

Faculty Senate Assessment Council

Year-End Report FY24-25

Members: Heejung An (chair), Cara Berg (sabbatical leave Fall 2024, chair), Matthew Kendrick, Hannah (Chin) Wong, Sharon Puchalski, COSH Rep, Jenny Nesenjuk

Ex Officio Members: David Ferrier, Arnold Lewis, Jyoti Champanerkar, Valeriya Avdeev, Sue Gerber

Standing charges:

1. In collaboration with the Faculty Senate, work on specialized assessment projects as directed by campus needs, Senate initiatives, or other events (i.e., surveys, focus groups).
2. Disseminate results of assessment related projects to the larger university community.
3. Work with the Office of Institutional Effectiveness and the University Assessment Committee (UAC) to determine how the Council can inform and support their assessment efforts.

Priority charges:

1. Collaborate with the NSSE/FSSE task force on assessment projects relating to their findings.
2. Explore why there is a large gap between faculty and students in perceptions of the need for memorization in classes. What factors (type of course, class size, etc.) impact this and how can it be addressed?
3. Sponsor a faculty panel for the What Works Conference exploring strategies used in sections (in multiple section 1000 and 2000 level courses) having DFW rates in the lower 20% of DFW rates across all main campus and WP Online Fall 23 and spring 24 sections.

Addressing the Charges:

Priority Charge 3/Standing Charges, 1, 2, and 3

The council created the following prompts and identified four faculty members from each college, based on the data provided by IE, who fit the criteria mentioned in Priority Charge 3, and invited them to participate in the panel.

Prompts:

1. Please reflect upon your successful strategies in relation to teaching, facilitation, and/or assessment that you employed in your class. How do you think this may have fostered a low DWF rate?
2. How did you engage with your students outside of the official class time? How often did you do this? How do you think this may have fostered a low DWF rate?
3. How did you provide support to the students who struggled academically or who struggled with any personal related challenges? How do you think this may have fostered a low DWF rate?

The Council organized a panel and participated in the “What Works Conference” on December 16, 2026. The results are provided in the attached PDF.

Priority Charge 2/Standing Charge 1

Survey disseminated to both faculty and students to address the perception of memorization in classes.

After discussions, the council created two separate survey instruments – one for faculty and one for students – to best address Priority Charge 2. Prior to disseminating the surveys, the chairs consulted Faculty Senate leadership for their feedback.

Please see the attached PDFs for the faculty and student survey questions.

Standing Charge 3

As an ex-officio and active member, Sue Gerber is an invaluable resource to the Assessment Council; her office has provided assistance and guidance throughout the year.

Suggested charges for next year:

1. Using the collected data from the faculty and student memorization surveys, continue exploring why there is a large gap between faculty and students in perceptions of the need for memorization in classes. What factors (type of course, class size, etc.) impact this and how can it be addressed?
2. Work with the Faculty Senate on assessment-related issues