University Assessment Committee Minutes
October 28, 2011
Lower Dansbury Meeting Room

Members Present: Kelly Harrison, Richard Donnelly, Deb Ballinger, Doug Friedman, Heather Garrison, Adam McGlynn, Bonnie Green, Chris Dudley, Fernando Perez, Kelsey Paciotti, Laura Waters, Mike Jochen, Paul Creamer, Jennifer White, Joann Stryker, Jennifer Young, Jeff Weber

Guests: Mrs. McGlynn (on behalf of Caroline DiPipi-Hoy) and Doreen Tobin (on behalf of Warren Anderson)

- Welcome and Introductions: Joann Stryker (UAC Co-Chair) welcomed all group members and began by asking group members to approve our September minutes. The motion was brought up, seconded and approved without further changes.

- NSSE Presentation: Bonnie Green showed the group her PowerPoint presentation on results from this NSSE survey taken by seniors and first years last spring. Some of the topics covered in the presentation included:
  - The response rate being down from previous administration in 2008.
  - Supportive Campus environment numbers down since last survey (2008); driver was question related to relationship with administrative personnel and offices.
  - Senior students are not satisfied with their ESU experience.
  - Student report they find they are doing more than they thought they could as a result of high faculty expectations.

- Co-Chair Duties and Responsibilities Discussion: Dr. Laura Waters reviewed the handout regarding co-chair duties and responsibilities and the UAC structure. Co-chairs will be charged with being more of a voice on campus and a great communicator of the work of the committee.

- Workgroup Reports
  - Program Assessment: Adam McGlynn reported about the initial program review workgroup meeting on Wednesday, October 19th. Adam reviewed the group’s goal of providing a how-to manual on program assessment. The group is going to review current programs that have accreditation review in the coming weeks. Their next meeting is scheduled for 4pm on November 16th (TBA Location)
  - Professional Development: Bonnie Green reported about the professional development group meeting on Wednesday, October 19th. Their group focused discussion on program review/assessments and how their group can interact with other work groups and help to promote UAC work across campus. The group is in the process of finding a permanent meeting time (perhaps the 2nd Tuesday or Friday monthly); Scott Ketcham will be working with the group to put this meeting into place this week.
o Institutional Assessment- Jeff Weber reported about their meeting on Tuesday, October 25th. He reported that the group laid out boundaries while trying to pull in other campus groups to the work that the group is doing. The group will be focusing their assessment on middle states assessment outcomes 1,7 and 14 and also adopted the 5 mandatory performance measures by PASSHE for the group. The next group meeting will be November 29th at 9am.

• Joann Stryker then went on to discuss the Sharepoint site and how it is a great resource for the group. After hearing of some difficulty from UAC members in accessing the site, Joann said that she will re-send the Sharepoint information to all UAC members. Joann also went on to mention that reports can be accessed in the s drive folder as well (under the Assessment Reports folder). She concluded by letting the group know that the graduating senior survey was launched last Monday.

• When asked if there were other announcements, Bonnie Green mentioned that the Freshman survey was launching as well and that faculty should please remind students in class to complete the survey.

• **Future Meetings**

  Friday, December 2nd, 3:00-4:00 PM at Lower Dansbury: Full Committee Meeting

  Program Group- November 16th, 4pm (location TBD)

  Institutional Group- November 29th, 9am (provost’s conference room- not confirmed yet)

  Profession Development Group- TBD based on group availability (hope to have this week)
East Stroudsburg University of PA
University Assessment Committee Structure

Co-Chair Duties and Responsibilities.

1. Provide leadership, guidance, and resources to the workgroup chairs and members. These workgroups are: Professional Development, Program Level Assessment, and Institutional Assessment.

2. Rotate attendance at workgroup meetings in order to facilitate communication and reaffirm the goals and purposes of the workgroups.

3. Communicate to the university-wide community findings, implementations, evaluations and recommendations for strategic planning and continued growth of the assessment process of student learning to meet stated outcomes.

4. Share assessment findings and provide assistance with data collection, literature searches and other information gathering needed for effective committee progress and results.

5. Promote teamwork, accountability, enthusiasm and productivity in order to move forward with initiatives, innovations, and programming that will engage the university community to continue and maintain a systematic process of assessing student learning.
East Stroudsburg University of PA
University Assessment Committee Structure

Committee Co-Chairs
Joann Stryker - Director, Outcomes Assessment and Accreditation Services, Office of Academic and Institutional Effectiveness
Dr. Laura Waters PhD, RN - Assistant Professor/ Department of Nursing Chair

Professional Development Workgroup

Purpose/Goal: What is Assessment?
Develop and implement strategies to educate faculty and the university community on defining and utilizing assessment techniques to measure the outcomes of teaching and learning.

Program Level Assessment Workgroup

Purpose/Goal: How do we do program assessment?
Create a manual for faculty and staff that provides a systematic process for the review, development, and evaluation of program level student learning outcomes.

Institutional Assessment Workgroup

Purpose/Goal: What are our methods of measuring university level learning outcomes? How do we link university level and program level outcomes?
Implement and evaluate the assessment of university undergraduate student learning outcomes. Integrate program student learning outcomes into the university level framework.
1. Demonstrate an understanding of their role as citizens of a diverse, global society.
2. Utilize critical thinking skills.
3. Communicate orally, in writing, and through other formats.
4. Demonstrate information literacy and technological skills.
5. Apply scientific reasoning to solve problems.
What is Student Engagement?

- What students do
  - Time & energy
    - Students’ studies
    - Other educationally purposeful activities

- What institutions do
  - Using resources and effective educational practices to induce students to do the right things
  - Educationally effective institutions
    - Channel student energy toward the right activities

Why should NSSE results matter to ESU?

- Indirect measure providing us with students’ perspective
  - Three of the six strategic themes
    - Engaged Learning
    - Collaboration
    - People
  - Overarching principles
    - Assessment Driven Improvement
    - Transparency (for presentation of the results)
  - PASSHE has designated this as optional performance indicator

NSSE and ESU’s Strategic Plan Construct Alignment

- Engaged Learning
  - Level of Academic Challenge
  - Active Collaborative Learning
  - Student-Faculty Interaction
  - Enriching Educational Experience
- People
  - Supportive Campus Environment
  - Student-Faculty Interaction
- Collaboration
  - Student Faculty Interaction
  - Active Collaborative Learning

Survey Administration

- Census-administered first-year & senior students
- Spring 2011 administration
- Web-based
- Multiple follow-ups to increase response rates
- PASSHE Consortium participation enabled addition of custom questions
PASSHE Selected Comparison Group

- Bloomsburg University of Pennsylvania
- California University of Pennsylvania
- Cheyney University of Pennsylvania
- Edinboro University of Pennsylvania
- Indiana University of Pennsylvania
- Kutztown University of Pennsylvania
- Lock Haven University

Carnegie Classification

- East Stroudsburg University of Pennsylvania
  - Level: 4-year or above
  - Control: Public
  - Student Population: 7,576
  - Classification: Undergraduate Instructional Program: Balanced arts & sciences/professions, some graduate
  - Graduate Instructional Program: Postbaccalaureate comprehensive
  - Enrollment Profile: High undergraduate (undergraduate, some graduate)
  - Size and Setting: Regional (small, primarily undergraduate)
  - Basic: Master's

NSSE 2011 Survey Population and Respondents

- Survey was available for students during Spring 2011
- ~2 million students invited to participate in NSSE
- 537,605 responding (33%)
- 2559 ESU students were invited to participate, with 546 responding (21%)

NSSE Institution Response Rates

- ESU's 2011 response rate = 21%
- ESU's 2008 response rate = 32%

NSSE 2011 Institutional Response Rates

All NSSE 2011 institutions = 33%
NSSE 2011 Public = 24%
PASSHE institutions = 23%

Level of Academic Challenge
Level of Academic Challenge

• “How challenging is your institution’s intellectual and creative work?”
• Differences?
  – None noticed
• Component Differences?
  – Yes

Differences in First Year Students for Level of Academic Challenge

<table>
<thead>
<tr>
<th>Items</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying theories or concepts</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Number of written papers (5 pages or less)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Number of written papers (20 pages or more)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Synthesizing and organizing ideas</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Preparing for class</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Relaxing/Socializing (not part of this group)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Differences in Seniors for Level of Academic Challenge

<table>
<thead>
<tr>
<th>Items</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked harder than you thought you could to meet an instructor’s standards?</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Spending significant amounts of time studying and on academic work.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Active and Collaborative Learning

• Are your students actively involved in their learning?
• For First Year students
  – ESU is lower than Carnegie Class Public Schools
• For Senior Students
  – ESU is higher than NSSE Public Schools

Differences in First Year Students for Active and Collaborative Learning

<table>
<thead>
<tr>
<th>Items</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make Presentations</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with classmates outside of class</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tutored or taught by other students</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Differences in **Seniors** for Active and Collaborative Learning

<table>
<thead>
<tr>
<th>Item</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked questions in class or contributed to class discussion</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Make Presentations</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Work with students on project during class</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Supportive Campus Environment

- *Do your students feel the institution is committed to their success?*
- *For First Year students*
  - No noticeable differences
- *For Senior Students*
  - ESU is **lower** than PASSHE, Carnegie Class, and NSSE Public Schools

<table>
<thead>
<tr>
<th>Item</th>
<th>Scale</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship with administrative personnel and offices</td>
<td>1 to 7</td>
<td>5.55</td>
<td>5.62</td>
<td>5.63</td>
</tr>
<tr>
<td>Quality of relationships with <strong>faculty</strong> members</td>
<td>1 to 7</td>
<td>5.53</td>
<td>5.54</td>
<td>5.45</td>
</tr>
<tr>
<td>Quality of relationships with <strong>administrative personnel and offices</strong></td>
<td>1 to 7</td>
<td>3.96</td>
<td>4.56</td>
<td>4.60</td>
</tr>
<tr>
<td>Providing the support you need to help you succeed <strong>academically</strong></td>
<td>1 to 4</td>
<td>2.75</td>
<td>2.94</td>
<td>2.93</td>
</tr>
<tr>
<td>Helping you cope with your <strong>non-academic responsibilities</strong></td>
<td>1 to 4</td>
<td>1.96</td>
<td>2.03</td>
<td>2.01</td>
</tr>
<tr>
<td>Providing the support you need to help you thrive <strong>socially</strong></td>
<td>1 to 4</td>
<td>2.16</td>
<td>2.30</td>
<td>2.25</td>
</tr>
</tbody>
</table>

Enriching Educational Experiences
Enriching Educational Experience

• Do your students take advantage of complementary learning opportunities?
• First Year and Seniors
  – No noticeable differences overall

Differences in *First Year* Students for Enriching Educational Experience

<table>
<thead>
<tr>
<th>Items</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had a serious conversation with a student of a different race and ethnicity than your own</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign language course</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Differences in *Seniors* for Enriching Educational Experience

<table>
<thead>
<tr>
<th>Items</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use electronic medium to discuss or complete an assignment</td>
<td>✔ ✔ ✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had a serious conversation with a student of a different race and ethnicity than your own</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign language course</td>
<td>✔ ✔ ✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in co-curricular activities</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student – Faculty Interaction

• Do your students work with faculty members inside and outside of the classroom?
• First year Students
  – No noticeable difference
• Seniors
  – *Higher* than Carnegie Classification and NSSE Public

Differences in *First Year* Students for Enriching Educational Experience

<table>
<thead>
<tr>
<th>Items</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received prompt written or oral feedback</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Work with faculty member on activities other than course work</td>
<td>✔ ✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Differences in Seniors for Enriching Educational Experience

<table>
<thead>
<tr>
<th>Items</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about career plans w/ faculty member or advisor</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Received prompt written or oral feedback</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked harder than you thought you could to meet an instructor's standards or expectations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Worked with faculty member on activities other than coursework</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

The First Year Students’ Perspective...

<table>
<thead>
<tr>
<th>Items</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring Broad Education</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Work Effectively with Others</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Number of Problem Sets that take you More than an Hour to Complete</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Speak Clearly and Effectively</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extent to which your examinations have challenged you to do your best</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As seniors are leaving ESU...

<table>
<thead>
<tr>
<th>Items</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Critically &amp; Analytically</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Analysing Quantitative Problems</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Using Computer and Information Technology</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Learning Effectively on your own</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Solving Real World Problems</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Understanding People of other Racial Backgrounds</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

What about ESU Seniors and Math?

<table>
<thead>
<tr>
<th>Items</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Problem Sets that take you more than an hour to complete</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Number of Problem Sets that take you less than an hour to complete</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Seniors final thoughts...

<table>
<thead>
<tr>
<th>Items</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, how would you evaluate the quality of academic advising you have received at your institution</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>How would you evaluate your entire educational experience at this institution?</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>If you could start it over again, would you go to the same institution?</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

If you could start over again, would you go to the same institution you are now attending
Questions & Discussion

ESU’s NSSE Contact:
Bonnie A. Green, Ph.D.
Psychometric Project Development Director
bgreen@po-box.esu.edu

NSSE information on the S Drive is located at:
S: (Campus on Jaguar)/Acad & Inst. Effectiveness/Assessment/ESU Specific/National Survey of Student Engagement – Web Link

NSSE information is also located at the Office of Academic and Institutional Effectiveness website:
http://www4.esu.edu/faculty_staff/campus_info/index.cfm

Contact Information

Indiana University Center for Postsecondary Research
1900 East Tenth Street, Suite 419
Bloomington, IN 47406-7512
Phone: 812-856-5824
Fax: 812-856-5150
E-mail: nsse@iu.edu
Web: nsse.iub.edu