

University Committee on Assessment 1996-97 Annual Report Summary

Major Committee Activities:

1. The committee implemented a rolling schedule for the 1995-96 annual assessment reports from the units. The committee also moved from full committee review of reports to a subcommittee review process.
2. Subsequent to receipt and review of unit reports, feedback was provided to units on their assessment activities, as well as their proposed changes in assessment plans.
3. The committee interacted with the Deans' Council and the Assemblies of the College of Arts and Science and the School of Health Sciences to discuss assessment issues. (Anticipated invitations from the other assemblies were not forthcoming.)
4. The committee met with Robert Johnson (Enrollment Management) and Terry Barclay (Alumni Relations) to keep apprised of how their activities might impact the university's ability to assess student achievement.
5. The committee also interacted with the General Education Committee about our mutual responsibility for assessment of general education. Plans were initiated for the campus visit of Peter Ewell (October 1997) as an appropriate consultant.
6. In response to its offer to support well-articulated, innovative assessment activities, the committee funded 4 requests for a total of \$2820.
7. The steering committee was asked to expand both the membership and the term of the committee. These changes were approved at the 9/97 senate meeting.

Good and Welfare Suggestions:

1. We would hope that faculty and their departments have a serious intent to improve, rather than maintain, their programs; there is little likelihood of significant gain from *pro forma* assessment. The committee urges a dynamic approach to assessment with respect to both assessment activities and programmatic follow-up. If your unit plan is not working, change it. The assessment committee is available to help units do this.
2. Remember that assessment needs to be faculty-driven. Much of the curricular and programmatic work that is traditional for faculty is, in fact, assessment. Units are encouraged to begin focusing some assessment attention on their general education courses as well as their major courses. The goal of assessment is to improve student academic achievement; it is not to assess faculty teaching.
3. Use the results of your assessment activities to lobby for increased funding where deficiencies are apparent.
4. Be aware that your unit's plan, reports, and relevant correspondence are available for scrutiny by accreditation agencies in the Office of Institutional Research and Assessment.