

From: Assessment Facilitation Steering Committee
To: Adele Schepige, Faculty Senate President
Re: AFSC Report to Faculty Senate for 2016-17 school year

1. Changes in membership, charter: Brent King from Psychology was appointed to fill the vacancy left by Stephanie Hoover; Carol Harding served as Interim Chair while Erin Baumgartner has been on sabbatical; Rob Winningham also has participated in his Interim Dean of LAS role. Along with a change to the committee's charter to reflect this, Sue Monahan was appointed to the committee as part of her Associate Provost for Academic Excellence duties.
2. In mid-June 2016, five members of the AFSC attended the AACU's Institute for General Education and Assessment, and developed the plan for assessment that is the basis for the work that has been on-going at WOU in 2016-17. We also met and learned from Dr. Paul Handstedt (Professor of English, Roanoke College), who is visiting WOU in May to serve as an external resource for the redesign of general education at WOU.
3. The committee sponsored attendance by several WOU faculty to the Teaching Talks III workshop on assignment design [elements connected to WOU's ULO goals] coordinated by the statewide Learning Outcomes & Assessment group. WOU attendees: Frederick Oerther, Sylvia Valdes-Fernandez, Jeffrey Armstrong, Carol Harding, Sue Monahan.
4. We discussed the changing focus of the committee in response to WOU appointing an Associate Provost for Academic Excellence to coordinate assessment activities. Possible ongoing tasks: providing faculty and staff input to Academic Excellence operations, reviewing processes, clearinghouse for assessment questions and policies, guidance/consultation for academic and co-curricular/non-academic assessment practices, oversight of documentation (faculty handbook, web pages). One task in particular stood out, to provide a conduit for faculty issues with assessment and brainstorm ways to make the processes minimally intrusive on faculty time.
5. Supporting development of assessment activities on campus, the AFSC has either facilitated or provided input on:
 - Identification of most common general education course LEAP outcomes
 - Limitation of the 16 LEAP outcomes to five ULOs to be assessed
 - Establishment of an office to coordinate and oversee assessment activities
 - Alignment of course outcomes to program outcomes to ULOs
 - Pilot year of ULO assessment: Professional Learning Community (PLC) for assessing the Quantitative Literacy ULO (Breeann Flesch, Mathematics, PLC Chair; members = Vivian Djokotoe, Criminal Justice; John Leadley, Economics; Melinda Shimizu, Earth Science; Kristin Latham, Biology; Matt Naby, Mathematics; Bob Hautala, Exercise Science; Ethan McMahan, Psychology; Kendall Rosales, Mathematics)
 - Setting schedule, process-support documents, etc., for program reviews and ULO assessments