# 2018-2020 Academic Affairs Assessment Committee Activities

This document summarizes the key activities of the committee and associated timelines and status of each.

<table>
<thead>
<tr>
<th>Charge Mapping</th>
<th>Assessment Activities</th>
<th>Time Period</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Committee Structure and Function</strong></td>
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<tr>
<td>10</td>
<td>a. Revise committee charter</td>
<td>Spring 2019-Fall 2019</td>
<td>Complete; Implemented Fall 2019</td>
</tr>
<tr>
<td>1, 3</td>
<td>b. Review and revise website content</td>
<td>Spring 2020-Spring 2021</td>
<td>In process</td>
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<tr>
<td>10</td>
<td>c. Review and report activities on an annual basis</td>
<td>Fall 2019-Spring 2020</td>
<td>Complete, but ongoing; Activities reviewed Spring 2020</td>
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<tr>
<td></td>
<td><strong>HLC Quality Initiative</strong></td>
<td></td>
<td></td>
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<tr>
<td>1, 4, 6, 9</td>
<td>a. Review and recommend proposal to the Provost</td>
<td>Fall 2016-Spring 2020</td>
<td>Complete</td>
</tr>
<tr>
<td>1, 4, 6, 9</td>
<td>b. Review QI project proposals</td>
<td>Fall 2016-Spring 2020</td>
<td>Complete</td>
</tr>
<tr>
<td>1, 4, 6, 9</td>
<td>c. Engage in QI reporting and findings</td>
<td>Fall 2016-Spring 2020</td>
<td>Complete</td>
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<tr>
<td></td>
<td><strong>Data Utilization: NSSE</strong></td>
<td></td>
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</tr>
<tr>
<td>5, 7</td>
<td>a. Develop and implement NSSE data use process for 2018 results</td>
<td>Fall 2018-Spring 2019</td>
<td>Complete</td>
</tr>
<tr>
<td>5, 7</td>
<td>b. Develop and implement NSSE data use process for 2020 results</td>
<td>Fall 2019-Spring 2021</td>
<td>In process</td>
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</table>
### Data Utilization: Nuventive Improve

<table>
<thead>
<tr>
<th></th>
<th>a. Develop Expectations Quick Reference</th>
<th>Fall 2019</th>
<th>Complete</th>
</tr>
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<tbody>
<tr>
<td>5, 6</td>
<td>b. Review and recommend system cleanup</td>
<td>Fall 2019</td>
<td>Complete</td>
</tr>
<tr>
<td>5, 6</td>
<td>c. Review dashboard results, disseminate to colleges, collect feedback and make recommendations</td>
<td>Spring 2020</td>
<td>In process; Results reviewed, disseminated to colleges, feedback tool developed Spring 2020</td>
</tr>
<tr>
<td>1, 4, 5, 6</td>
<td>d. Disseminate annual examples of use of data to promote learning improvements</td>
<td>To be rolled forward</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>e. <strong>In last plan</strong>: Develop policies that specify expectations for outcomes, measures, and results for outcomes at the program level for continuation.</td>
<td>In process; Expectations Quick Guide shared with UAC for University Assessment Plan</td>
<td></td>
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### Celebrating Successes: Excellence in Assessment Award

<table>
<thead>
<tr>
<th></th>
<th>a. Revise criteria to broaden engagement</th>
<th>Fall 2019-Spring 2020</th>
<th>Complete</th>
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<tbody>
<tr>
<td>3, 4</td>
<td>b. Proactively solicit nominations</td>
<td>Fall 2019-Spring 2020</td>
<td>Complete</td>
</tr>
<tr>
<td>3, 4</td>
<td>c. Develop and pilot rubric to score nominations</td>
<td>Fall 2019-Spring 2020</td>
<td>Complete</td>
</tr>
<tr>
<td>3, 4</td>
<td>d. Heighten visibility of the assessment awards.</td>
<td>Fall 2019-Fall 2020</td>
<td>In process</td>
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</table>

### Building Assessment Expertise

<table>
<thead>
<tr>
<th></th>
<th>a. <strong>In last plan</strong>: Conduct workshops on instructional design and linkages of assessment at the course and program levels.</th>
<th>Spring 2019-Spring 2020 (FCTL Workshops)</th>
<th>Complete, but ongoing; FCTL has held several workshops</th>
</tr>
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<tbody>
<tr>
<td>1, 2, 3, 4, 8</td>
<td>b. <strong>In last plan</strong>: Provide guidance on instructional techniques that promote student learning and utilize data for continuous improvement.</td>
<td>Spring 2019-Spring 2020 (FCTL Workshops)</td>
<td>Complete, but ongoing; FCTL has held several workshops</td>
</tr>
<tr>
<td>1, 2, 3, 4, 8</td>
<td>c. <strong>In last plan</strong>: Continue to support individuals’ attendance at assessment conferences.</td>
<td>Ongoing</td>
<td>Complete, but ongoing; Provost’s Office supported attendance at IUPUI, AALHE, NEean</td>
</tr>
<tr>
<td>1, 2, 3, 4, 8</td>
<td>d. <strong>In last plan</strong>: Provide mentoring to coordinators and department chairs to guide assessment implementation. Re-energize college-level assessment committees and/or processes for monitoring assessment results reporting and improvement efforts.</td>
<td>Ongoing</td>
<td>In process; Working with UAC re: role of multiple committees</td>
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### Institutionalizing Assessment Through Processes

<table>
<thead>
<tr>
<th>Process</th>
<th>Description</th>
<th>Status</th>
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<tbody>
<tr>
<td>1, 4, 5, 6</td>
<td>a. Inclusion of assessment into APR process.</td>
<td>Complete, but ongoing; Assessment reports are now required. Ongoing work re: role of AAAC</td>
</tr>
<tr>
<td>1, 4, 5, 6</td>
<td>b. General Education outcomes assessment reports.</td>
<td>Ongoing; Closing the Loop Conversations established and executed; ongoing work re: role of AAAC</td>
</tr>
<tr>
<td>1, 2, 3, 4</td>
<td>c. Assure that faculty processes reinforce the important role of assessment in faculty responsibilities, such as hiring, tenure, promotion and merit.</td>
<td>To be rolled forward</td>
</tr>
<tr>
<td>1, 2, 3, 4</td>
<td>d. Incorporate responsibility for assessment in job descriptions and annual performance reviews (administration)</td>
<td>To be rolled forward</td>
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### Committee Charges as of 2019-2020

Working within a model of shared governance, the AAAC is responsible for the following:

1. Establishing the development, exchange, and the advancement of best practices and excellence in assessment;
2. Monitoring and evaluating processes and methodologies to assess student learning and ensure mechanisms reflect good practice and include the substantial participation of faculty and other instructional staff members;
3. Providing guidance and resources to support assessment practices;
4. Collaborating with the units of Academic Affairs to develop and maintain a culture of unit-owned continuous quality improvement;
5. Regularly auditing assessment practices including current initiatives, data collection, and outcomes;
6. Developing recommendations to help the institution achieve greater effectiveness and efficiency as a result of assessment practices;
7. Directing and evaluating administration schedules and analysis of institutional measures of success (e.g., NSSE, FSSE) in coordination with other divisions;
8. Assisting academic units to prepare for and meet assessment-related accreditation expectations;
9. Directing, evaluating, and supporting divisional quality improvement initiatives (often a required component of the institution’s reaffirmation of accreditation) and the institution-level measurements that track improvements from those efforts; and
10. Evaluating the progress and outcomes of these charges on an annual basis, using data to inform the work of the committee.