

## Faculty Senate Proposal for an Ad-hoc Assessment Committee

- request for the establishment of an ad-hoc assessment committee for the 2020/21 academic year.

### **Why?**

Faculty oversight/guidance/support for academic assessment is officially under the purview of the Teaching, Learning, and Assessment (TLA) committee, a committee of the Faculty Senate. However, the TLA has not focused on assessment practices or issues and this has created a void of faculty engagement in assessment. As assessment becomes more fully integrated into the everyday practice of higher ed teaching, faculty engagement in the processes of assessment, in the practice of assessment, and in the use of assessment is critical.

### **What?**

This committee would eventually assume responsibilities for the final review of the program review process, which includes making recommendations to the Provost about the program, for the review and feedback of biennial assessment reports, for the review of processes and templates, and for identifying needed training. Initially, under the guise of an ad-hoc committee, members would review current processes, dig into the literature on assessment, review templates and potentially prepare to take on the full range of tasks the following year.

### **Who?**

Traditionally, the faculty involved with program review (listening to the final presentations of the 5-year review processes and making recommendations to the Provost) are elected members of the Faculty Senate Executive Committee who are tenured. Occasionally a tenure-track member of the faculty is elected. It is important that the general faculty have confidence in the faculty who are members of this committee, so whatever process ensures that would be ideal.

### **Proof of concept**

WSU has a tradition of faculty participation in the program review process. Members of the FSEC have supported the review process by reading extensive materials (self-study, site visit report, faculty and dean responses), engaging the chairs in a discussion of the review process and finally making recommendations to the Provost. This may become burdensome for a committee that has a multitude of other demands on their time, especially as the number of programs grows. But it is an important precedent of faculty engagement in assessment. Three years ago, as part of the Gen Ed revitalization efforts, we began gathering faculty teams for two days at the conclusion of each fall and spring semester, to assess a random selection of Signature Assignments. These sessions, for which the participants are compensated, include a brief training for inter-rater reliability, then paired assessment of the artifacts. Participants develop insights about both the use of signature assignments and assessment broadly. Finally, just implemented this spring 2020 semester, members of the General Education Improvement and Assessment Committee (GEIAC), are assessing the evidence of learning reports for Gen Ed courses from programs submitting biennial assessment reports in November. The goal is to provide formative feedback to chairs that comes from the faculty perspective.