University Assessment Committee Minutes  
December 2, 2011  
LowerDansbury

Members Present: Caroline DiPipi-Hoy, Kelly Harrison, Richard Donnelly, Deb Ballinger, Doug Friedman, Bonnie Green, Chris Dudley, Kelsey Paciotti, Laura Waters, Paul Creamer, Jennifer White, Joann Stryker, Mark Kilker, Patti Kashner, John Robinson, Kelly Harrison, Jo Greenawalt, Pamela Kramer-Ertel, Mary Tod Gray, Jeffrey Weber

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

- Group Activity – Each UAC member received a colored card and was partnered with other UAC members to work on seven different topics related to assessment at ESU.
  - NSSE
  - PASSHE Performance Measures
  - Middle States Commission on Higher Education
  - Direct Measures of Student Learning
  - Indirect Measures of Student Learning
  - ESU’s Graduating Student Survey
  - Communicating Assessment Information at ESU

- Following the exercise, each group presented on their findings and UAC members were provided an information sheet with detailed information related to each topic. A general discussion of communicating assessment information to the university community ensued.

- Workgroup Reports
  - Program Assessment- Adam McGlynn reported the workgroup is discussing incorporation of the ESU mission and strategic plan in departmental program assessment.
  - Professional Development- Bonnie Green reported the professional development workgroup is moving forward with plans. Bonnie talked about polling department chairs regarding the ideas that the workgroup came up with and found that they were in favor of assessment workshops. She also reported that the group would be working on proposals regarding workshops, assessment training, and funding for these projects.
  - Institutional Assessment- Jeff Weber reported about the addition of the following institutional measures to be assessed for inclusion by the institutional level group; these measures are the NSSE, Noel Levitz Survey, ESU Employee Satisfaction Survey, Alumni Survey and Graduating Student Survey. There was general discussion about the need
for multiple measures and the need to triangulate results to obtain a true analysis of outcomes.

- When asked if there were other announcements, Joann mentioned that the Graduating Student Survey was ongoing and to encourage students to complete.

- **Future Meetings**: Joann and Laura brought up the idea of establishing more consistent meeting times for the spring. Bonnie Green suggested the adopting of a consistent day and time for UAC meetings (like student senate). No consensus was reached and Joann said that she will email the group meeting information.
NSSE

✓ National Survey of Student Engagement
✓ National survey of freshmen and seniors
✓ Includes transfer students
✓ First administered at ESU in spring 2008
✓ Second administration at ESU in spring 2011
✓ Online survey sent via email
✓ Census survey (all freshmen and all seniors invited to participate)
✓ Required by PASSHE
✓ Results used in Voluntary System of Accountability online College Portrait
✓ Five Benchmarks of Effective Educational Practice measured
  o Student Faculty Interaction
  o Supportive Campus Environment
  o Level of Academic Challenge
  o Active and Collaborative Learning
  o Enriching Educational Experiences
✓ ESU Scores were statistically lower than comparison groups for the Supportive Campus Environment for seniors in 2011
✓ Results posted on S drive in Academic and Institutional Effectiveness folder
✓ http://nsse.iub.edu/

PASSHE Performance Measures

✓ Part of System Accountability Plan
✓ Performance and accountability reporting has been a part of the Pennsylvania State System of Higher Education (PASSHE) since 2000.
✓ In 2010 PASSHE embarked on a new strategic vision which has four primary drivers identified to shape the future direction of the universities and the system.
  o Transforming students and the learning environment
  o Transforming the resources
  o Transforming university-community relations
  o Transforming PASSHE’s role in determining the Commonwealth’s future
✓ In an effort to meet this new vision, PASSHE created a Conceptual Framework document outlining revised accountability measures scheduled to take effect in the 2012-2013 fiscal year.
✓ ESU has formed a Performance Measures Selection Committee to select five optional measures associated within this revision.
✓ 2.4% of total PASSHE E&G Revenue is going to be allocated through Performance Funding
✓ The measures in 2012-2013 will consist of five mandatory measures and five optional measures
✓ The three categories of measures are student success, access and stewardship
✓ The ESU selection committee is facilitated by Dr. Kim
✓ The UAC Institutional Assessment Workgroup has adopted the mandatory measures as part of that workgroup’s institutional assessment measures
✓ http://www4.esu.edu/faculty_staff/campus_info/oaie/state_acct.cfm
Middle States Commission on Higher Education

✓ the unit of the Middle States Association of Colleges and Schools that accredits degree-granting colleges and universities in the middle states region, which includes Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and several locations internationally.
✓ A voluntary, non-governmental, membership association that defines, maintains, promotes educational excellence across institutions as a whole, rather than specific programs with institutions.
✓ ESU goes through a full accreditation review every 10 years.
✓ Our last reaffirmation of accreditation was in 2007.
✓ The result was a required follow up report on shared governance and student learning assessment
✓ The Periodic Review Report (PRR), due five years after the decennial self-study and reaffirmation of accreditation, is a retrospective, current, and prospective analysis of the institution. As an essential phase of the accreditation cycle, the PRR should demonstrate that the institution meets the standards by which the Commission reaffirms or denies accredited status.
✓ ESU’s PRR is due June 12, 2012.
✓ Dr. Kim is ESU’s Middle States Liaison
✓ Any substantive change (fully online program, additional sites, etc.) requires a substantive change report and approval by Middle States.

Direct Measures of Student Learning

✓ Based on a sample of actual student work, including reports, exams, demonstrations, performances, and completed works.
✓ Strength of – capturing a sample of what students can do, which can be very strong evidence of student learning.
✓ Weakness – not everything can be demonstrated in a direct way, such as values, perceptions, feelings, and attitudes.
✓ ‘Direct Measures’ refers to measuring exactly the thing that you’re looking to measure
✓ Examples:
  o Standardized exams – examinations produced by a government (state or federal) entity, an accrediting body (e.g., nursing licensure), or a testing agency (e.g., ETS Field Tests). Valid and reliable instruments, or subsets of instruments, can assist in assessing programs when the standards upon which they are written are the same as those of the program.
  o Locally developed exams – exams produced by a faculty within a discipline.
  o Embedded questions – set of locally developed questions intended to measure specific student learning outcomes. These are placed within tests of all sections of the same course. To track cognitive or skill development through a program, set of embedded questions, with each expecting a higher level of proficiency than the previous, may be used across sequential courses.
  o External examiner or panel – field experts (faculty, review board, mentors, etc.) observe a student product to determine the level of understanding and accomplishment demonstrated for a specific student learning outcomes before a panel of faculty
  o Rubrics designed to address the specific areas
o Portfolio (with rubrics for individual elements) – a collection of students’ work (e.g., writing, homework, etc.) over a period of time, that provides longitudinal information and an opportunity for student reflection. The work is scored by a portfolio committee or designated faculty members for the purpose of identifying where improvements in the program are needed.

o Behavioral observations – an expert observer (often a supervisor) observes a practical application of a student learning outcome (e.g., within an internship or apprenticeship) and rates student performance

o Simulations – student responses within scenarios designed to replicate “real-life” situations with the purpose of assessing student knowledge and understanding through application. This may include role play and interaction among groups of students.

o Project evaluations – can address several learning outcomes. The criteria for each are specified along with proficiency indicators. The projects may be associated with capstone courses.

**Indirect Measures of Student Learning**

✓ ‘Indirect measurement’ means that you’re measuring something by measuring something else.

✓ Based upon a report of perceived student learning.

✓ Can come from many perspectives, including students, faculty, internship supervisors, transfer institutions and employers.

✓ Can provide additional information about what students are learning and how this learning is valued by different constituencies.

✓ Not as strong as direct measures in measuring student learning and how this learning is valued by different constituencies.

✓ Not as strong as direct measures in measuring student learning because we have to make assumptions about what exactly the self-report means. For example, if students report that they have attained a particular learning goal, how do we know that their report is accurate? The

✓ Strength – assess certain implicit qualities of student learning, such as values, feelings, perceptions, and attitudes, from a variety of perspectives.

✓ Weakness – in the absence of direct evidence, assumptions must be made about how well perceptions match the reality of actual achievement.

✓ Examples include: Graduating Senior Survey, National Survey of Student Engagement, Noel Levitz Student Satisfaction Inventory
ESU’s Graduating Student Survey

✓ Piloted in Fall 2009
✓ Undergraduate students only
✓ Students who file an intent to graduate are invited via email to complete this online survey
✓ Designed at ESU
✓ Fluid modular design – meant to change to address current information needs
✓ Includes positive influence comments section – based on work from Arizona State
✓ Positive comments distributed prior to fall semester to individuals names as well as deans, Provost and President
✓ Information collected can be provided at the department/program level
✓ Incentives offered – cover cost of cap and gown for 1 in 50 respondents and provide first seating for guests at graduation for 1 student from each College
✓ Collects information related to future plans – work, graduate school, etc.
✓ Added open ended questions Fall 2011 related to Supportive Campus Environment benchmark in the National Survey of Student Engagement

Communicating Assessment Information at ESU

✓ University Assessment Committee members play key two way communication role with entity they represent
✓ All studies posted to Academic and Institutional Effectiveness folder on campus S drive
✓ UAC has website to post information University Senate standing update
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✓ Presentations at various levels – Council of Trustees, University Meeting, President’s Council, Provost’s Leadership Team, Student Affairs Meeting, College Meetings, Department Meetings
✓ Began working on UAC Communications Plan in 2010-2011 Academic Year – who would you like to be involved?