University Assessment Committee Update
Together Everyone Achieves More
April 26, 2012
Dr. Laura M. Waters PhD, RN.
UAC Committee Co-Chair

Assessment Timeless Questions

- How do we know what students are learning?
- What is useful data?
- How do we measure learning?
- What is a “quality” college education?
- How does current learning influence future employment and meet employer needs?
- Have all the data, now what?
Middle States Standard 14
Assessment of Student Learning

1. Developing clearly articulated learning outcomes: the knowledge, skill, and competencies that students are expected to exhibit upon successful completion of a course, academic program, co-curricular program, general-education requirement, or other specific sets of experiences.

2. Offering course programs and experiences that provide purposeful opportunities for students to achieve those learning outcomes.

3. Assessing student achievements of those learning outcomes; and

4. Using the results of those assessments to improve teaching and learning and inform planning and resource allocation decisions.

Why is Middle States Important?

- Institutional Accreditation!
- Prerequisite for access to federal and state funds for research, program, or facilities and government sources for financial support of students
University Student Learning Outcomes

- 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.
- 6. Create and/or critique various forms of artistic expression.
- 7. Understand various models for the healthy development of the whole person.

The Teaching-Learning-Assessment Cycle

1. Learning Goals
2. Learning Opportunities
3. Assessment
4. Using Results
Where is ESU in regards to Assessment?

- Disciplinary Accredited Programs- Assessment data and format for reporting is mandatory.

- National Standards and Benchmarked Programs- Assessment guides and processes are standardized.

- Programs without disciplinary accreditation.

ESU UAC Committee Structure 2011-2012

- 35 members representing APSCUF, Academic Deans, College of Business and Management, College of Education, College of Health Science and Human Performance, College of Arts and Sciences, Social Sciences, General Education, Non-classroom services, Enrollment Management, Intercollegiate coaches, Library, Writing Studio, Student Activities, Student Senate, Student Affairs, Student Senate and Graduate Council.
ESU UAC Committee Structure 2011-2012

Co-Chairs:
- Joann Stryker- Academic and Institutional Effectiveness Director
- Dr. Laura Waters PhD, RN, Assistant Professor Chair, Nursing Department

Workgroups
- Institutional Assessment: Co-Chairs, Dr. Jeff Weber and Jamie Thomas (Graduate Student)
- Program Level Assessment: Chair, Dr. Adam McGlynn
- Professional Development: Chair, Dr. Bonnie Green

Co-Chair Duties and Responsibilities

1. Provide leadership, guidance, and resources to the workgroup chairs and members.
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 teaching and learning to meet outcomes.
4. Share previous 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 assessment of teaching and learning.
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 and the integration of program student learning outcomes into the university level framework.

Institutional Assessment Workgroup

- Institutional Measures Selected:
  - Degrees Conferred
  - Closing the Achievement Gaps
  - Closing the Access Gaps
  - Faculty Diversity
  - Proficiency Profile
  - National Survey of Student Engagement
  - Campus Climate/Environment Survey
  - Alumni Survey
  - Employer Satisfaction Survey
  - Graduating Senior Student Survey
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.

Program Level Assessment Workgroup

- Content Highlights:
  - Manual not to exceed 50 pages, 15-20 pages ideal
  - Definition of assessment, purpose
  - Mission
  - Questions to ask/understand in regards to what students need to know.
  - Methods of assessment: direct/indirect measures.
  - Information feedback loop: curriculum mapping, results from surveys to develop/enhance assessment data collection.
  - How to report results.
  - Formats/templates/examples of assessment documentation
Professional Development Workgroup

- Purpose/Goal: 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.

Professional Development Workgroup

- Professional development of faculty, ESU community and UAC membership through educational offerings to appeal to the novice to the expert:
  - PASSHE Academy
  - Committee for Excellence in Teaching and Learning
  - Webinars
  - Conferences sponsored by Middle States, PASSHE, others
  - Train the Trainer
Professional Development Workgroup

Assessment Consultant Team (ACT)
- Modeled after the ESU’s Statistical Educational Consulting service.
- Requests for assistance with assessment will be sent to the director (Dr. Chris Dudley).
- The director will send out a consultant to department based on the request/need of the department.
- Members of the ACT team will meet consultant criteria and complete workshops/continuing education requirements.

What is needed from Chairs?

Program Assessment
- Develop a Plan
- Carry Out
- Report Annualy
Program Assessment Reporting

- Documentation of Program Assessments:
  - Describe the Program
    - What is the purpose/goal of the program of study?
    - What should the successful graduate of this program exhibit in terms of knowledge, skill, and professional attitudes?
    - In what employment market will this graduate work?
    - Curriculum description in general terms.

Documentation of Assessments

- Program Specific Student Learning Outcomes
  - Outcomes are different from objectives.
  - Outcomes that will assist faculty in determining whether students in the program are acquiring a core set of knowledge, skills and attitudes essential to student success.
Describe Direct Measures of Student Performance in Courses

- Course and home work assignments
- Exams and quizzes
- Standardized tests
- Term papers/research projects/reports
- Observations of field work, internships, service learning, clinical experiences.
- Class discussions, debates, oral presentations

Describe Direct Measures of Student Performance in Programs

- Capstone projects, senior theses, exhibits, performances.
- Pass rates on licensure or certification exams.
- Student presentations and publications.
- Employer and internship supervisor ratings of student’s performance.
- Grades based on rubics
Describe Indirect Measures of Student Performance in Courses

- Course evaluations
- Test blueprints and course outlines
- Survey – Current Students, Alumni
- Time line for active learning
- Student hours spent on learning content in class/studying
- Hours spent on homework assignments

Describe Indirect Measures of Student Performance in Programs

- Focus group interviews with students, faculty, or employers.
- Registration trends in all courses in the program.
- Job placement
- Employer and Alumni surveys
- Graduate school placements
- Comparative benchmark data from other universities.
Suggestions for Data Collection

- No need to reinvent the wheel- Ask for assistance
  - ESU Office of Academic and Institutional Effectiveness
  - Assessment Consulting Team
- Online resources
- Schedule time in your capstone senior level course syllabus for students to complete the Proficiency Profile and the Graduating Senior Survey.

Suggestions for Data Collection

- Develop departmental committees in charge of assessment.
- Arrange focus groups, advisory councils with members of the workforce that your students will join.
- Review Assessment Data from completed surveys.
- Review student admission criteria and submitted documents.
Other Suggestions?

- Questions?
- Thank you for your time.