




Assessment Council Agenda September 2, 2016

- Welcome new and renewed members and “visitors”
- Announcements and Updates
- Annual Reporting
- Sr. Vice Provost Noble-Triplett: Charge to the Assessment Council



Announcements and Updates

Academic Integrity and Assessment

Replacing WEAVE with Planning, Assessment, and Accreditation System (PAAS)

Academy for Assessment that Matters 2016-17

Outstanding Practices in Assessment Awards 2016-17



Annual Assessment Reporting

- ▶ WEAVE closes: October 7
- ▶ Compliance and Integrity Report: November 4
- ▶ Goals:
 - ▶ Three years of high quality evidence that learning outcomes assessment is practiced as continuous improvement
 - ▶ Improve the percentage of on-time and complete reporting of assessment findings and Closing the Loop Discussion summaries
 - ▶ Improve the focus of the Closing the Loop; i.e., speak to specific learning outcomes

Draft Charge to Assessment Council

The Assessment Council is a subcommittee of the Academic Affairs Associate's Forum. The council is comprised of representatives from the offices of the deans' offices and select academic centers. The council is charged to fulfill the goals of academic assessment at VCU which include fostering, supporting, and coordinating:

1. A culture of assessment that embodies continuous improvement.
2. Academic quality that is intentional and demonstrated through rigorous processes and measured outcomes.
3. Academic programs using assessment findings to maintain and enhance student learning.

Council members serve as liaisons between the school/college/academic center and academic affairs.

Members ensure compliance, completion, and integrity of the academic assessment processes. Members are responsible for collaborating closely with academic affairs to monitor assessment planning, annual assessment reporting, and the administration of the Assessment Quality Review for programs in their unit.

Council members also provide advice, recommendations, and support for institutional level assessment planning and initiatives at VCU.

Academic Affairs Charge to the Assessment Council

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Comments (return to sfoates@vcu.edu no later than September 9)

Assessing Expected Student Learning Outcomes
Reminders and Guidelines for Annual Reporting in WEAVE

- The WEAVE cycle for 2016-17 closes at the end of business on October 13, the second Friday of the month.
- For login go to: University Home Page→A-Z Index→W→WEAVEonline.
- Refer to [How-To-Video](#) for help with entering findings.
- When adding FINDINGS:
 - Do not leave empty text boxes. If there are no findings to report, simply write “No Findings to Report.”
 - Select the appropriate Target: **Met - Partially Met - Not Met - Not Reported This Cycle**
 - Select Entry Status: **Final**
- Provide summary answers to the “closing the loop” questions. See questions below. Do not leave questions unanswered. **NOTE:** SACSCOC will examine closely in our 5th Year Review these summary comments as the evidence that VCU uses assessment findings to inform the improvement of student learning.
- The Office of the Senior Vice-Provost for Academic Affairs will provide, in early November, a summary analysis of the compliance and quality of assessment reporting at the program and school/college level.

Closing the Loop Questions

1. When and how did the faculty discuss the assessment findings? Who attended?
2. What did the assessment findings indicate about the strengths of the program in terms of students’ learning? Speak specifically to the expected learning outcomes.
3. What did the assessment findings indicate about the weaknesses or gaps of the program in terms of students’ learning? Speak specifically to the expected learning outcomes.
4. Based on this year’s assessment findings (2016-17), what action plans, if any, will be made in the upcoming year to improve and/or maintain student learning?
5. What actions to improve student learning have been informed by assessment findings from previous years? What has been the impact of those actions? What is the evidence that the actions have or have not led to improved student learning? Be specific.
6. Not all discoveries of program strengths and weaknesses come from formal assessment. What other observations have faculty members made about improving student learning and success? What are the plans to investigate or act on these discoveries/observations?