comprehensive, and innovative work determined that the goal of making North Carolina a national leader in learning outcomes assessment can only be met if the University develops its own instruments for system-wide assessment of student learning outcomes; and

**Whereas**, the GEC has enumerated Principles of Good Assessment to guide the development of the assessment instruments; and

**Whereas**, the GEC has defined the primary functions of these instruments to be the demonstration of student achievement of core competencies at the institutional level and the use of assessment results to improve the curriculum with respect to the core competencies; and

**Whereas**, the conceptualization, design, and implementation of student learning outcomes assessments, and the interpretation and formative use of the results of student learning assessments, are curricular concerns requiring faculty expertise and responsibility; and

**Whereas**, the GEC will have primary responsibility for the development of these instruments, with the goal of University of North Carolina becoming a national leader in assessment;

**Therefore, Be It Resolved That**, the Faculty Assembly expresses its appreciation for the work of the GEC; and

**Be It Further Resolved That**, to obtain the benefits of effective assessments, the Faculty Assembly endorses the GEC’s recommendation that the University of North Carolina develop its own assessment instruments, following the Principles of Good Assessment, for the purposes of demonstrating student achievement and producing results to be used for formative improvements in the curriculum; and

**Be It Further Resolved That**, because the development, implementation and interpretation of assessment instruments, as well as their formative use in revising both curriculum and assessment tools, are central to the curricular responsibilities of faculty, the faculties of the University are responsible for all such matters.