**Present:** C. Broadus-Garcia, M. Kruy, H. Abadiano, M. Anton, C. Ciotto, S. Clapp, M. Fallon, R. Kirby, J. Mulrooney

**The following guests were present at the meeting:** C. Anderson (Engineering), P. Baumann (Engineering), C. Parr (Music), P. Resetarits (Manufacturing & Construction), R. Thamma (Manufacturing & Construction Management)

Meeting Called to order 3:06 p.m.

1. **Welcome - Chairperson welcomed guests at meeting.**
2. **Minutes of September 17th meeting with revisions proposed by Chairperson were approved, with one abstention.**
3. **Departmental Reporting Dates for Assessment Reports**

Departmental reporting due dates were extended to October 15th in order to allow departments more time to write and submit reports. Revised dates are on OIRA website on Assessment in Academic Programs link.

**IV. Revisions to Reporting Guidelines for Accredited Programs**

1. **Discussion**

AAC discussed with invited guests departmental assessment guidelines for those departments with one or accredited programs. Guests provided feedback regarding their accrediting agency reporting expectations and the CCSU reporting guidelines. Discussions included possible ways to simplify the Full Assessment Report process, preventing duplication in large reports. Among departments represented at meeting for input:

* Music Department (National Association of Schools of Music, NASM)
* Engineering Department (Accreditation Board for Engineering and Technology, Inc., ABET)
* Manufacturing and Construction Department (multiple external accrediting bodies)
* Physical Education (The Society of Health and Physical Educators, SHAPE America)
* Education Department (Council for the Accreditation of Educator Preparation, CAEP)

Process has been documented as difficult when those departments must write more than one full report in different formats. Feedback included:

1. Standards are different among different accrediting agencies (possibly including varying definitions relevant to student learning outcomes)
2. Not everything that is measured of student activities are necessarily reflected in student learning outcomes with assessment.
3. The AAC cannot exempt those programs writing extensive full reports for external accrediting organizations from submitting full reports to the University for the purposes of fulfilling NECHE and BoR requirements.
4. Some external accreditation processes do not require reports every year (some have five and 10-year cycles).

AAC suggested that such programs submit program summaries in years in which programs do not submit full reports, instead of submitting interim reports. Such reports would offer information that is required by BoR and NECHE. This proposed process would also help departments collect data on regular basis and reduce amount of duplication among assessment reports so that the process is more productive and less time-consuming for each program.

AAC members reminded guests that every department’s assessment reports are considered equally. During the review process, AAC do not know whether or not a program is accredited and/or where their program is in its accreditation-reporting cycle. The role of the AAC was reiterated – a Committee that was created by the Faculty Senate to assist academic programs with assessment process by providing feedback on assessment reports.

NEASC/NECHE requirements were discussed, including the fact that NECHE requires data that shows student learning outcome performance before or upon graduation, not after graduation. Question was asked about what kind of resources are provided to programs that need help with aligning (or creating) student learning outcomes with those required by external accreditation organizations. It was suggested that any program needing help with these issues could call upon on the AAC Chairperson or other Faculty Assessment Mentors listed on the OIRA website.

1. **Proposed Assessment Reporting Guidelines for Accredited Programs**

Discussion on revising reporting requirements for those accredited programs. Proposed process included:

1. In lieu of a Full university Assessment Report, accredited programs will submit their accreditation reports on the year of their accredited reporting submission to the AAC. Note: Those reports that are considered confidential by external accrediting agencies will not be posted for public view on the University’s website. Findings and analysis of program Learning Outcomes as well as the agency’s feedback letter is what is needed for NECHE and BoR reports. Outcomes and feedback to academic programs from their respective accrediting agencies will only be viewed by AAC members and program faculty members. (This specific information was stated due to the privacy concerns expressed by ABET program faculty.)
2. Feedback summaries from the outside accrediting agency will be submitted to the AAC. If a program fails their own external accreditation, then a summary of the reasons for such would need to be included in the summary report to the AAC.
3. Each year when Full Accreditation Reports are not due, the department will submit a Summary Report to the AAC, reporting on student learning of departmental learning outcomes as well as General Education assessment outcomes/participation. Accredited programs would not be required to submit Interim reports.
4. Any departmental non-accredited programs must follow the CCSU Assessment reporting cycles and submit a Full Report using the CCSU Full Assessment Report reporting guidelines.

All representatives of academic programs present for the discussion agreed upon the newly proposed requirements for full reports.

AAC will accept feedback from all academic programs (who have to write multiple reports) towards reconciling the issues of writing multiple reports.Dr. Broadus-Garcia, chair, requested that revised reporting guidelines feedback from AAC members and guests should be sent back to her within the week.

It was requested that a letter be sent out as soon as possible to alert all academic programs with external accrediting programs that they will not be required to duplicate their full report duplications. This will lessen the assessment reporting burden for those programs.

1. **GenEd Assessment Initiative Sub-Committee of the AAC**

The Chairperson raised the need to form a new subcommittee for the planning and implementation of 2018-2019 General Education Assessment Initiative program. Projected duties of the committee will be (a) to identify new GenEd Objectives/Outcomes to be assessed in 2018-2019; and (b) assist in the planning and implementation of the January 2019 GenEd Assessment Retreat. The following AAC members volunteered to participate on the new subcommittee: Cassandra Broadus-Garcia, Marion Anton, Marianne Fallon, and Martha Kruy. The subcommittee will meet in the Blue and White Room on Monday, October 8 at 3:30 p.m.

Dates will need to be identified for the January MSC program retreat.

**VI. Next AAC Meeting** – The next AAC meeting will be on October 22, 2018 at 3:05, Blue/White Room of the Student Center. AAC Chairperson will send out an assessment report to be read and scored, using our assessment rubric. Since the AAC Taskstream DRF has not been created yet, Dr. Broadus-Garcia will email the B.S. in Accounting Assessment report as well as the scoring rubric. All members are asked to manually score the report using the rubric and prepare to hand-in those rubrics for data collection at the 10/22/18 meeting.

Meeting adjourned at 4:30 p.m.

Submitted respectfully,`

Martha Kruy

Secretary