

**CEP ASSESSMENT COMMITTEE (CAC)
ANNUAL REPORT
2009-2010 Academic Year**

The idea of establishing an assessment committee was discussed at the October 1, 2009, meeting of the Senate Council on Educational Policy as part of a larger discussion about assessment of student learning and review of General Education categories. After consultation with the Dean of Undergraduate Education, members of the Senate Cabinet drafted a proposal for the new Senate Assessment Committee, which was established through a change in the Senate Bylaws approved by the CEP on May 6, 2010, and then by the Divisional Senate Assembly on June 4, 2010. Making the Assessment Committee part of the Academic Senate will ensure that assessment and the value of assessment for informing and improving curricula and student learning will become a permanent part of the culture at UCI.

In developing this proposal, Assessment Committees at other research universities were reviewed and it was found that they typically provide oversight, make recommendations, develop policies, and inform practice with respect to student learning assessment activities. Through these tasks, they provide a structure to a campus's assessment efforts, as well as a line of responsibility for assessment in academic programs. Those that are located within the Faculty Academic Senate ensure that faculty are at the center of assessment initiatives while providing a permanent infrastructure for the overall effort as faculty rotate in and out of the committee.

To ensure that all schools are represented, membership in the CEP Assessment Subcommittee (CAC) will include one faculty member from each School offering an undergraduate degree, with an additional two members selected from CEP, one of whom will serve as chair of CAC. Since the CAC will also provide advice to Assessment and Research Studies (A&RS), a unit within the Division of Undergraduate Education charged with leading campus assessment efforts and assisting faculty with the assessment process, the Director of A&RS shall serve as an *ex officio* member of the Subcommittee and the Assessment Coordinator, who reports to the director, shall serve as a Consultant to the Subcommittee.

The role of the CEP Assessment Committee will be to develop assessment policies, oversee assessment efforts campus-wide, and make recommendations to departments, schools, and the Academic Senate. Regarding student learning in the major, the Subcommittee will work with individual units granting majors in order to provide guidance concerning assessment, conduct reviews of assessment plans and reports, and make recommendations for improving student learning. With regard to General Education, CAC will develop and maintain procedures for the assessment of General Education courses and their learning outcomes. On the one hand, the Subcommittee will oversee the periodic comprehensive assessment of each General Education category, which up to now, for instance with the review of the writing requirement, has been managed directly by the CEP. On the other hand, CAC will establish procedures, such as

student and instructor surveys, for continual ongoing assessment of the General Education learning outcomes.

The members of an interim CEP Assessment Committee were appointed by the Senate Committee on Committees and held its first meeting on May 25, 2010.

At the first meeting of the interim CEP Assessment Committee (CAC), Chaired by Jessica Utts, CEP Chair David Pan described for members the history and rationale for the Subcommittee.

- Assessment and learning outcomes for our 80 majors: The Committee should play a role in setting policy for these, and provide input to ARS.
- GE Assessment: This is a major role for the Committee. It includes evaluation and rewriting of learning outcomes, as well as developing methods for assessing how well students and faculty think the learning outcomes are being met.
- Assessment for public feedback on our graduates is a whole separate area, and the Committee can make recommendations but it is not necessarily a focus of our work.

In the discussion that ensued, ideas were offered for making sure faculty are aware of the desired learning outcomes for the GE classes they teach. There was also discussion of assessing Category II next year, as a test case for assessing GE.

Judy Shoemaker, Director of Assessment and Research Studies in the Division of Undergraduate Education (DUE) reported on what her office does, and provided a handout of details from their webpage. She asked for volunteers to help review the assessment plans that are due from all majors on June 1st. Several members volunteered to help.

Discussion then turned to where to begin the CAC's work in the fall, with the following suggestions:

- Redo the student learning outcomes for each of the GE categories.
- Work with instructors who teach the courses in each category to help refine the learning outcomes.
- Send a letter each quarter to instructors who teach GE courses reminding them of the learning outcomes.
- Ask instructors (and/or departments) of courses that currently qualify as GE to justify that the courses meet the learning outcome objectives.
- Work with the CEP Programs and Policy Subcommittee (PPS) to do an audit of courses that were "grandfathered in" during the 2007 restructuring as satisfying GE requirements, to see if they are appropriate after the new learning objectives are written.
- For the assessment of individual majors, develop policy guidelines, based on reviewing the plans submitted June 2010 and identifying strong and weak practices.
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Interim CEP Assessment Committee (CAC)

Academic Unit

ICS

Arts

Biological Sciences

Business

Engineering

Humanities

ICS

Nursing Science

Pharmaceutical Sciences

Physical Sciences

Social Ecology

Social Sciences

Member

Jessica Utts, Chair

Lisa Naugle

Rudi Berkelhamer

TBD

Haris Catrakis

Jonathan Alexander

Gary Olson

Alison Holman

Mahtab Jafari

Phil Collins

Donna Schuele

TBD