

Year-End Report: Academic Assessment Committee 2009-2010

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The Academic Assessment Committee (AAC) is formed primarily as a peer review committee offering academic departments support in their on-going assessment of student outcomes. The Faculty Senate passed the mandate in 2008 that all departments 1) assess their students' work in each of their major programs relative to specifically defined program Outcomes, and 2) provide assessment data on their students' work relative to the General Education Outcomes approved by the Senate. Each department is to submit an annual report to the AAC of their assessment results, with the deadline for submission in late September (timing that allows the AAC to provide feedback to departments on a schedule that has the potential to allow that feedback to be usefully incorporated before the next reporting cycle).

Report Submission Rates for Academic Years 2007-08 and 2008-09 and NEASC Interim Reporting Deadline

A total of 79 out of 94 degree programs submitted assessment reports for 2008-09, for an 84% submission rate, a figure comparable to the 85% submission rate for 2007-08 reports. Appended to this report is a record of those programs that submitted Assessment Reports for these two academic years, as well as those that did not. **In essentially 200 days the University will be submitting an intermediate accreditation report to NEASC addressing the primary weakness they found in our assessment practices. It is very desirable, therefore, that we be able to report a 100% submission rate of reports on assessment activities in 2009-2010.** The deadline for submission of these reports is Monday, September 27, 2010.

Findings from Review of Program Assessment Activities

During 2009-10 the Academic Assessment Committee reviewed reports from 33 degree programs. These reviews were conducted by the entire committee; each report was reviewed by on average 9 readers. (In 2008-2009, the AAC undertook to give feedback on *every* one of the 74 programs for which reports were received. In order to accomplish this goal it was necessary to divide the labor, so for the report outlining activities in 2007-08 there was an average of 3.7 readers per report.) Feedback letters were distributed to department chairs and program coordinators beginning in February and extending through early April 2010 (compared to the distribution of all feedback in mid-May in 2009). The following data reflect the picture of our institutional assessment reflected by the reports reviewed this year. (See also the summary table at the end of the report).

- **Learning Outcomes.** For 60% of reports, a majority of reviewers rated the learning outcomes as “developed”; for the remaining 40% of reports, a majority of reviewers

indicated the learning outcomes were “developing.”

- **Findings/Measurements.** For 33% of reports, a majority of reviewers rated the assessment findings or measurements as “developed;” for about another third (31%), a majority of reviewers rated reports as “developing”; the remaining 36% of reports were rated as “not yet developed” by a majority of reviewers.
- **Analysis.** For 15% of reports, a majority of reviewers rated the analysis of findings or measurements, including an identification of students’ strengths and weaknesses, as “developed”; for just over half (51%) of reports, a majority of reviewers rated reports as “developing”; and the remaining third (33%) of reports were rated as “not yet developed” by a majority of reviewers, although in many cases, this was because measurements had not been made for analysis.
- **Use of Results.** For 12% of reports, a majority of reviewers rated the use of assessment results to make curricular or programmatic adjustments as “developed”; for another 33% of reports, use of assessment results was rated as “developing.” For 45% of reports, use of results was rated as “not yet developed,” although again in most instances, this rating was assigned because measurements had not yet been made.
- **General Education.** For 20% of the departments that offer general education courses, a majority of reviewers indicated that practices for assessing general education learning outcomes were “developed”; but material reported in other reports – about 75% -- was rated as “not yet developed” by a majority of reviewers.

CCSU General Education Learning Outcomes 2008-09 Performance

For the first time, this year the Office of Institutional Research and Assessment (OIRA) prepared a report specifically presenting an aggregation of the various different means of assessing our General Education Outcomes. Available evidence about undergraduate student performance on these outcomes was presented to provide an overview of the extent to which students are meeting goals for learning approved by the faculty. The entirety of this report can be found at the following link:

http://www.ccsu.edu/uploaded/departments/AdministrativeDepartments/Institutional_Research_and_Assessment/Assessment/General_Education/GenEdReport2008-09.pdf

Local measurements have been piloted throughout the past decade in most areas but such assessment practices have only become systematic in recent years, and for several outcomes, especially those added in 2008, local measurements have yet to be developed. Local measurements made by faculty appear to indicate highest levels of student performance in the areas of written communication and personal health, with 90% and 89% of students respectively performing at acceptable levels or higher. Lowest levels of performance were registered in the area of critical thinking and reading and in the area of scientific understanding, with 73% and 68% respectively performing at acceptable levels or higher.

In addition to local measures, CCSU also employs measurement instruments that compare the general education learning outcomes of CCSU students to other university students in the United States. These efforts are coordinated by the Office of Institutional Research and Assessment in consultation with the AAC. The Collegiate Learning Assessment (CLA) represents a direct external measure of student learning in selected outcomes. Indirect measures of student learning include the National Survey of Student Engagement (NSSE) and the Connecticut State University System (CSUS) Alumni Survey. In contrast to findings from some of the extant local measurements of general education outcomes, external instruments would appear to suggest that CCSU undergraduates exhibit strongest performance in the area of critical thinking and critical reading, while exhibiting lowest levels of performance or development in the area of social equity and justice in the U.S. and in the area of civic responsibility.

Because this report represents the first comprehensive attempt to aggregate measurements made by faculty across departments and because these measurement efforts are still incomplete, this initial summary of performance should likely be viewed as tentative and suggestive rather than definitive.

Recent efforts by departments and faculty who have participated in these more systematic assessment projects are to be commended for advancing this work, even as these efforts are extended to provide additional useful information. In addition to accelerating local measurement efforts in the areas of quantitative skills, social equity and justice in the U.S., and civic responsibility, the use of results from internal and external assessments to make adjustments deserves significant attention. Since the use of these results should be faculty-driven, the dissemination of this report and its supporting documents to CCSU faculty may prompt additional action based on data about student learning in general education.

Programs submitting AAC reports for 2007-08 and 2008-09

Bachelor's Programs	Degree Type	2007-08 Report	2008-09 Report
Accounting	BS	submitted	submitted
Anthropology	BA	submitted	submitted
Art	BA	submitted	submitted
Art Education	BS	submitted	submitted
Athletic Training	BS	submitted	submitted
Biochemistry	BS	--	--
Biology	BS	submitted	submitted
Biomolecular Sciences	BS	submitted	submitted
Chemistry	BS	--	submitted
Civil Engineering	BS	not applic.	submitted
Civil Engineering Technology	BS	submitted	submitted
Communication	BA	submitted	--
Computer Engineering Technology	BS	submitted	submitted
Computer Science	BS	submitted	submitted
Construction Management	BS	submitted	submitted
Criminology	BA	submitted	submitted
Earth Sciences	BS	submitted	submitted
Economics	BA	submitted	--
Electronics Technology	BS	submitted	submitted
Elementary Education	BS	submitted	submitted
English	BA/BS	submitted	submitted
Finance	BS	submitted	submitted
French	BA/BS	submitted	submitted
Geography	BA/BS	submitted	submitted
German	BA/BS	submitted	submitted
Graphic/Information Design	BA	submitted	submitted
History	BA/BS	submitted	submitted
Hospitality & Tourism	BS	--	submitted
Industrial Technology (2 reports)	BS	submitted	submitted
Interdisciplinary Science	BS	--	--
International Studies	BA	--	--
Italian	BA/BS	submitted	submitted
Journalism	BA	not applic.	submitted
Management	BS	submitted	submitted
Management Information Systems	BS	submitted	submitted
Manufacturing Engineering Technology	BS	submitted	submitted
Marketing	BS	submitted	submitted
Mathematics	BA/BS	--	submitted
Mechanical Engineering	BS	submitted	submitted
Mechanical Engineering Technology	BS	submitted	submitted
Music	BA	submitted	submitted
Music Education	BS	submitted	submitted
Nursing	BSN	submitted	submitted
Philosophy	BA	submitted	--
Physical Education (2 reports))	BS	submitted	submitted
Physics	BS	--	submitted
Political Science	BA	submitted	submitted
Psychology	BA	submitted	submitted
Social Sciences	BS	submitted	submitted
Social Work	BA	submitted	--
Sociology	BA	submitted	submitted
Spanish	BA/BS	submitted	submitted
Technology and Engineering Ed K-12	BS	submitted	submitted
Theatre	BFA/BA	submitted	submitted

Master's Programs	Degree Type	2007-08 Report	2008-09 Report
Art Education	MS	submitted	submitted
Biological Sciences	MA/MS	submitted	submitted
Biological Sciences Anesthesia	MS	submitted	--
Biomolecular Sciences	MS	submitted	submitted
Communication	MS	--	submitted
Computer Information Technology	MS	--	--
Construction Management	MS	submitted	submitted
Counseling	MS	submitted	submitted
Criminal Justice	MS	submitted	submitted
Data Mining, online	MS	--	--
Early Childhood Education	MS	submitted	submitted
Educational Foundations	MS	submitted	submitted
Educational Leadership	MS	submitted	submitted
Educational Technology Media	MS	submitted	submitted
Elementary Education	MS	submitted	submitted
Engineering Technology	MS	submitted	submitted
English	MA	submitted	submitted
Geography	MS	submitted	submitted
History	MA	submitted	--
Information Design	MA	submitted	submitted
International Studies	MS	--	--
Marriage & Family Therapy	MS	submitted	submitted
Mathematics	MA/MS	--	--
Modern Languages	MA	submitted	submitted
Music Education	MS	submitted	submitted
Natural Sciences	MS	submitted	submitted
Physical Education	MS	submitted	submitted
Psychology	MA	submitted	submitted
Public History	MA	submitted	--
Reading and Language Arts	MS	submitted	submitted
Spanish	MS	submitted	submitted
Special Education	MS	submitted	submitted
Teacher Ed: Various Specializations	MAT	submitted	submitted
Teaching English as a Second Language	MS	submitted	submitted
Technology and Engineering Education	MS	--	submitted
Technology Management	MS	submitted	submitted
Sixth-year Certificate Programs	Degree Type	2007-08 Report	2008-09 Report
Educational Leadership	SY	not req.	submitted
Mathematics Education Leadership	SY	not req.	--
Reading and Language Arts	SY	not req.	submitted
Doctoral Program	Degree Type	2007-08 Report	2008-09 Report
Educational Leadership	Ed.D	submitted	submitted