

II. ASSESSMENT PROCESS AND PROCEDURE

The following sections describe the current state of the Monmouth College Assessment Program and the procedures by which assessment is accomplished. While the Faculty and the President's Council mandate several elements of the assessment process, the specific procedures described in this document remain open to change and adjustment as the college discovers new needs and better methods for reflecting on our work. The section below is organized under four primary headings: Annual Assessment Activities, the Assessment Cycle of Reviews, Assessment Reports, and Using Assessment for Program and Institutional Planning and Improvement. Details of assessment practices for the various academic majors, rubrics and other major programs follow in Section III.

ANNUAL ASSESSMENT ACTIVITIES

The material below provides an overview of the general expectations for assessment activities that are ongoing, annually at Monmouth College.

Major Programs

The term "major program," as used in this document, refers to any significant set of activities that seeks to promote one or more of the Purposes of Monmouth College. Thus, major programs include all academic majors, general education rubrics, and several other programs as listed in the Cycle of Review schedule below. Major programs undertake a variety of assessment activities. Section III of this document describes the details of program-specific activities. In general terms, the activities expected annually for each program fall into two categories: endpoint measures and the single objective focus.

Each year programs collect data from seniors to determine how well these near graduates have succeeded in attaining the objectives established for the program. This process is called **endpoint measurement**. The specific types of endpoint measures vary considerably from program to program and the measures used are described near the end of each program assessment description (see Section III). The endpoint measurement process focuses primarily on *learning outcomes*, that is, the knowledge, skills and sensitivities developed by the seniors during their college career. The purpose of endpoint measures is to provide the staff of each program with an annual “snapshot” of program effectiveness. Endpoint measures seek to tap the totality of program objectives. Many programs also annually collect data on student satisfaction with program outcomes and alumni reflections on the program’s usefulness in the postgraduate years in addition to the direct, learning outcome measures of senior progress.

Departments typically meet to discuss the results of the annual endpoint measure and consider implications for program improvement near or after the conclusion of the academic year. These discussions are always conducted with reference to program objectives and the outcome of such discussions is summarized in the department chair’s annual report. Since information collected from endpoint measures forms the largest portion of the five-year comprehensive assessment review (see The Assessment Cycle of Reviews below), departments also must maintain records of annual endpoint measure data.

The **single objective focus** allows programs each year to select one (or sometimes two) program objectives that will receive special attention during the course of the year. Typically departments will collect data on program effectiveness in relation to the “focus objective” selected beyond what they generate from endpoint measures. Additional instruments, studies or analyses of student work may be done to develop a focused understanding concerning student achievement on the objective in order to evaluate the need for new pedagogical strategies and/or additional resources. We anticipate that, over the five-year review cycle, each program will be able to focus on each objective for one year. Thus, records of the “single objective focus” will also form an important part of the five-year comprehensive assessment review.

Departments provide **feedback to students** concerning their progress in meeting objectives of the major. Feedback to individual students comes in a variety of forms depending on the major program. For students whose advisors are faculty members in their major, the senior portfolio review marks an important form of feedback. Departments that use exit interviews as an endpoint assessment measure use those interviews for feedback purposes. In all majors the capstone experience, whether it is a senior seminar, senior research, senior performance or other project, is expected to include a component involving feedback to the individual student on his or her overall performance in meeting the objectives of the major. This form of feedback goes beyond those matters that arise routinely while completing the capstone experience.

General Education / College Purposes

Annual activities directed toward assessing general education at Monmouth College focus on three target populations: all current students, seniors, and alumni. The primary vehicle for assessing general education is through determination of student progress on the Purposes of Monmouth College (see Section I.) To this end the Assessment Committee coordinates a number of measurement strategies.

Two primary techniques are used for the population of all current students. The first is the **ACT Student Opinion Survey**. This instrument permits individual institutions to create a set of locally generated items for internal measurement purposes. Monmouth College uses 17 of these optional items to assess student progress on college purposes. The Student Life staff distributes the survey each Spring Semester to all students enrolled at the college with subsequent follow up efforts to encourage a high rate of participation. Recent experience suggests that a 40% or more return rate can be expected. Standard items on this survey also have assessment implications as to student use and satisfaction with various college programs and services. The Assessment Coordinator is responsible for analyzing and reporting annually on the results of the assessment portion of this survey.

The second technique used with the population of all current students is the **Annual Portfolio Review**. Each year a sample of 5 - 8% of the students participating in the Monmouth Personal Portfolio project will have their portfolios selected for use in assessment. Following criteria developed by the Assessment Committee, advisors of students selected for the sample will complete an assessment evaluation of student progress on college purposes as reflected in the individual portfolios. The Assessment Coordinator is responsible for compiling, analyzing and reporting on the results of the portfolio review. In addition, advisors of students keeping Monmouth Personal Portfolios will routinely forward to the Assessment Coordinator copies of the cover sheets (see the Faculty Handbook for the MPP project) attached to every student entry in a portfolio. The Assessment Coordinator will maintain summary data on college purposes as reflected in portfolio entries and other relevant qualitative information derived from the portfolio cover sheets.

The Monmouth Personal Portfolio project is the primary means we use for providing **feedback to students** concerning their progress on meeting the purposes of the college (i.e., general education goals). It is also an important source of feedback on matters concerning career and life planning and as well as progress in the major. Academic advisers meet at least once each semester with each student participating in the portfolio project to discuss portfolio entries and student goals for the coming semester and beyond. These meetings allow the opportunity for students and their advisors to reflect on progress the student has

made across the full range of college experiences. Documents and other materials placed in the portfolio serve as concrete evidence of student progress and achievement that students to discuss with their advisers. (See “The Monmouth Personal Portfolio: Faculty Handbook,” and “The Monmouth Personal Portfolio: Student Guidebook” for detailed descriptions of this process.)

For the population of seniors two primary techniques are also used to assess progress on the college purposes. The first of these is the Annual Portfolio Review, as described above. The review of senior portfolios also occurs annually in the Spring as part of the assessment process for all current students. However, for seniors a larger percent of the population is sampled (at least 10%) and a more rigorous assessment of the items in the portfolio is done. The Assessment Committee performs the review of senior portfolios following criterion-based standards developed by faculty in the various Rubrics as deemed appropriate for the various college purposes.

The second technique used to assess senior learning outcomes in relation to general education and college purposes is the **Senior Transcript Reflection**. All seniors, as a part of their Issues and Ideas course, participate in the transcript reflection. This measurement technique requires students to examine their own transcripts and reflect on which college purposes they have made the most progress and on which purposes the least. This instrument provides qualitative as well as quantitative data which enriches interpretations of the ACT Student Survey assessment items. In essence, the transcript reflection exercise serves as one endpoint measure for general education

The use of alumni data in assessment is accomplished primarily through the annual administration of the **ACT Alumni Survey**. This survey is distributed each winter to alumni who have graduated one year before, five years before, 15 years before and 25 years before. Twenty eight items generated by the Assessment Committee are added to the ACT standard questions for assessing general education and college purposes. In addition to questions tapping evaluation of the overall college program, fourteen items parallel items on the ACT Student Opinion Survey and seek responses on the college’s effectiveness in meeting our purposes. Twelve additional items attempt to determine which elements of the college program have contributed most alumni perceptions of educational effectiveness over the years. Standard items on this survey also have assessment implications. The Assessment Committee is responsible for analyzing and reporting annually on the results of the assessment portion of this survey.

Besides the above-mentioned techniques used for general education assessment, a number of other instruments administered by the college generate useful data. These include the **Wackerle Center Survey** of recent graduates (post graduate employment or education activities), the **Teacher Education Annual Employment Survey**, the **College Student Inventory** (a survey of new, first-time student preferences, expectations and attitudes toward the college experience), and the **Astin CIRP Survey of Freshmen**. The Assessment Coordinator will review results obtained from the administration of these instruments for implications concerning the effectiveness of college programs and purposes and make reports as appropriate under the direction of the Assessment Committee.

Other Program Assessments

Beginning in 1998-1999, the college will begin a series of assessment studies on issues that cross disciplinary and rubric lines. Issues designated for study include student information acquisition skills, student career planning, student information technology skills, and student critical thinking skills. The procedure for conducting these studies will be similar to that employed in assessment of majors and rubrics. Statements will be drafted describing the college's interest in the area, its relation to the mission and purposes, and our objectives. The appropriate college group will design assessment measures which tap our success in meeting the objective and the results will be analyzed in order to develop strategies for improvement as needed.

Responsibilities for these studies are designated as follows: The staff of the Hewes Library will lead the effort to assess information acquisition skills. The staff of the Wackerle Center and the Admissions and Academic Status Committee will develop assessment strategies for career planning. The Information Technology subcommittee of the Faculty and Institutional Development Committee will direct assessment of information technology skills. The Curriculum Committee (or a subcommittee designated by the committee) will lead efforts to assess critical thinking skills. Project descriptions and reports on the outcomes of these studies will be provided to the Assessment Committee on a schedule yet to be determined.

THE ASSESSMENT CYCLE OF REVIEWS

Besides the annual assessment activities described above, Monmouth College conducts comprehensive reviews of programs contributing to the purposes of the college on a regular, five-year cycle. These comprehensive reviews include all academic majors, each of the general education rubrics as well several other programs. The Assessment Committee coordinates the cycle of reviews. The chart below lists the current schedule of five-year comprehensive reviews by department or area. Departments review all their academic majors in the same year.

Schedule for the Five-Year Cycle of Comprehensive Assessment Reviews

<p>Cycle I</p> <p>Accounting Chemistry History Phil/Rel: Philosophy Phil/Rel: Religious Studies Psychology Language Rubric</p> <p>Cycle II</p> <p>English M/CS: Mathematics M/CS: Computer Science Public Relations Sociology and Anthropology Freshman Seminar Honors</p> <p>Cycle III</p> <p>Education Physical Education MFL: Spanish MFL: French Music Women's Studies Human Societies Rubric</p>	<p>Cycle IV</p> <p>Biology Classics PEC: Business Administration PEC: Economics Communication and Theater Arts Beauty and Meaning in Works of Art Rubric Physical Universe and Its Life Forms Rubric</p> <p>Cycle V</p> <p>Art Co-Curriculum Environmental Science Political Science Physics 3:2 and other Affiliated Programs Issues and Ideas</p>
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Comprehensive assessment reviews begin and end with the department (or program staff in the case of rubrics and other interdepartmental activities) offering the major or other program under consideration. The process starts with the staff of the department preparing a **Comprehensive Program Assessment Report** and ends with the department staff implementing improvements derived through the review process in conjunction with relevant college agencies such as the Curriculum Committee, the budget group, the President's Council and others. The review is comprehensive in that it examines program effectiveness for each objective and seeks to understand the whole of the program's efforts in an integrated way. The review process supports assessment and improvement efforts in that it is focused on student outcomes, principally *student learning outcomes*, as measured by data collected through assessment processes.

The goals of this activity are 1) to provide a vehicle permitting departments to reflect on objectives and possibilities for innovations in a comprehensive manner and 2) to focus the attention of college planning agencies on specific programs and the totality of their activities and needs. Relevant planning agencies include the Curriculum Committee, the budget group (FIDC and the President's Council), the Long Range Facilities Planning Committee, the President's Council among others. We expect comprehensive reviews to provide substantial attention to individual programs on a regular basis such that college-wide resources can be brought to bear on program improvement beyond what is possible through annual incremental changes. Principal responsibility for pursuing recommendations coming from the comprehensive review remain with the department (or program staff) that operates the program. The Vice President for Academic Affairs (or other member of the President's Council as appropriate) has secondary responsibility for pursuing the recommendations and monitoring their implementation.

Each Fall the Vice President for Academic Affairs notifies the scheduled departments and programs of their pending Spring review. During the Fall Semester the department offering the program finishes preparing the Comprehensive Program Assessment Report. By February 1 reports are forwarded to the Assessment Committee. Following submission of the report, program staff members meet with the Assessment Committee, including the Vice President for Academic Affairs, to discuss the program, the report and the implications for future action. After meeting with the Assessment Committee relevant portions of the Comprehensive Assessment Report and its recommendations are distributed to the appropriate groups and individuals, including the Budget Committee, the Curriculum Committee, the Long-range Planning Committee, the President's Council, and others as deemed appropriate.

The role of the Assessment Committee in the review cycle is threefold. First, the committee serves to facilitate reviews, helping programs gain the knowledge and resources necessary to conduct an assessment that is useful to the program and to the college. Second, the committee meets with program staff to reflect on the assessment report and its implications. This reflective process is not one in which the Assessment Committee evaluates the program under review or seeks to substitute its judgment for that of the program staff. Monmouth College is committed to the idea that professionals in the disciplines are best qualified to make evaluations of program quality and are the most committed to making improvements. The committee's role in the reflective process is to insure that the review is comprehensive, fundamentally based on data reflecting outcomes, especially student learning outcomes, and linked clearly to program objectives and college purposes. Third, the committee has responsibility for distributing the results of comprehensive assessments to the appropriate groups and individuals on the campus.

ASSESSMENT REPORTS

A variety of reports are prepared and disseminated as part of the assessment process. These are used to communicate information to our various constituencies and to make assessment data available in forms which can be used to carry out program change and influence resource allocation. This section describes these reports, designates those individuals responsible for preparing the reports and identifies the nature of their dissemination and use.

The Department Head's Annual Assessment Action Report

Following the end of the fiscal year each academic department chair and the heads of other departments and offices of the college submit an annual report (commonly called the SWOT report) to the appropriate member of the President's Council. While these reports are not treated as public documents of the college, an addendum to each report is submitted to the Assessment Coordinator and placed in the Assessment Committee files and distributed to appropriate individuals and committees including the President and the members of the President's Council.

The addendum, known as the Department Head's Annual Assessment Action Report, is a brief summary of assessment related activities from the preceding year. The report is short, typically about two pages. It consists of three sections. The first lists assessments conducted including instruments or methods used with a brief description of any major findings. The second section summarizes actions designed to improve program effectiveness taken in response to assessment results, noting the objective(s) relevant to the innovation. The third

section briefly describes assessment results that speak to the effectiveness of innovations carried out in previous years.

These Action Reports are available to the college community and can serve as a source of ideas for assessment activities and for innovations by other departments and offices. They also serve as part of the basis for the Assessment Coordinator's Annual Report. The Assessment Committee uses them also for ideas on programming directed at helping the college community improve assessment activities and address needs discovered through assessment.

Major Program Comprehensive Review Report

As described previously in this document, the assessment process includes a comprehensive review every five years for each academic major, each general education rubric and several other major programs as indicated above in the schedule for the Cycle of Reviews. This comprehensive review process begins with the preparation of a Major Program Comprehensive Review Report. While primary responsibility for this report rests with the appropriate department head or chair, the development of the report involves the entire staff of the program. After notification of the impending Comprehensive Review by the Vice President for Academic Affairs, the department uses the Fall Semester to prepare the report.

The report itself describes departmental activities in support of the program under review and summarizes relevant assessment data collected in the preceding years. The purpose of assessment data analysis is to determine strengths and weakness in meeting program objectives and to support the options for program improvement presented. Typical reports are organized as follows:

Section I. Description of Activities and Recent Innovations in Support of Program Objectives. (Beginning with a program's second comprehensive assessment review, this section will also review the effectiveness of innovations growing out of previous reviews.)

Section II. Presentation and Interpretation of Assessment Data and Related Information (organized in subsections by program objective)

Section III. Summary of Program Strengths and Weakness

Section IV. Presentation of Options for Program Improvement (including curricular and other program adjustments and resource needs)

Assessment data and related information used in the report can include many materials but primary emphasis is placed on information that documents program **outcomes**, especially student learning outcomes. Strength and weakness analyses are normally described in relation to program objectives and college purposes. Options for program improvement can take a variety of forms. They may include any of the following: plans to revise program activities, requirements, staff responsibilities or curricula; proposals for additional resources, new forms of departmental or college support and emphasis, curricular and other program adjustments, etc.

After completion of the Comprehensive Review the Assessment Committee will disseminate relevant portions of the Comprehensive Assessment Report and its recommendations to the appropriate groups and individuals, including the Budget Committee, the Curriculum Committee, the Long-range Planning Committee, the President's Council, and others as deemed appropriate.

Assessment Coordinator Reports

The Assessment Coordinator annually prepares a number of reports describing the results of college-wide assessment activities. These reports include those described below.

Annual Review of Assessment Activities. After the conclusion of the academic year the Assessment Coordinator prepares an Annual Review of Assessment Activities at the College. This report summarizes the highlights of the assessment program during the preceding year including departmental assessment activities and program improvements. It also describes the results of college-wide assessment studies including the annual Transcript Reflection study, the annual Portfolio Review, the assessment portion of the ACT Student Opinion Survey, and the assessment results from the ACT Alumni Survey. This report is distributed to all faculty and staff and also members of the College Senate in the Fall and is made available to the student body through the Student Association, to alumni through the Alumni Board and to other college constituents upon request.

The Assessment Coordinator also prepares a number of other assessment reports. These include The Portfolio Review, The Transcript Reflection Study, The ACT Student Opinion Survey Report, and The ACT Alumni Survey Report. Each of these reports details the nature of the assessment instrument used and the method of its administration. The reports present results derived from the assessment activity, provide analysis of the results and discussion implications of the results for college action. These reports are normally completed over the summer and are ready for distribution and use by faculty and staff at the beginning of the Fall semester.

Occasional Reports

College-wide assessment activities directed at general education goals and the college purposes serve as indicators of effectiveness and beginning steps in setting the agenda for continuous improvement efforts. When weaknesses are discovered additional studies may be commissioned to determine the nature of the weakness and to discover the best means of implementing change. These studies are designed with specific reference to the goals and programs most relevant to the weakness and may vary considerably in nature. However, these studies will yield occasional reports which are provided to the Assessment Committee and other constituencies as appropriate.

Additionally, faculty members of the various general education rubrics will conduct assessment activities designed to measure the effectiveness of specific objectives of the rubric. These studies will also result in occasional reports provided to the Assessment Committee and relevant other groups.

Finally, with the beginning of the activities described in the section "Other Program Assessments," additional reports will be presented to the Assessment Committee which will determine their distribution and will use them to assist the President, the Vice President for Academic Affairs and the Faculty Senate in setting an agenda appropriate for dealing with issues growing out of such studies.

USING ASSESSMENT FOR PROGRAM AND INSTITUTIONAL PLANNING AND IMPROVEMENT

No assessment program accomplishes its purpose if the results of assessment are not used to improve the quality of education activities at an institution. Collecting data and reflecting on the results of assessment studies is not enough. As the title of this document suggests, the ultimate purpose of assessment is to make improvements in programs and activities of the college, especially in those areas that directly affect student learning. Essential to the development of an effective ongoing assessment program is creation of process which guarantee continuous improvement in the offerings of the college. The paragraphs below provide brief description of the principal processes by which Monmouth College insures that we put the results of our assessment program into practice.

Departmental Planning and Improvement

Individual departments use assessment results in several ways. Typically staff members of departments meet late in the academic year or in the summer to discuss the results of assessment activities and their implications for change. Academic departments will review the results of endpoint assessment measures and the results of their “single objective focus” studies. Departmental discussions may have several outcomes. These discussions serve as the basis for at least part of the department chair’s report. The discovery of strengths and weaknesses will ordinarily lead to plans for curricular or other improvements that maintain areas of high quality while addresses revealed needs. Sometimes the results of one year’s assessment activities will lead to more focused studies (“action research”) as a step in the improvement process. Often weaknesses revealed in assessment have resource components and so the collection of and reflection on assessment data serves as a key step in developing and supporting budget proposals for the following year. The results of departmental review and improvement efforts appear in The Chair’s Assessment Action Report and in departmental budget proposals and justification statements (see Resource Allocation below). In the end, responsibility for pursuing the implications of departmental assessment remain with the chair and staff of each college department.

Assessment and Resource Allocation

The primary way in which assessment influences resource allocation is through the “open budget process” at Monmouth College. The budget process provides an opportunity for all units of the college to present requests for support of new initiatives and increased program funding and staffing. Budget proposals are submitted to a budget group consisting of the members of the Faculty and Institutional Development Committee and the members of the President’s Council (FIDC is composed of faculty members appointed by the Faculty Senate and students appointed by the Student Association. The President’s Council consists of the college president and vice presidents.) This group receives budget documents from all units of the college including those not requesting “new money.” Early in the second semester, after the Vice President for Finance has received budget requests, the budget group holds hearings open to the entire community. Proposals for new initiatives requiring additional resources are discussed at these hearings. Following the hearings, the budget group meets at length to discuss the initiatives proposed and to evaluate spending priorities across budget categories. (The discussions are based on revenue and expense projections provided by the Vice President for finance and Business and parameters set by the Trustees.)

Assessment results affect the process at three points. First, departmental budget requests (including requests for staff increases) are based on discussions held in response to assessment activities (as described in the section immediately above). That is, departments use assessment data to determine what budget requests to make. Second, the budget group expects requests for new initiatives to include support from assessment results. Initiatives that have extensive assessment data related to student learning outcomes included in the justification tend to be judged more favorably than requests with less assessment related supporting material. The budget group pays particular attention to the Major Program Comprehensive Reviews produced for the Cycle of Reviews, recognizing that when departments have completed comprehensive reviews it is particularly important to insure that resources are sufficient for these departments to effectively meet their objectives. Third, the members of the budget group receive each of the reports reviewing student progress on the purposes of the college produced by the Assessment Coordinator and approved by the Assessment Committee. These include The Assessment Coordinator's Annual Review of Assessment Activities, the Transcript Reflection Study, the ACT Student Opinion Survey, the Portfolio Review report and other occasional studies as appropriate. Familiarity with these "college-wide" assessment results assists the budget group in recognizing needs that cross departmental lines. This allows for possible synergies and an improved ability by the group to set allocation priorities across disparate funding categories.

Assessment and Curricular Revision

In a manner not unlike that described above, assessment results are also used for curricular reform and improvement. This occurs at two levels. First, departments regularly use assessment results to adjust courses and assignments in order to better meet program objectives that data show need improvement. Departments also use assessment results as a basis for discussion concerning major program revisions, changes in requirement or other curricular reforms. They document the results of these efforts in departmental reports as described above.

The second level at which assessment plays a role in curricular revision is through the college Curriculum Committee. The Curriculum Committee is the primary agency of Monmouth College for monitoring academic effectiveness and initiating curricular revision. The Curriculum Committee uses assessment results in two ways. First, when academic departments propose new courses or other curricular changes requiring approval by the faculty, the Curriculum Committee requires such proposals to include supporting assessment data. In other words, the committee expects departments to show that revisions and adjustments in a program are directed toward meeting needs documented through assessment activities.

The second way in which the Curriculum Committee uses assessment outcomes in making curricular improvements is through the committee's responsibility for general education. The curriculum committee directs college-wide curricular reform. In this regard, the committee receives and uses assessment outcomes for all studies that tap effectiveness in meeting college purposes or that focus on objectives of the general education rubrics. The results of these studies play a key role in setting the agenda of the committee. In responding to needs revealed through assessment, the committee typically appoints individuals or groups to undertake further study and planning in order to develop plans for improving our effectiveness. The results of these efforts range from sponsoring pedagogical instruction programs to revising courses and requirements. The curriculum committee can also play an advisory role in the budget process by recommending areas that need additional resources to effectively accomplish learning goals.

Other Planning Uses of Assessment Outcomes

Various results of the assessment program are distributed to a variety of constituencies on campus beyond the budget group and the Curriculum Committee. These include the Long-range Facilities Planning Committee, the members of the President's Council, departmental and rubric staffs as appropriate, the members of the College Senate, and, in many cases, the faculty and staff generally. While procedures for how and when these various groups use assessment outcomes are not specified in detail, the general awareness of strengths and weakness revealed through assessment has an important influence on the planning for the widest range of college groups and agencies.

Assessment Activities Annual Timeline

<i>Approximate Date</i>	<i>Description of Activity</i>
July 31	Department Heads submit Annual Assessment Action Report as part of the Departmental Report covering the previous academic year
August 15	Departments file with the Assessment Coordinator summary results of the previous year's assessment activities, including the Single Objective Focus results and End-point Measures
September 15	Assessment Coordinator's Annual Report Distributed to Faculty, Staff, Students, and Alumni "All-college" Assessment reports distributed to the Curriculum Committee and the President's Council as appropriate
September - January	Departments conducting the Comprehensive Assessment Review analyze and interpret assessment data and write report
November 1	Vice President for Academic Affairs notifies departments and programs scheduled for Comprehensive Review the following year Assessment Coordinator distributes materials to ISSI instructors for the Transcript Reflection Assessment study
Nov. 15 - December 12	ISSI instructors conduct Transcript Reflection study. Students completing the "capstone experience" for the major receive feedback on progress in meeting objectives
December 1	Budget requests, including assessment results for justification of new resource allocations, due to the President's Office.
January 15	Comprehensive Review Reports due to the Assessment Committee Assessment Committee provides relevant assessment results to the budget group (FIDC & PC)
January - February	ACT Alumni Survey distributed to classes 1 year, 5 years, 15 years, and 25 years from graduation
February 1 - March 1	Assessment Committee meets with departments to consult on the Comprehensive Assessment Review report ACT Student Opinion Survey distributed on campus
March 1 - April 15	Assessment Coordinator, faculty advisors, and other members of the Assessment Committee (as needed) conduct data collection for the Portfolio Reviews
March 15 - May 1	Assessment Committee reviews and revises the Assessment Program as needed, recommends Occasional Studies for the following year, plans developmental activities on assessment and on student learning
April 1 - May 1	ISSI instructors conduct Transcript Reflection study. Students completing the "capstone experience" for the major receive feedback on progress in meeting objectives Departments conduct exit interviews or other "end-point" measures.
May 1 - May 30	Departments meet to discuss assessment results from the year and plan for improvements and innovations. Departments select the objective(s) for the following year's Single Objective Focus
July 15	Assessment Coordinator completes reports on the Transcript Reflection study, the Portfolio Review, the ACT Student Opinion Survey, and the ACT Alumni Survey.

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