

**Assessment Subcommittee
Of the IPPC**

**Meeting Notes
September 14, 2015**

Present: Beau Breslin, VPAA/DoF and Sarah Goodwin, Faculty Assessment Coordinator, cochairs; Joe Stankovich, Lisa Christenson, Corey Freeman-Gallant, Kim Crabbe, Mike Sposili, Auden Thomas, April Bernard, Masako Inamoto, Kelly Sheppard, and Orr Genish. **Absent:** Sue Layden, Megan Schachter

1. Beau welcomed and thanked the committee and provided an overview of the year's work, starting immediately with our **need to review the draft of the Middle States self-study and then also the Strategic Plan.**

He encouraged us to ask in particular: Do we have the right evidence in it? Is there evidence we're missing? Does it need clarifications? **Small changes can be emailed directly to Sarah; more substantive issues should be raised in an email to the committee as a whole and/or at the public discussions projected for Sept. 25 and in October (three more are projected).** The draft must be finished by Jan. 1. The document has gone out as a pdf to all faculty and to Cabinet, who should have sent it to their areas. As we clean up the current draft with edits, we may circulate a Self-study 2.0 in October.

It was noted that we must also reconcile the Self-Study with the Strategic Plan.

Sarah also encouraged committee members to think of ways the Self-Study could support change processes that are underway in their areas, by providing evidence and explanatory narratives.

2. Beau addressed the **need for the committee to be fully informed about the Self-Study and about the college's assessments as we prepare for the site visits from the Middle States team.** The initial chair's visit will take place Nov. 2-4; at the same time, two members of the team will review our documentation (the huge archive that Lisa Christenson and Ann Henderson have been compiling to demonstrate our compliance with all 14 standards for accreditation). March 6-9 is when the whole committee will visit and will meet with various constituencies on campus.

Beau also explained the unusual nature of our process, with the focused Self-Study (**topic: integrative learning**).

Orr explained the SGA leadership's willingness to engage students in the Middle States process.

3. **Report on 2014-15 assessments:**

- a. **Academic Affairs:**
 - Sarah reported on the somewhat inconclusive nature of last spring's **visual communication assessment**. She will circulate the report shortly. We plan to continue with visual communication for this year.
 - Lisa reported that 35 out of 37 departments and programs have submitted assessment reports for 2014-15, many of them of a quality that surpasses what we have received in the past. Beau noted that we are well on our way to having a culture of assessment in the ways that we are gathering evidence of our students' learning.
 - b. Mike reported on the **Alumni Learning Census**: Advancement has decided to continue with the ALC and now budgets for it. They plan to use the same external provider, Factfinders. We noted that the ALC data have been quite interesting and helpful for planning purposes, especially the summaries of recent classes' outcomes. Mike will send around the Executive Summary of the most recent report today.
 - c. **Other areas:** How can we support and sustain regular gathering and reporting of data? Beau encouraged us within our areas to make note of the ways we are making evidence-based decisions and to be sure that these processes are being documented and disseminated.
4. **Assessments for 2015-16:** April suggested considering a broad assessment of students' literacy skills, their ability to do close readings of texts. This is particularly relevant in the light of the CEPP proposal to change the writing requirement to include reading. We are still sorting out the process for determining the primary assessment projects in Academic Affairs before getting CEPP's approval; in any case CEPP determined last year that it is the right place for this decision to be made. [Follow-up: Sarah will touch base with Beau and April.]