

Assessment Subcommittee Report and Report on Assessment,
2015-16

The Assessment Subcommittee met three times this year: in the fall, mid-winter, and in the late spring. Membership is attached.

The Assessment agenda for 2015-16, as stated in last year's assessment report (attached), was:

- a. Continuing work on the Self-Study and documentation for Middle States
- b. Continuing assessment of visual communication
- c. Continuing to foster effective inquiry into student learning in the majors and in all areas of the college
- d. Continuing to provide information to CEPP and other committees and initiatives as needed
- e. Considering more effective ways to assess students' learning during study away.

Taking these in order:

1. The work of Assessment this year overlapped substantially with the work on Middle States accreditation. The members of the Assessment Subcommittee were for the most part also involved in the Middle States process. The self-study and documentation were completed; the College was successfully re-accredited, without public Recommendations or other official required follow-up.
2. Led by Jeff Segrave on behalf of Project VIS, with considerable help from Katie Hauser, Lisa Christenson, and Sarah Goodwin, we completed our general education project for this year, assessing how well our students can analyze visual artifacts, as part of their skills in effective communication. That report is attached here.
3. We continued to work closely with chairs and directors to help them do localized assessments that have integrity, are useful, and are sustainable; we continued to provide them some flexibility to close the loop on their assessments and make use of them. As of July 2, 2016, xx departments and programs have submitted reports; we anticipate receiving the remaining reports relatively soon.
4. CEPP continued to incorporate assessment data into its work on the curriculum revision, and we continued to provide information as requested.
5. Plans are still underway for assessing students' learning during study away; we expect to complete a project this year using the Global Perspectives Inventory (GPI; <http://www.gpi.hs.iastate.edu/?sslsite=false>) as a pre-/post-test of global competency. In the fall of 2016, we will administer the GPI to all students planning to study abroad in the spring of 2017 and we will administer the test again in late spring or early summer to returning students.

In addition to these five items:

6. We went ahead with the renewed iteration of the Alumni Learning Census and continued to cull the data from the most recent graduating classes.)

7. Most importantly, we reviewed carefully the College's structures and practices for assessing institutional effectiveness, and began to tighten and define those processes with closer attention to specific responsibilities, sustainable practices across the college, gathering and organizing documentation as we go, and communicating more effectively among and between divisions.

Plans for next year include:

Goals for Assessment 2016-17
July 2016

- * 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.