**SFA Associate Deans: Recommendations for Revisions to Assessment Protocol**

**Objectives:** The assessment process should support/promote:

1. Continuous improvement at all levels (core education, academic programs, support/administrative services, and the assessment process).
2. Efficient use of time and resources (financial, organizational and human capital).
3. Effective and transparent communication across departments, colleges, and the university.
4. An engaged and collaborative campus culture that is forward thinking, resilient, and adaptable.

Based on these objectives, faculty experience and input, as well as results from the external reviewer’s report, members of the Associate Deans’ Forum make the recommendations summarized below.

**Recommendations for Immediate Action:**

1. **Eliminate all Educational Support Unit Assessment Reports for department chairs.** (Reference SACSCOC definitions.)
2. **Eliminate the annual department chair reports and the deans’ internal reports.**
3. **Transition ownership of assessment from a single office to the campus community by empowering deans, department chairs and faculty to take ownership and responsibility, promoting an engaged and collaborative campus culture.**
4. **Establish a small independent task force charged with investigating and making recommendations for improvement in areas of concern by faculty, students, and the external review.** Members should be those who have had primary roles in assessment or who have an area of responsibility that is targeted by the external reviewer or faculty as in need of improvement (e.g., Director of ORSP for input on research component). Members could choose teams to address different areas of concern (e.g., core assessment, assessment of research and community/public service, etc.) Some examples of possible recommendations to be considered (based on results of faculty discussions and external reviewer comments):
   - Revise core assessment process to reduce unsustainable time demands on faculty and students (e.g., sampling of student work, senior assignments, video uploads, assessing more than one form of communication in the same core course unless specifically relevant to course objectives).
   - Revise evaluation rubrics to reduce emphasis on mechanics and focus more on developing effective action plans.
   - Leverage current university resources by connecting the offices of SLIA and Institutional Research and utilizing consulting services of statisticians.
   - Where appropriate, revise configuration of existing core assessment committees to better reflect the representation of core courses within the various colleges.