

Assessment Committee Meeting - Minutes and Flip Chart Notes

Friday, October 19, 2007, 11am-1pm

Present: S. Adair, T. Jarmoszko, B. Hosch, S. Lesik, G. Mejia, C. Menoche, M. Nunn

Discussion over lunch was facilitated by B. Hosch about future directions of the Assessment Committee. The following outline is a slightly reorganized list of items from flip chart notes (see outline below). Material from the October 16 meeting is noted. Dr. Adair mentioned that the report to the Faculty Senate requested by Dr. Tim Craine also called for a report to the Curriculum Committee, and the time remaining in the term may require this report to be submitted before the Committee's next meeting on Nov. 16 (11am-1pm).

Following this discussion, Dr. Hosch also reported that 89 freshmen had completed the CLA this Fall (87 during the 15 regularly scheduled testing sessions), and additional test sessions have been scheduled to garner at least 100 participants. Instructors of senior level courses will be approached to encourage seniors to participate in the Spring. Testing will begin in February, 2008.

Dr. Hosch also shared a report about results from the National Survey of Student Engagement. He called attention to the section on general education to point out not that these results are definitive (they are not), but rather that the end result of the general education assessment program ought to allow us to identify areas in general education where students are strong as well as where they need to improve.

Flip Chart Notes

What should assessment at CCSU accomplish?

Tuesday, Oct. 16 th	Friday, Oct. 19 th
<ul style="list-style-type: none">• Inform/improve classroom performance• Connect practice/learning across departments• Should happen in all schools/cross-fertilization• "Piggyback" assessment initiatives/reports as much as possible• Inform teaching . . . use data for personal level adjustments – use data for programmatic adj.• Usefulness to us should be primary, compliance should be secondary• Program development for future answer the question: Are we meeting our objectives?• Faculty "buy-in"• Faculty should be most involved with assessment• Environment should be transformed to expand assessment• Should communicate and collaborate more effectively	<ul style="list-style-type: none">• Foster faculty discussions about discipline, pedagogy, and profession• Feedback loop – objectives – evaluation• Link with the Scholarship of Teaching & Learning (SOTL)• Provide information about student learning in majors AND general education• Assess what is important not just what's easy• Satisfy external reporting needs• Requires administrative financial support• Student buy-in – development of culture of assessment includes faculty, administrators and students• Program development and integration• Assessment should not be an add-on• Integration of assessment with various accreditation initiatives• Statement about what assessment may not be useful• Solicit feedback from faculty about assessment process Assessment of student outcomes not faculty effectiveness

What should the Assessment Committee do?

Tuesday, Oct. 16th

- Committee should have:
 - Written charge
 - Organizational authority
 - Work committee: members should be committed
- Be ambassadors for assessment
- Find/use models that can demonstrate effective methods
- Consult with General Education Subcommittee to redefine general education outcomes
- Provide feedback to Departments about assessment practices
- Provide questions and assistance before feedback
- Provide overview of tools and resources
- Statement about use of assessment results (not to be used to evaluate faculty or administrators)
- Feedback (?)
- Offer assistance
- Formal communication mechanism

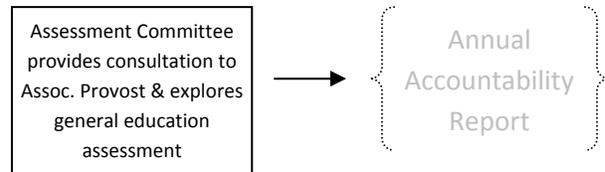
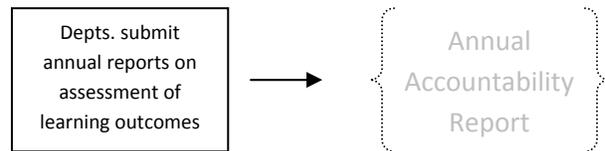
[An unresolved question in this discussion was whether the Assessment Committee’s focus should be on assessment in programs, general education, or both]

Friday, Oct. 19th

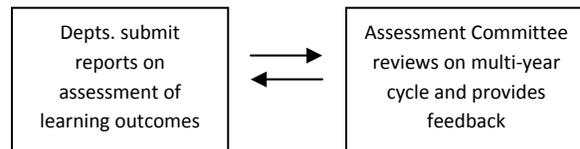
- Encourage faculty participation beyond the Chair
- Coordination of general education assessment
- Communicate – highlight promising models
- Advocate for recognition rewards for assessment; carrots versus sticks; tenure portfolios
- The role of the feedback provided by the Committee relates to its authority or positionality

[Discussion of current model and envisioned model]

Current Model



Envisioned Model



[Feedback provided on multi-year cycle(?) - TBD]

The feedback provided by the committee may resemble how faculty committees provide graduate students feedback about their research. More broadly, the model may be considered a “peer review” process.

Structure

- Possible locations for Committee:
 - Faculty Senate
 - Provost
 - President

Pros and Cons of Locating Assessment Committee in the Faculty Senate

	Pro	Con
<i>Oct. 16th</i>	Increase in legitimacy and responsiveness Politics [political/positional authority] More “open”/ transparency Institutional identity	Loss of expertise Loss of commitment, personal ownership No lunch Politics Loss of “working committee” - less work may get done Loss of institutional memory
<i>Oct. 19th</i>	Positional authority As “faculty voice” Senate placement of Committee would enhance faculty ownership of assessment	Permanent move Deliberative versus executive body Electoral transition Committee charge could be altered in legislative process Authority of faculty committee unclear

Pros and Cons of Locating Assessment Committee under Provost

	Pro	Con
<i>Oct. 16th</i>	Work is directly linked to academic learning and responsible university office Retain institutional memory/commitment	Administrator, not faculty hurts perception [Transition of Provost can disrupt activity – mentioned after meeting]
<i>Oct. 19th</i>	Assessment belongs to academics	Determination of membership may be problematic Political charge may be diminished (can seem to be instrument of administration Transition

Pros and Cons of Locating Assessment Committee under President

	Pro	Con
<i>Oct. 16th</i>	Retain institutional memory/commitment	Administrator, not faculty hurts perception
<i>Oct. 19th</i>	Importance Money Linkage to outside pressures for accountability	Changing role of presidency Appropriateness? Less academic than Provost (because of diffused focus with inclusion of rest of university) Current institutional political context

Structure and Membership Ideas Going Forward

- Committee constituted as a body convened underneath the Office of Academic Affairs
- “Hybrid” Committee structure
 - Some elected members from faculty Senate
 - Some appointed members by Provost

Dr. Hosch indicated the minutes would be circulated and his office would devise a way for members to provide feedback online about material generated in brainstorming sessions this week.

Respectfully Submitted,
Braden J. Hosch