



Outcomes Assessment Committee

- The OAC is composed of one faculty member per department to be appointed annually by department chairs along with selected management. Multi-program departments may appoint one member per specific degree program.
- Our primary responsibility is for effective General Education assessment
 - Development and use of rubrics
 - Organization, summary, and archiving of data
 - Creation of reports and trend analyses
 - Assistance to departments and administration re: assessment

OAC Charge, Part 1

- 1) Develop and recommend a comprehensive outcomes assessment plan to incorporate into the University's strategic plan
- 2) Assist disciplines and departments who request help in developing outcomes assessment plans including learning goals and objectives and developing methods to measure attainment of those outcomes
- 3) Assist in developing or selecting surveys for University-wide projects which assess academic and co-curricular aspects of the college experience as preparation for professional careers and graduate school
- 4) Be available to coordinate academic programs/disciplines/departments assessment activities to maximize cooperation and collaboration among units and minimize duplication of efforts

OAC Charge, Part 2

- 5) Act as an informational and educational resource for the faculty to increase knowledge and skills in conducting assessment of student learning. This may include inviting speakers to campus, purchasing relevant materials, holding workshops and providing financial support for attendance at professional meetings related to assessment.
- 6) Evaluate the effectiveness of academic outcome assessment efforts at least once every five (5) years
- 7) Support and coordinate assessment of general education by providing faculty and Deans with an annual sampling distribution, providing yearly summaries and periodic trend analyses of assessment data to the UCC and administration, and conducting periodic reviews and revisions of rubrics when needed (at least every five years or as requested by the provost or UCC).

An extremely brief history

- General Education rationale & criteria existed, but many criteria were not assessable
- Middle States had concerns
 - Our assessment program wasn't comprehensive
 - Assessment results were not being linked to changes in curriculum, budget requests, faculty lines
- We had to move into the 21st century with our assessment efforts
 - Using LEAP Value Rubrics (Liberal Education and America's Promise) as exemplars
 - Connecting of Gen Ed competencies to outcomes and activities on master syllabi
 - Developing sampling rotations

2013: New General Education Rationale and Criteria for LHU

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| <ul style="list-style-type: none"> ◦ Knowledge & Inquiry <ul style="list-style-type: none"> ◦ Natural Science ◦ Historical, Behavioral, and Social Science ◦ Philosophical, Literary, and Aesthetic ◦ Personal and Social Responsibility <ul style="list-style-type: none"> ◦ Global Awareness and Citizenship <ul style="list-style-type: none"> ◦ Ethics ◦ Wellness ◦ Experiential Learning | <ul style="list-style-type: none"> ◦ Intellectual Foundation (Skills) <ul style="list-style-type: none"> ◦ Oral Communication ◦ Written Communication ◦ Information Literacy ◦ Critical Thinking ◦ Mathematical and Computational Thinking |
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Current Processes

- Department / Program Assessment Coordinators facilitate collection and organization of Gen Ed data from classes GES-approved for the Gen Ed competency or skill area

- Submitting Gen Ed data to OAC vs. Completing departmental assessment goals

- RESOURCES
 - On website: ABOUT > Assessment
 - Excel templates: Rubrics and data reporting
 - Summary reports: Reporting back to departments/programs
 - D2L site
