

Connecticut State University System

Developing a State of Minds

BR#05-38



RESOLUTION

concerning

ASSESSMENT OF STUDENT LEARNING FOR EDUCATIONAL IMPROVEMENT

in the

CONNECTICUT STATE UNIVERSITY SYSTEM

June 10, 2005

WHEREAS, The assessment of student learning needs to be congruent with requirements of evidence of student learning outcomes of general education and the disciplines by accrediting agencies, including NEASC and the professional accrediting bodies, and with regulations of the Department of Higher Education, and

WHEREAS, The assessment of student learning for educational improvement requires the continued commitment and involvement of faculty, and

WHEREAS, The CSU system is committed to the concept of assessment of student learning for educational improvement, and

WHEREAS, The assessment of student learning for educational improvement needs to be adequately recognized and supported by all levels, and

WHEREAS, The implementation of educational improvements emanating from the assessment process needs to have a direct connection to planning and budgeting, therefore be it

RESOLVED, That all assessment of learning be done in the context of the university's mission and the goals for academic programs, and be it further

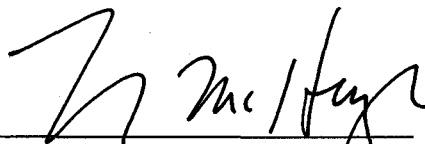
RESOLVED, That assessment be guided by an understanding of how students learn, by a clear articulation of learning outcomes for graduates, and by the systematic use of appropriate qualitative and quantitative evidence, including direct measures, of how well students and graduates are meeting the stated learning outcomes for programs, and be it further

RESOLVED, That informed actions are undertaken to enhance learning as part of a systematic, iterative, and continued educational improvement process, and be it further

RESOLVED, That faculty will develop and implement plans for the assessment of learning for educational improvement, and be it further

RESOLVED, That the President of each university will report to the Chancellor on the university's assessment guidelines and submit a report on the status of assessment for educational improvement by June 30 of each year.

A Certified True Copy:

A handwritten signature in black ink, appearing to read "L. McHugh", written over a horizontal line.

Lawrence D. McHugh, Chairman

ITEM

Assessment of Student Learning for Educational Improvement in the Connecticut State University System

BACKGROUND

Board of Trustees Resolution BR#2000-13 "Performance Assessment in the CSU System" requires the use of performance indicators for accountability purposes. The Higher Education Coordinating Council by Section 10a-11 of the General Statutes as amended by Public Act No. 99-285 required that such measures be developed and annually reported to the legislative body. The CSU System has responded to such requirements and developed indicators that are reported to the Board of Governors, as mandated.

The assessment movement has undergone significant maturation at the national level during the last 20 years. There is a shared understanding among the leading forces in the higher education community that enhancing student learning must be at the center of all institutional improvement efforts. This fact is reflected in the inclusion of assessment of student learning and improvement as key portions of the most recent revisions of the standards of all regional accrediting agencies of higher education. In New England, NEASC new Standards for Accreditation require assessment of student learning for educational improvement in Standard Four. It also imbeds assessment throughout the standards, particularly Standard Five (Faculty) and Ten (Public Discourse).

ANALYSIS

The mandated performance assessment and accountability approach is useful, but it needs to be complemented by a continuous and purposeful look at direct measures of student learning at the program level and with principal participation of faculty. Such assessment of student learning must result in actions to promote educational improvement, responding to the core mission of the CSU universities: the enhancement of learning for all of their students.

The proposed assessment policy recognizes that efforts of the assessment of student learning need to correspond with the requirements from accrediting agencies and the Department of Higher Education. It also recognizes that assessment efforts need to be faculty driven and supported by the universities.

At present, there are a number of programs that have already developed their assessment plans. Many faculty are also engaged in significant assessment activities. The next phase is to make assessment of student learning a systematic and continued educational improvement process.

CHANCELLOR'S RECOMMENDATION

Approve policy on Assessment of Student Learning for Educational Improvement in the Connecticut State University System