

# Memo

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To: Academic Senate Executive Committee  
Chair, Curriculum Committee  
Department Chairs  
Provost and VPAA  
Vice-President for Student Affairs  
Academic Dean  
Director, ABS School  
Director, Faculty Affairs  
Director, CETL

From: Institution-wide Assessment Council

Re: IWAC Summer Session

Date: August 12<sup>th</sup>, 2014

Colleagues,

The IWAC council concluded its annual week-long summer session in June of 2014. Please consider this an Executive Summary of our work over the past few months as well as our plans for the future.

This summer was very productive. For the first time since its inception, IWAC now has all ten of the Institution-Wide Student Learning Outcomes in full rotation in the assessment calendar, and we are now entering the second cycle for some of these outcomes.

Per the assessment calendar, the bulk of the work done this summer was devoted to the analysis and interpretation of the IW-SLOs under review in Year 3. This term, those included IW-SLO(C): Quantitative Reasoning, and IW-SLO(H): Leadership and Teamwork. In brief, for the Quantitative Reasoning assessment, a benchmark was set for 70% of students to receive a score of 4 or above on a 6-point rubric or 3 or above on a 5 point rubric. When aggregated by major, all majors met the goal except, possibly, FET. (Please see the Report for a fuller explanation.) When aggregated by class (graduation year) all classes met desired outcome. When aggregated by gender, both genders met desired outcome with little difference. When aggregated by artifact,

webpages. It was decided that the second IW-SLO under review – that pertaining to Leadership – should be tabled until the work of the Cadet Leadership Development Task Force has completed its work. A memo was issued on May 22<sup>nd</sup> from IWAC to the Chair of the CLDTF to this effect. A copy of this memo is attached.

Besides the review of data and scoring rubrics for those IW-SLOs in Year 3 of the assessment calendar, the additional IW-SLOs were aligned with specific point people so that the work to be done during the academic year will flow from various members of the committee.

Finally, under the authority invested in IWAC as iterated in its policy, we made one modification in language to the learning outcomes. In IW-SLO(J), which reads: “*Global Stewardship: Demonstrate awareness of cultural differences and the responsibilities association with global welfare,*” the term “welfare” was changes to “sustainability.” We believe this more accurately reflects the nature of what we intended with both the outcome and the compass point of the institution’s mission on global awareness.

In one additional note, we are pleased to see that a