

The Assessment Committee's primary responsibility is to oversee the effectiveness of student learning within academic programs. Ongoing academic assessment is carried out by department chairs through academic deans. Every academic program has an assessment plan on file at Maki Library. The plans are reviewed periodically to determine the need for modifications, adjustments, curricula transformations, resource alignment, and support services. Data are collected and analyzed for reinvestment in academic programs. The recent history of Finlandia's commitment to learning outcome assessments is reflected in the time-line below.

The process of academic assessment is maturing from individual student learning to the review of academic programs. Program-wide review provides assessment of courses and curriculum not necessarily available through individual student results.

The IESD has a counterpart committee on the Finlandia board to which it reports: the Instruction and Enrollment Committee. Its goals and purposes as they relate to student learning are:

- Study, review and recommend the development of curricular and instructional programs.
- Review and recommend for board approval curricular programs and policies recommended by faculty members and president of the institution.

The IESD and the board's Instruction and Enrollment Committee provide the oversight for the student learning process that results in evidence of educational effectiveness.

### ***Brief Historical Overview***

Finlandia's recent history of commitment to assessment can be traced through the following events and activities that identify turning points in academic assessment since 1998:

- 1) 1998-99: Identification of the "Six Competencies." Each student that graduates from Finlandia should demonstrate these competencies. This has become the "Finlandia Plan." This plan provides guidance for program review as well as individual student learning.
- 2) Faculty development through on-site speakers, conferences and workshops: Dr. Peter Gray and Dr. Peggy Maki.
- 3) 2002-03: Assessment Committee adds representation from both academic and student support units. Infrastructure is in place for each degree-granting program to develop an assessment plan. The Collegiate Assessment of Academic Achievement (CAAP) test data were collected as a pre- and post-test of the General Education program.
- 4) Development of a 4-year plan for assessment efforts aided by Dr. Peggy Maki.
- 5) Assessment Committee guides the academic process and provides review of assessment plan implementation. Information from these efforts will be used to develop the next 5-year plan for assessment of student learning and teaching.
- 6) Alignment of the Finlandia Plan with program and course objectives to determine the efficacy of each program.

### ***Interpretative Summary of History of Assessment***

In 1999, an assessment working group identified that all Finlandia students are expected to develop proficiency in the areas of communication, computation, critical and creative Thinking, cultural Heritage, and citizenship. Initial efforts to assess students' learning in these areas were "add on activities" imposed from the top down with no infrastructure in place to establish a feedback loop for review and adjustment of student learning. For this reason these efforts were under-utilized.