

## Assessment Report

2017-18

We accomplished most of our goals as they are outlined in last year's Assessment Report.

1. The Assessment Subcommittee met three times, and the minutes are posted on the Assessment website with other items from the Subcommittee.
2. The Subcommittee's primary goal was to complete the transition to an effective structure for oversight of Institutional Effectiveness. The IPPC approved the proposed new structure in April, 2018. A new position was created, the Institutional Effectiveness Specialist, and Amy Tweedy was hired to fill it. Peter Von Allmen was chosen to fill the newly named position of Faculty Director of Assessment, starting in January, 2019, after his Fall 2018 sabbatical. Crystal Moore assumed the responsibilities of the Faculty Assessment Coordinator starting June 1, 2018, after Sarah Goodwin stepped down. It still remained to fill all the seats on the newly named IPPC Subcommittee on Institutional Effectiveness. Some concerns also remained about whether the Subcommittee would be fully empowered to lead the college into a more robust culture of assessment across all divisions and offices.
3. Sarah Goodwin, Katie Hauser, and Jeff Segrave presented on our assessment of students' visual communication through PowerPoints at the national AACU conference on general education and assessment, meeting our goal of disseminating that process and those results nationally.
4. The library spent many weeks designing a rubric for assessing students' information literacy in support of the new curricular requirement and our general assessment of the Goals for Student Learning and Development.
5. Twenty-four departments and programs (out of 39) submitted their annual assessment reports. As of June 1, a disappointing number had submitted by the deadline, but that has been an annual occurrence. (This compares with 32 out of 39 reports submitted in 2017.)
6. We continued to provide CEPP with assessment-related information, including the results of the Alumni Learning Census.
7. During our meetings, we also shared and discussed the new Middle States Standards for accreditation, including how best to store and track documents in a repository that can then be used seamlessly for accreditation.
8. During two meetings, members of the subcommittee reported on their areas' initiatives with respect to wellness and well-being, and with respect to diversity and inclusion, in order to grasp the variety of ways we are making progress on aspects of the *Strategic Plan*.
9. Given that the leadership, membership, and structure of the Subcommittee were in transition, the Subcommittee did not establish goals for 2018-19. The goals could include:
  - a. Develop a strong sense of purpose and function within the new Subcommittee;
  - b. Ensure that goals and assessments throughout the College are integrally related to the *Strategic Plan* and to each other.
  - c. Provide IPPC with assessment-related information when it's useful.
  - d. Establish processes for creating goals, gathering information, and storing documentation that are effective, useful, and in place for the next accreditation.
  - e. Ensure that the annual general education assessment of the Goals for Student Learning and Development takes place, with CEPP's concurrence.

- f. Ensure that all departments, programs, and offices submit assessment reports, including, where possible, direct assessments of student learning within the curriculum.

## Appendix

### Goals for 2017-18:

- **Complete the transition to an effective structure for oversight of Institutional Effectiveness.** Cultivate a stronger and more effective Assessment Subcommittee, with continuing strong collaboration among the members.
- **Replace Lisa Christenson**, Associate Director of Institutional Research for Assessment (departed as of July 5, 2017) **and Sarah Goodwin**, Faculty Assessment Coordinator (on sabbatical as of June 2018), with possible adjustments to their job descriptions. Also replace Jennifer Lewis, administrative support, who left her position mid-year.
- **Disseminate** locally and nationally, if possible, the results of our **assessment of students' visual communication** through PowerPoints.
- **Design and complete an assessment of students' information literacy** in support of the new curricular requirement and of library initiatives.
- **Reach 100% of departments and programs submitting useful, thoughtful reports** on (or following up on) direct assessments. In addition, several programs/offices within Academic Affairs will likely be doing some form of assessment for the first time next year.
- Continue to **provide CEPP with assessment-related information** as requested.
- **Continue to produce white papers on quantitative data** of our surveys; increase collaborative sharing of quantitative results across divisions and areas of the college.
- **Continue to implement and share with CEPP the results of the Alumni Learning Census.**

Submitted by Sarah Goodwin, Faculty Assessment Coordinator 2017-18