**Senate Committee Annual Report**

**Senate Committee: Academic Assessment Committee Year: 2013-2014**

**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 Oct. 11, 2012   1. We have two main goals for this year.    1. Goal 1 – Develop a System for the Capstone Embedded Writing    2. Goal 2 – Continued Progress on Program Assessments. We will have three Assessment workshops this year. We hope to move all programs to measuring outcomes and making changes based on those results supported by data. |

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

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| A response to the goals listed in part 2.   1. We developed and tested a rubric for our more properly entitled “Senior Writing Assessment.” We put in place a system for gathering sample writing from all seniors and will be evaluating a sample next fall. Thanks to Dale Vidmar and the librarians we also have an information literacy rubric which we will use next fall. 2. We planned and facilitated three assessment workshops. We collected and evaluated assessment program reviews from 26 (so far) programs out of a potential 34 programs. Last year we had 32 out of a possible 33 programs respond. Last year forty-one percent had complete learning outcomes. Twenty-eight percent were collecting meaningful data and twenty-five percent were using data to improve outcomes. This year with higher standards applied, seventy-six percent had complete learning outcomes, thirty-one percent were collecting meaningful data and twenty-three percent were using data to improve learning. |

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

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| We still have some programs that are not turning in assessment program reviews. Too many programs are not collecting meaningful data. We are working with the new director administration model on assessment and they have been very responsive. There are opportunities with the advent of a director of university studies to have some effect on the assessment models for the exploration strands. |

**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. All programs should be analyzing data by the end of the fall term.  2. We should complete our senior writing assessment and report back to the Senate.  3. We should be part of any strategic planning process because of the importance of learning outcomes and their measurement..  4. We need to work on disseminating assessment outcome measurements to all constituencies including an assessment website.  5. We should begin work on Strand D – Quantitative Literacy |