

Academic Assessment Committee Annual Report 2023-2024

Submitted by: Amanda Fields, Chair
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Program Assessment Reports

The Academic Assessment Committee (AAC) scored, discussed, and offered feedback for 8 of the 9 required program reports. The committee scored all 9 reports. Additionally, the Chair and Assessment Coordinator met with 8 of the 9 programs to discuss feedback (written in letter form) and offer guidance.

Our goal continues to be encouraging and supporting programs through the assessment process.

Establishment of Sustainable Subcommittees

A significant part of AAC work this year was in establishing subcommittees that can transfer and develop their work from year to year. This was made possible through the energy surrounding this particular committee: many AAC members this year were invested in the project of building a culture of assessment that is more meaningful for faculty.

- **Workshop Subcommittee:** This committee continued its work in offering workshops to programs moving toward a full report. The most recent workshop, taking place on April 17, 2024, focused on developing Learning Outcomes through breakout working sessions led by subcommittee members. This immediate feedback in process was useful for the attending programs. In Fall 2024, the workshop subcommittee will be offering another working session for these programs regarding the Findings and Analysis sections of assessment. The intention of this subcommittee is to maintain approaches and content that are working, revise approaches as needed, and continue to offer regular working sessions.
- **Resources Subcommittee:** This committee developed a list of resources they would like to add to the website. Future goals are: 1) frame outside resource links for our audience of programs developing and refining assessments, 2) find and post exemplar reports as models, and 3) review and revise the report template to make it more navigable and useful.
- **General Education Subcommittee:** This committee drafted an overall strategy for a better understanding of general education assessment in relation to program assessment. The plan includes clearer, more purposeful communication strategies and engagement with invested entities, including student organizations. In the coming years, much will depend on the work being done by the ad hoc General Education committee through Faculty Senate (including alignment with the Writing in the Disciplines requirement and the future WID committee) and through intentional communication and connections with the Curriculum Committee. The

Assessment Coordinator and an AAC rep were both on the ad hoc General Education committee this year, and this experience will assist AAC in future collaborations.

General Education Assessment Initiative

This growth in a more positive, robust culture of assessment on campus continues to be tied to the work of the Assessment Coordinator in facilitating faculty engagement. This year, CCSU completed the 3-year general education assessment initiative grant work through the Davis Foundation. 142 faculty participated in this work, and 125 of these faculty were new to general education assessment. Over 3 years, 46 assessment teams met to align over 200 assignments to our 10 learning outcomes. Five rubrics for our learning outcomes were aligned, and almost 4000 artifacts were collected for assessment.

It's notable that many members of this year's Academic Assessment Committee initially participated in this grant-funded general education assessment initiative, another positive sign that more and more faculty are engaged in assessing the ways in which their students are encouraged to succeed.

Academic Year 2024-2025: Plans

- Add clarity to current general education learning outcomes
- Organize faculty discussion groups around 10 general education learning outcomes
- Add clear, useful resources to the assessment website
- Continue model of hosting workshops for departments writing full reports
- Continue offering feedback for program reports
- Work with Curriculum Committee, ad hoc General Education committee, Writing in the Disciplines committee, and other entities to align our goals and clearly integrate assessment into planning and design
- Continue supporting programs through the process of designing and revising program assessments.