December 2016 Academic Assembly
Agenda

- Two Small Things
  - Tri-Fold (Distribution)
  - Master Academic Plan (Update)
- Core/General Education Assessment (Plan)
- Budget (Discussion)
Assessment of the Core Curriculum
• Middle States reaffirmed accreditation and requested a progress report due April 1, 2018:
  – documenting further development and implementation of ... an organized systematic process to assess general education student learning outcomes.

• June 2016 Academic Assembly met to discuss creation of a process that is manageable, meaningful, and sustainable.
Strengths:

- Overarching Core Learning Outcomes (CLOs) exist and are accepted.
- CLOs are aligned with core (general education) courses.
- Willingness to work across silos (focused more at the action stage)

Concerns:

- Wasted effort/that improvement will not result and worse:
  - Interference from outside the department/top down mandates.
- Departments feel responsibility for core courses and the course-level outcomes--not CLOs—tendency to silo.
Academic Assembly Take-Aways

General Take-Aways

• Keep assessment **simple!!!**
• Make sure assessment work is **not overly burdensome/time consuming.**
• Keep **faculty at the center** of assessment/autonomy over process and product
  – Work with (relevant) faculty to make meaning of assessment results and to determine next steps
• Keep the assessment as an open **dialogue**--not for its own sake nor used as part of an agenda
• Use assessment to see a **bigger picture**
• Connect assessment to **resources** (the process and the results)
• Build **capacity** around assessment
• Ensure assessment processes are **sustainable**
II. Current Assessment Activities

  – Assessment(s) implemented this academic year:
    • Student learning outcome(s) assessed.
    • Description of the assessment . . . .
  – Process for organizing/analyzing the assessment data.
  – Results and indication of the degree to which students met the expectations of learning related to the outcome(s), as determined by the department or program.
  – Lessons learned and actions recommended based on AY2017 assessment activities.
III. Indicate level of proficiency for one or more of the **USNA core learning outcome(s)** that align with the student learning outcome(s) reported on in section II above.

- Include information indicating the core course, the learning outcome, and the related USNA core learning outcome, and the level of proficiency demonstrated (use enclosure 1a).
- Interpretation of/satisfaction with core learning outcome results (if there is information beyond what was reported in section II).
- Additional lessons learned or actions recommended (if there are any beyond those reported in section II), including those at or above the division level.
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<thead>
<tr>
<th>USNA Core Learning Outcome</th>
<th>Course Outcome</th>
<th>Core Course(s)</th>
<th># of cases</th>
<th>Proficiency Scale</th>
<th># of cases that meet or exceed expectation</th>
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Inter/Intra Division

- Spring: Report goes to FSAC (part of regular assessment activities) and to the division
- Fall: Division facilitates conversations based on department-level assessment results
  - Assessment Committee or Round Table or Forum
  - Contextualized analysis of results
  - Next steps (if any):
    - Department Level Actions
    - Inter Division Actions
    - Intra Division Actions
    - Academic Assembly Topic
- Fall: Division reports results of discussions to FSAC
- Division supports and tracks agreed actions
Budget