

Assessment Report

2016-17

In 2016-17, we have accomplished our goals, with the exception of completing a transition to a structure for oversight and assessment of Institutional Effectiveness.

- The Assessment Subcommittee Committee met five times over the course of the year. Our primary goal was to make the transition to an AS that would have a strong role in ensuring that institutional effectiveness is assessed throughout the college. Our proposal for establishing a Director for IE and for a slight shift in the membership of the AS, submitted to the President over one year ago (in July 2016), is still awaiting action from the administration. We are not currently fully completing our responsibilities as described in our operating code.

The Assessment Subcommittee did work on thinking through how this group could be more effective in ensuring that all areas of the college are establishing goals and assessing how well they are being met. During a number of exercises over the year, we established that we can collect and share information about assessments of goals related to the Strategic Plan, and in doing so can better disseminate and use the information we are gathering; strengthen a sense of shared purpose; and identify gaps and needs for more information about goals and results. We identified one primary need: for greater coordination and collaboration across divisions of the college. Members of the AS have increased sharing of assessment processes and outcomes with each other, both by bringing information to our meetings and by meeting in smaller groups outside of the larger committee.

- The general education student learning assessment conducted this year, as planned, was a successful project studying students' communication via visual artifacts, in this case Power Points. In addition to determining how well our students are communicating visually in their Power Points, the faculty and staff involved, under the leadership of Prof. Katie Hauser and Jeff Segrave, also created and implemented a rubric for evaluating slide shows that faculty and staff in the project found very useful for thinking about how to convey our expectations to students. We plan to distribute the rubric in the fall.
- We made the results of last year's project studying students' analysis of visual artifacts publicly available through a successful presentation at the 2017 AACU national conference on general education and assessment. Katie Hauser, Jeff Segrave, and Sarah Goodwin presented and led a workshop there, with the goal of both presenting and refining our rubric. Lisa Christenson was also valuable in preparing for the presentation. The reception was very positive. We still need to disseminate our results and the rubric on campus for use by departments as they develop discipline-based teaching of visual communication, as the new curriculum requires.
- A total of 36 departments and programs submitted assessment reports this year, with the following missing: English, the First-Year Experience, Latin American Studies, Political Science, and Theater.

- Lisa Christenson and Joe Stankovich continued to provide information to CEPP as requested during their preparation for the faculty vote on the curriculum proposal. The faculty approved the proposal this spring. It is the most assessment-rich, data-rich curriculum proposal in the college's history.
- CEPP has determined that the primary general education assessment for 2017-18 will be on information literacy. We hope to continue some work as well on visual communication, to further refine and disseminate the rubrics.
- Another major project this year, led by Crystal Moore, Lisa Christenson, and Cathy Silber, was to pilot the use of a survey-type instrument to better define the needs of faculty and staff in developing intercultural skills. The first instrument we tried in a pilot process, the Intercultural Effectiveness Scale (IES), was determined to be not appropriate to our needs; we are exploring the BEVI (Beliefs, Events, and Values Inventory) as a next step. Respondents to a survey about the pilot effort with the IES expressed interest in participating in follow-up small group sessions and also to trying another instrument such as the BEVI.
- Working closely with Mike Sposili in Alumni Affairs, we have continued to implement the Alumni Learning Census and to summarize and make use of the results, particularly those concerning most recent graduates.

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 Power Points.
- **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.**

Goals for Assessment for this past year, 2016-17, were as follows (from last year's report):

- * Review and, as needed, revise structures, positions, and processes for assessing institutional effectiveness throughout the College; ensure each area, at every level, is doing assessments that have integrity, are based on articulated goals, are useful, and are sustainable.
- * Work with the Assessment Subcommittee of the IPPC (and with IPPC, as needed) to ensure that the goal above is being met.
- * Continue to implement general education assessment plan. Assess students' ability to communicate effectively with visual artifacts.
- * Distribute the report on visual communication from May 2016; disseminate the results in a national context.
- * Track other data relevant to gen ed revision and provide to CEPP as needed.
- * Determine the primary general education assessment for 2017-18.
- * Continue to work with chairs on departmental assessment; aim for 100% of departments and programs doing and/or following up on direct assessments.
- * Working with OCSE, conduct pilot assessment of global/cultural competencies.
- * Continue to implement the Alumni Learning Census, and disseminate its outcomes to maximize its usefulness.
- * Continue to produce and disseminate White Papers summarizing key assessment results for the community.