

University Assessment Committee
Update
Together **E**veryone **A**chieves
More

April 26, 2012
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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?

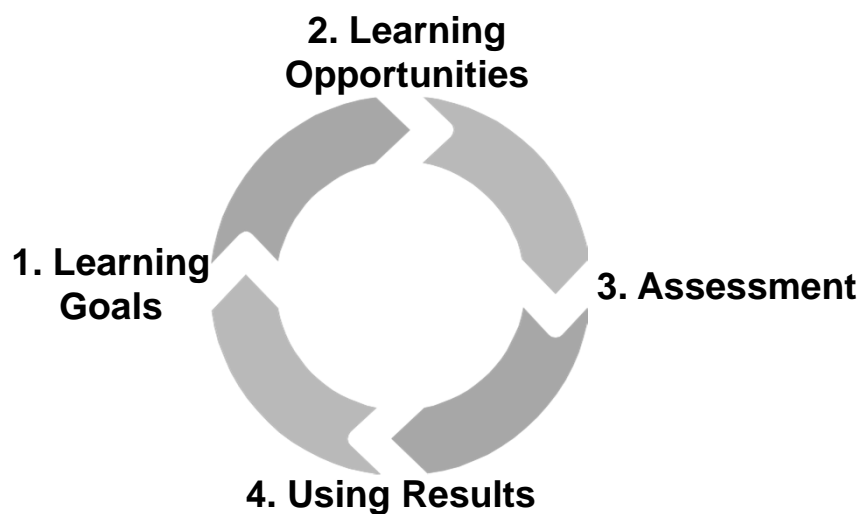
- Institutional Accreditation!
- Prerequisite for access to federal and state funds for research, program, or facilities and government sources for financial support of students



■ 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



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 Annually

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 rubrics

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.