

CEPP March 2, 2011

In attendance: Michael Arnush (secretary), Rochelle Calhoun, Rubén Graciani, Mimi Hellman, Chris Kopec, Josh Ness, Thomas Rivera, Bob Turner (chair),

1. Approval of minutes from 2.23 postponed
2. CEPP subcomm on CCI update
3. CEPP-CAPT subcomm will meet with small groups
 - Shared a draft of the student rating
 - will meet with acad staff in May
4. Sarah Goodwin and Lisa Christenson: assessment plan
 - Assessment plan on assessment webpage
 - required for Middle States periodic review
 - assess subcomm doesn't have a clear sense of direction or goals, and can't find a time to meet, and have lost members for various reasons
 - what's our next project? need to move forward with general education assessment project – communicate effectively, e.g.; this year focus has been on writing, esp writing in the majors; laying groundwork on visual communication with an event during senior week; it wasn't chosen by CEPP, but should it be?
 - wants to connect communicate effectively with communicate across differences
 - is there assessment fatigue among the faculty? couple with high impact practices, mentoring, etc., it's a matter of departmental cultures evolving to incorporate all of these aspects into routine practices
 - makes sense to have one major assessment project per year: the subcommittee, if it cannot set the agenda, is uncertain as to its value as a subcommittee
 - Bob suggested that CEPP sets the agenda, the subcommittee delegates the work, and reports the results to CEPP; so the subcommittee would meet infrequently, pay the faculty to do the work
 - ASC should consult broadly, delegate appropriately, and then report to and with CEPP, and then ASC sees to the closing of the loop
 - see the periodic review report for CCI; NSSE data; CHAS data; to what extent do the data affect departments vs college-wide curricula
 - should it be a standing committee that does assessment, as at other institutions?
 - Sarah endorses CEPP having ownership of assessment
 - Operating code of CEPP: "To recommend to the Faculty and Administration short-and long-range educational plans for the College

and thus be instrumental in clarifying, improving and changing major policies and educational procedures; to evaluate Skidmore's present practices and goals": which does speak to assessment

- when communicate effectively was expanded to communicate across difference, who did that? Sarah.
- the assessment plan had at one point a timeline with writing; visual; oral; then thinking critically – through to 2014
- how are we assessing effective communication this year? there's a pilot study planned for Academic Festival. Our primary assessment this year will be a) depts putting policies in place, and then b) assess and report to ASC, and then ASC will report to CEPP. As depts begin to do this, not all will do so this year, but ASC can provide periodic reports to CEPP
- Chris: what is academic assessment planning mean? what does an assessment of, e.g., "communicate effectively" look like? assessments need to be simple: take upper level work, develop a rubric, meet as a dept and discuss whether the students are meeting these goals. Start small, with one project, e.g., capstone work
- how do you make the assessment meaningful – from a dept mtg to implementation?

Respectfully submitted,
Michael Arnush