**Senate Committee Annual Report**

**Senate Committee: Academic Assessment Committee Year: 2012-2013**

**1. What are the primary duties of this committee?**

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| From the Senate constitution:  ·         Review and recommend university-wide assessment tools.  ·         Advise and assist academic programs in developing and monitoring student learning.  ·         Collaborate with the University Studies Committee on university-wide assessment of University Studies goal strands and proficiencies.  ·         Collaborate with the Accreditation Steering Committee to report on accreditation standards that include academic assessment.  ·         Report information on university-wide assessments to the Institutional Assessment and Accreditation Committee. |

**2. What did you plan to accomplish this year?**

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| Goals from committee minutes of 9-28-2012   * 1. The committee hopes to participate fully in the “transformational process” and particularly will work to infuse learning assessments in at least two of the transformational process strands, namely “houses” and “general studies”. Jim Hatton will participate as Director of Assessment and AmyBelcastro and Lee Ayres hope to represent the committee on the formative groups.   2. The Committee will work to clarify the assessment requirements of Program Reviews and then create guidelines and exemplars. The Committee will establish a mechanism that encourages annual program learning assessments and work to educate programs on the requirements and how to conduct a learning assessment cycle.   3. The committee will work to institutionalize the CLA yearly process. Jim Hatton and DaleVidma**r**will work together to administer the CLA to this year’s freshmen, Jim Hatton in his role as Director of Academic Assessment and Dale Vidmarin a legacy role.   4. Based on the Academic Master Plan and the One-Year Accreditation Report the University has committed itself to a large number of assessment tasks. The committee will examine this list with a view toward prioritization and triage. |

**3. What did the committee accomplish during this academic year?**

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| A response to the goals listed in part 2.   1. There was some communication between the “house” formers and Jim Hatton but to our knowledge measurement of learning outcomes was not a focus when plans were made. 2. The committee designed a yearly program report for learning outcomes, created a rubric for assessing the reports, and reviewed all reports submitted. The committee designed and facilitated a spring assessment workshop on assessment using the reports as a major topic. We expect this to continue next year. 3. We created a smoother way to get seniors to take the CLA using direct contacts with departments. We put together a proposal and are implementing a pilot study for using capstone papers instead of the CLA for next year’s institution-wide assessment of student foundational skills. 4. Many of the assessment tasks have been ignored this year as the committee concentrated on getting programs moving on an assessment cycle. |

**4. What issues and/or additional responsibilities arose this year that influenced the work of the committee?**

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| Some programs are resistant to reporting on or doing learning assessments. They plead too many other reports (ppg for example) or lack of time or staff. The university’s ultimate vision for assessment is extensive and the committee could only do so much. Chris Stanek was so busy with other reports that we never got a CLA summary. This can happen in the summer however. |

**5. Given what you have learned this year, what goals do you recommend this senate committee focus upon in the upcoming year?**

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| 1. As a consequence of the program yearly assessment reports, we have good detailed data on the state of programs with respect to their assessment activities. Our goals should be to help programs get farther along, that is, gathering and analyzing outcome data. We learned at the spring workshop that programs would like to see more models of good assessment practice which the committee should work on next year.  2. We should incorporate the structure of the yearly report into the five year program review document.  3. We need to design and implement a process for reviewing capstones papers and reporting to the Senate.  4. We should be part of any strategic planning process because of the importance of learning outcomes and their measurement..  5. We should, if we think we have time, consider an institution-wide measurement of disposition outcomes.  6. At this point we do not have a full complement of committee members for next year. Recruitment of committee members will need to be a first order of business. |