

Memo

To: Academic Senate Executive Committee
Chair, Curriculum Committee
Department Chairs
Provost and VPAA
Vice-President for Student Affairs
Academic Dean
Library Dean

From: Institution-Wide Assessment Council

Re: IWAC Summer Session 2018

Date: May 21st, 2018

Colleagues,

The IWAC council concluded its annual week-long summer session in May of 2018. Per the powers and responsibilities granted to this committee, we spent a week reviewing the Institution-Wide Outcomes, mapping the assessment calendar, analyzing results collected over the past year and making recommendations for improving student learning. There was only one ILO (Quantitative Reasoning) scheduled for analysis this year, but as usual, attention was paid to all ILOs according to their position in the cycle. The status of each ILO is as follows:

ILO A Communication (In Year 2 of assessment cycle): A draft rubric was created which will be sent to department chairs to identify courses where the outcome is taught and ask for feedback. (IWAC has identified and recommended some courses.) Rubric and courses and instructors of record (if possible) need to be identified for data-gathering in 2018-19. Instructors will be informed of multiple assessment gathering options in this transitional year.

ILO B Critical and Creative Thinking (In Year 1 of assessment cycle): A draft rubric was created which will be sent to department chairs to identify courses where the outcome is taught and ask for feedback. (IWAC has identified and recommended some courses.) Rubric and courses and instructors of record (if possible) need to be identified for data-gathering in 2019-20.

ILO C Quantitative Reasoning (In Year 3 of assessment cycle): Data from 2017-18 was collected and analyzed; the annual report was generated. Data was gathered from assessments done by faculty in their courses using a common 6-point rubric. In total, 741 artifacts were gathered and scores were aggregated by major, graduation year, and gender. The full report is uploaded to the IWAC webpage, but the following recommendations were made: 1) the data collection processes and formatting should be standardized, 2) assessment data should be supplied to university advisors, registrar, and admissions for insights and recommendations regarding the gender and under-represented minorities gaps, 3) The Dept of Science and Math should investigate indirect measures to further examine gender and under-represented minorities gap relative to the benchmark, 4) GSMA should identify an upper division course to assess quantitative reasoning consistent with social science curriculum at peer institutions, 5) IBL should identify an upper division course to assess quantitative reasoning consistent with business

curriculum at peer institutions, and 6) ET should investigate performance gaps relative to the benchmark in this subject area.

ILO D Lifelong Learning (In Year 4 of assessment cycle): Recommendations were reviewed; many have already been implemented. Others have mostly to do with refining the assessment process which will take place in Summer 2019 when the outcome will be examined as part of the Year 1 activities. IWAC discussed the possibility of removing “Lifelong Learning” as an *institutional* outcome. This conversation will be renewed in Summer of 2019

ILO F Information Fluency (In Year 4 of assessment cycle): All recommendations from the previous report were reviewed and implemented.

ILO H Ethical Awareness (In Year 4 of assessment cycle): All recommendations from the previous report were reviewed and implemented. Moving forward, any discussion about the possible elimination of HUM 400 as a required course will need to include input from IWAC.

ILO I Global Learning (In Year 1 of assessment cycle): A draft rubric was created which will be sent to department chairs to identify courses where the outcome is taught and ask for feedback. (IWAC has identified and recommended some courses.) Rubric and courses and instructors of record (if possible) need to be identified for data-gathering in 2019-20.

In addition, the Leadership ILO was discussed in relationship to the ELDP, with the understanding the IWAC will continue to look to ELDP for the assessment of its own co-curricular program, but would like to be better informed of the data collection and analysis processes. Likewise, conversations about “Lifelong Learning” and “Ethical Learning” laid the groundwork for further discussions when these cycle up next summer.

There was also a recommendation by IWAC to ensure the migration to our new LMS involves a close attention to the assessment capacities of this new product. Since Campus Labs proved to be an ineffective platform for our institutional needs, IWAC looks forward to better aligning Brightspace functionality with assessment efficiencies.

The committee worked very hard this year to achieve our stated objectives, and we look forward to continued progress and improvement in the semesters to come.

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