Chapter XVII: A YEAR IN REVIEW

Both assessment committees, the Design and Implementation Group and the Analysis and Reporting Group, continued work during the 2003-2004 academic year. Below is a summary of each committee's activities.

Design and Implementation Group (DIG)

The Design and Implementation Group participated in several activities during the Fall 2003 semester. It began the year working on transcript notations for junior test performance and discussing the Interview Project. The DIG reviewed what was learned from the past Interview Project and discussed ways to disseminate these findings to the wider campus community. Some dissemination avenues include publications in the *Index*, *Truman Today*, and pop-up windows on the assessment website. An online follow-up survey to last year's Interview Project was developed and sent to Truman faculty with questions similar to those asked of students in the Interview Project. Faculty and student responses were then compared and presented during the summer Master Plan and Assessment Workshop.

The DIG discussed e-portfolios. Students will be required to submit Liberal Arts & Sciences Portfolios electronically in 2004-2005. Truman faculty participated in the Faculty Survey of Student Engagement (FSSE) during Spring 2004. The FSSE responses were compared to student responses to the same questions in the National Survey of Student Engagement (see Chapter XI). It heard reports from faculty working on senior test post-assessment surveys and junior test motivation studies. It also heard faculty reports on graduate program assessment and writing assessment. The DIG had a subcommittee update and revise the Graduating Student Questionnaire. This questionnaire was placed online.

Computer literacy assessment received DIG attention again this year. A subcommittee recommended that SkillSoft be used as a means of addressing the Liberal Studies Program Computer Literacy requirement. The Undergraduate Council has since taken over assessment of the Computer Literacy requirement and will make a recommendation regarding the method of assessment and possible revision of the outcome statements by December 2005.

Discipline assessment received committee attention this year. A knowledge, skills, and attitudes matrix was developed for each discipline and added to the new discipline assessment website. The discipline assessment website contains information on discipline objectives, statistics, program matrices, and assessment data.

The Spring 2004 semester began with the DIG working on several data review projects of current existing assessment data, including a data review of junior and senior tests, the Graduating Student Questionnaire, and the CSEQ/NSSE. Alumni and Employer Surveys were revised. An on-going project mapping current assessments to LSP learning outcomes was completed. Future possible interview project topics were discussed as were assessment funding priorities. The group ended the Spring 2004 semester discussing the sharing of discipline-specific data across the University and the creation of assessment internships for data analysis and dissemination.

Analysis and Reporting Group (ARG)

The Analysis and Reporting Group continued analyzing data from the College Student Experience Questionnaire, Cooperative Institutional Research Project, and Graduating Student Questionnaire. Assessment grants were also a focus of committee attention as the group discussed grant guidelines, collected grant proposals, evaluated the proposals, and awarded grants. The ARG, together with Center for Teaching and Learning, created the Assessment Colloquia where various assessment projects on campus are highlighted; several of the assessment grant projects were presented during the Spring 2004 semester.