**Senate Committee Annual Report**

Senate Committee: Assessment Committee Year: 2014-2015

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

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?**

From the minutes October 3, 2014

1. Complete our Senior Writing Project
2. Participate in any Graduate program learning assessments as reviewers and advisers.
3. Organize three Assessment Workshops
4. Administer the Assessment Program Review Process
5. Review the recommendations of our ePortfolio subcommittee
6. Address quantitative literacy across the curriculum
7. Gather data on 300 level writing classes
8. Work with the university studies people as they design assessments for the integration strands.

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

 A response to the goals listed above.

1. The committee evaluated thirty-four senior writing samples from all programs. The detailed report is attached.
2. The committee had no contact with graduate programs.
3. The committee organized and presented three assessment workshops. Agendas attached.
4. The committee evaluated over thirty program reviews and reported the results at the spring workshop. The slides from the spring workshop are attached.
5. The ePortfolio subcommittee piloted ePortfolios in several programs. Their report is attached.
6. The committee survey the programs on QL questions. The report is attached.
7. We did not address 300 level writing classes.
8. The committee held a joint meeting with the University Studies Committee where we discussed how to assess general education strands. The University Studies Committee’s new form has an extensive assessment component.

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

 We were disappointed in the program response rate and the fact that fewer than half of the programs are not closing the loop. We don’t see that assessment and student learning improvement are not driving decisions at SOU. We have found programs to be very busy what with the cutbacks and restructuring and seemly unable to find time to do assessment. Organizing assessment for General Studies strands will be problematic.

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

We think we have started a conversation on QL and will incorporate QL assessment in our senior writing evaluations and incorporate it in our workshops. We need to rethink our approach to assessment program review evaluations to be clear and require more. Assessment capabilities will arise naturally out of the ePortfolio initiative. Somehow we need to start the assessment cycle for the general studies courses.

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