

**SAN FRANCISCO STATE UNIVERSITY  
UNIVERSITY ACADEMIC ASSESSMENT ADVISORY COMMITTEE (UAAAC)  
ANNUAL REPORT 2003-2004**

**I. Executive Summary:**

The university Academic Assessment Advisory Committee was established by Academic Senate Policy #S99-206 on April 27, 1999. Therefore, this is the fifth year of operations for the committee. The members are to include representatives from:

APRC, CRAC, Academic Affairs, Academic Planning, Associated Students (undergraduate), Creative Arts, Behavioral and Social Sciences, Business, Education, Ethnic Studies, Health and Human Sciences, Humanities, Library, Science and Engineering, Student Affairs

**II. Charge to the Committee:**

The charge of the University Academic Assessment Advisory Committee is to provide a channel for communication, advise, and liaison among Academic Affairs, the Academic Senate, and the faculty on academic on academic assessment. For the purposes of this charge, academic assessment is defined as the use of quantitative and qualitative methods and measures to evaluate the process and outcomes of student learning.

**III. Activities of the Year:**

UAAAC met monthly through the Fall 2003 and Spring 2004 semesters. There were two principal agenda items which were the focus of the committee's work over academic year in addition to ongoing discussions to bring the members (including this chair) up to speed on the purpose of the committee and the state of assessments-related activities around campus. The two items, described below, were aimed to address some of the issues that emerged in the discussions at the beginning of the year.

Issues:

- Committee members agreed that although they were generally intimately involved in assessments activities within their unit, they felt their faculty and they themselves did not have a clear picture of how their unit's assessments activities fit into the system of program review and other assessments-related activities around campus. There was definite need for some kind of chart or map that everyone could refer to.
- Committee members who have taken the initiative within their unit and have been actively committed to promoting assessments report that their effort is difficult to sustain on top of their other work. The absence of resources to support the effort [principally, release time?--Chair) makes it unclear how much priority the University wishes to give to assessments-related activities, and it is tempting to slide into just going through the motions.
- In light of the current budget cuts, concerns were raised about future of assessments-related activities around the university. Specifically, (1) with the cutting of the position of Coordinator of Academic Assessment and Program Review (Ce Ce

Iandoli), who will sustain the momentum for implementing assessments and handle requests for help? (2) What is the current state of assessments around campus? (3) What should UAAAC's role be in the coming year?

Actions:

- **“Shortcuts” Assessments Resources website** – To address the issue identified above re: an organizational chart of assessments-related activities, UAAAC adopted a plan of action for this year, to be carried into next year, to develop a multi-layered website centralizing and making accessible not only a map of all assessments-related activities around the university with timeline, but also resources that might be useful to all faculty and others involved in producing and implementing assessments systems. Suggested resources include not only general references, but templates and best working examples drawn from units around the campus.

UAAAC worked out the initial conceptual scheme of the website, identifying type of content that might be useful. Implementation of the website was put in charge of Don Casella in Giardina's office (Office of Academic Planning and Assessments) since the committee has no resources of its own. A system was put in place for feedback from the committee as the provisionally-named “Shortcuts” website gets created.

- **Briefing session with Richard Giardina** – UAAAC was informed that the locus of responsibility to maintain the gains in the assessment area will shift necessarily to the colleges, but his office remains available for consultation and training support. The colleges will need to continue their work because WASC accreditation will still demand assessment efforts (starting ca 2007). Consequently, there will be more emphasis on campus on folding assessments into the program review/accreditation process even in the absence of an assessments coordinator.

Giardina commended UAAAC for creation of the UAAAC website. He felt it is inevitable that the faculty will need to rely on it as a resource when they go through their program review/accreditation processes. Beyond that, UAAAC could look for ways to take a more proactive role in keeping the momentum of assessments going.

**IV. Agenda for the Coming Year:**

- **“ShortCuts” Assessments Resources website** – continue development of the Assessments website following the current arrangement with Don Casella in OAAP. The website will become increasingly significant as a working tool for faculty and colleges in light of Giardina's remarks. This implies a need for continuing work by UAAAC on the content of the website as the committee gets feedback on the actual usefulness of different assessments tools and resources in relation to the colleges' needs for information/expertise.
- **Incoming UAAAC chairperson** -- Sandra Radtka. First meeting is set for Friday Sept 17, 2004 at noon.

**V. Observations/Recommendations**

- The state of assessments around campus remains very uneven. Two major problems exist which negate the possibility of meaningful outcomes data, according to the Assessments Coordinator (Ce Ce Iandoli): (1) Faculty cannot write simple, spare learning outcomes. (2) Therefore, it's impossible to choose an apt strategy for actually determining what students learned in the program. And, by extension, many assessment methods were not aligned with the learning objectives. Without a clear understanding of learning outcomes, assessment becomes useless to the faculty.
- Since UAAAC, despite its composition, is not in a good position to have an ongoing comprehensive view of the state of assessments-related activities across the university, the committee found the input from Assessments Coordinator (Ce Ce Iandoli) extremely useful to give focus and relevance to its work this past year. We recommend restoration of this position as soon as feasible.

San Francisco State University University Academic Assessment Advisory Committee  
Members of the committee forwarding the May 2004 UAAAC Report:

Education	Reynaldo Contreras_____
BSS	Barbara Holzman (2001-2003?) _____
Creative Arts	Philip Kipper _____
Ethnic Studies	Ben Kobashigawa, Chair_____
Sci & Eng	Norm Owen _____
Business	Bill Perttula _____
Extended Learning	Joaquin Alvardo_____
HHS	Sandra Radtka _____
Humanities	Deborah Swanson _____
Library	Lisa Wallis _____
Academic Affairs	Elise Earthman _____
Assessments Coordinator	Ce Ce Iandoli _____
APRC	Oswaldo Garcia _____
Assoc. Students (grad)	no representative_
Assoc. Students (undergrad)	no representative
CRAC	no representative
GEC	Susan Shimanoff _____

Graduate Council Kathleen Mosier\_\_\_\_\_

Student Affairs No representative \_\_\_\_\_