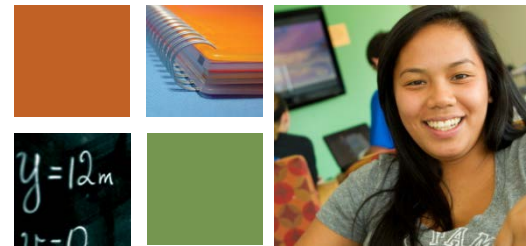
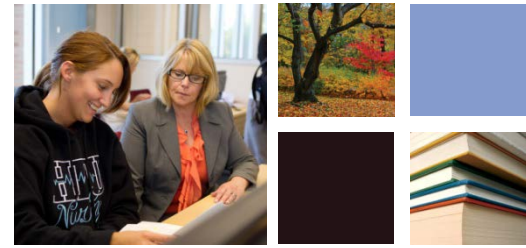


Reporting on Assessment: Closing the Other Loop

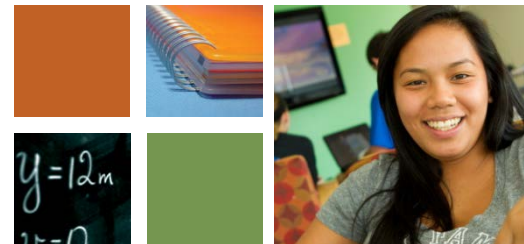
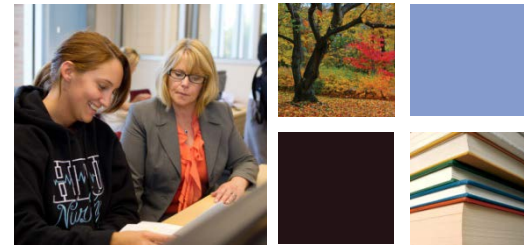
Rochelle Robbins, Ph.D.
Dean, Arts and Sciences
Holy Family University



Holy Family
UNIVERSITY

Assessment Woes

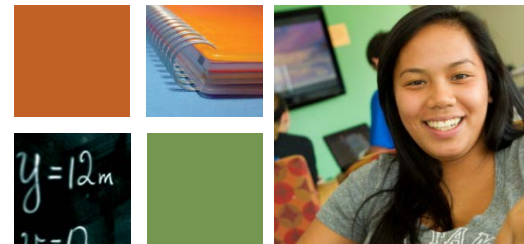
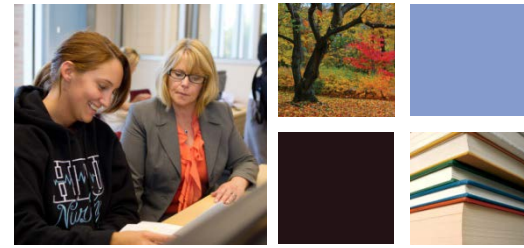
- Planning
- Establishing Student Learning Outcomes
- Identifying Measures
- Finding Artifacts
- Collecting Data
- Analyzing Data
- Understanding Data
- Reporting???



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Holy Family's Story

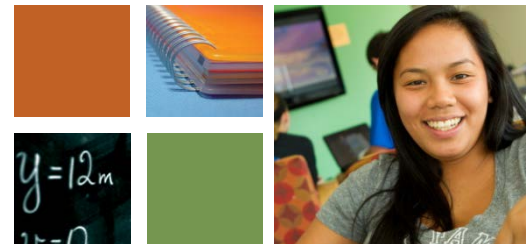
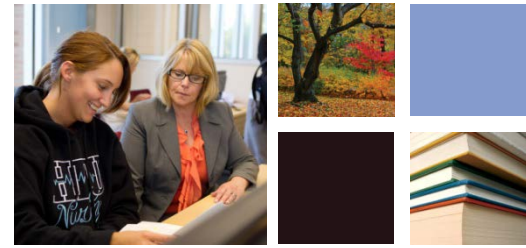
- MSCHE Periodic Review 2005
- Need to be doing assessment
- MSCHE Decennial Review 2010
- Assessment Plans Proliferate
- Millions of Data Points
- Reporting???



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Holy Family Round 2

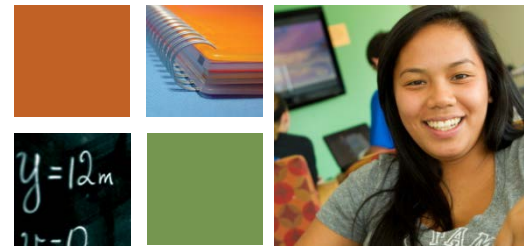
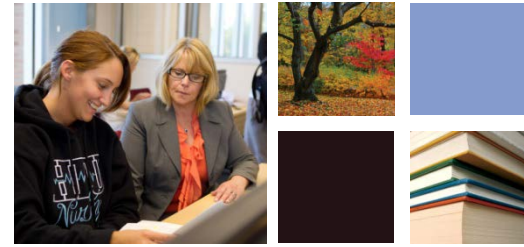
- USDOE Title III Grant
- Simplify Assessment
- Software (BlackBoard Outcomes) to Centralize Efforts
- Create Assessment Cycles
- Data Collected
- Reporting???



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Solutions

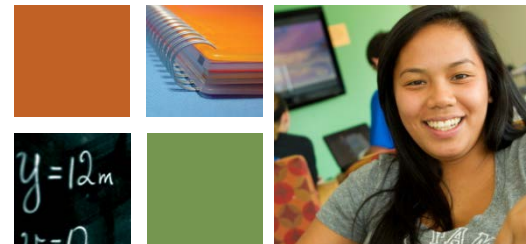
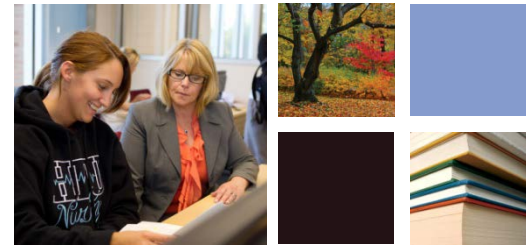
- Reporting Template in BlackBoard
- Completed by Assessment Coordinators
- Oversight by Associate Deans
- Dean reports in School's Annual Report



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Needs

- Standardized Reporting and Review by Faculty
- Standardized Reporting and Review by Administration
- University Outcomes Assessment and Improvement Committee (UOAIIC)
- Timeline for Recommended Actions
- Telling the Success Stories



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ST. JOHN'S UNIVERSITY

Laura Schramm, Ph.D

Associate Dean St. John's College of Arts &
Sciences, Undergraduate Programs Queens
Campus

Associate Professor of Biological Sciences
schramml@stjohns.edu



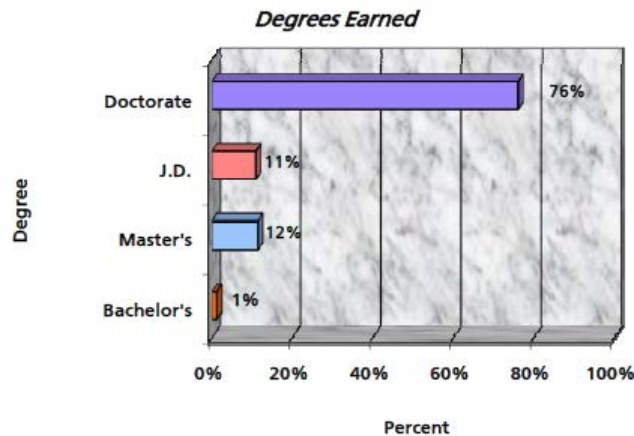
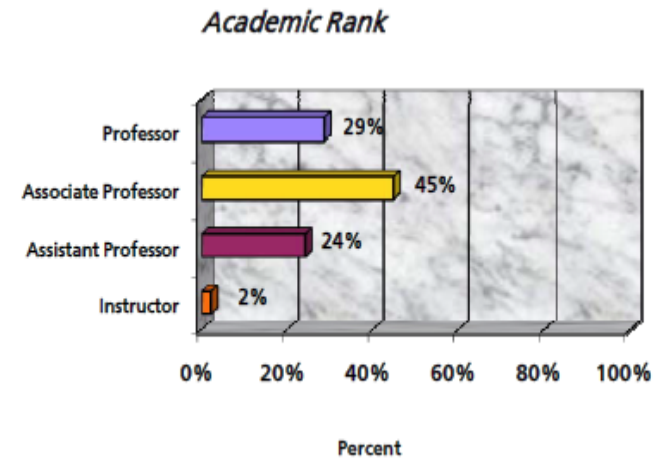
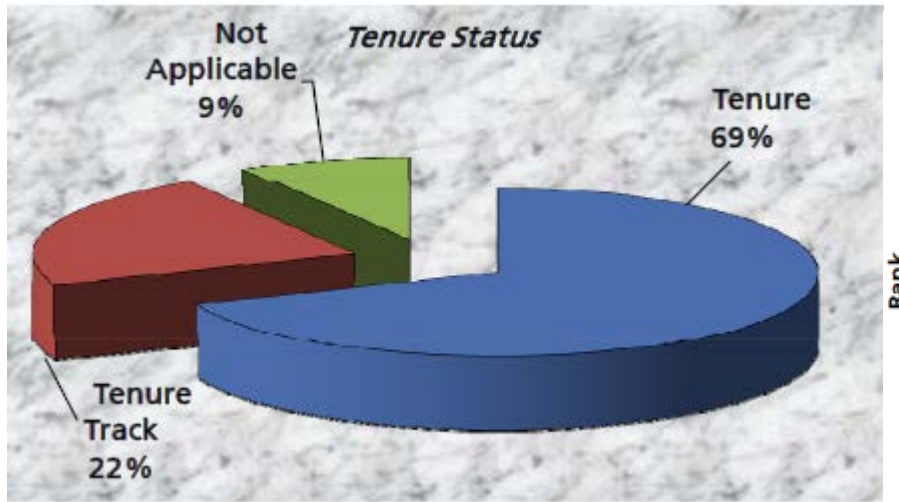
Fast Facts Fall 2012

- Total Enrollment **21,087**
15,840 Undergraduate Students (SJC **3,197**)
5,247 Graduate Students
- **2,792** New Freshmen
- **43%** Pell-eligible/Very High Need
- Students come from **48** states, District of Columbia, Guam, Puerto Rico, U.S. Virgin Islands and **114** countries
- **1,291** Non-resident (International) Students come from **100** countries
- **56%** Female
- **45%** Roman Catholic

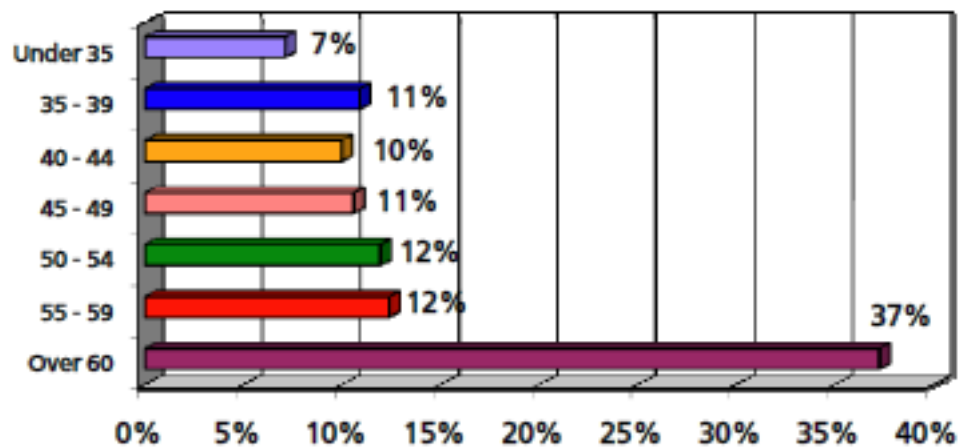
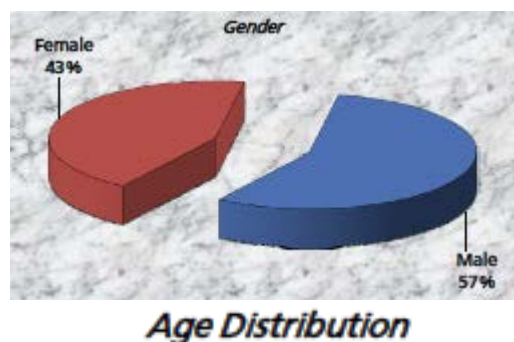
Fast Facts Fall 2012 continued

- **46%** Black, Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian or Two or More Races
- Approximately **3,600** students live in residence facilities on and around the Queens, Staten Island and Manhattan campuses
- **4,553** degrees conferred during the 2011-2012 academic year
- UG tuition – **\$34,750** (varies by program and class year)
- **94%** of undergraduates receive financial aid
- **\$477** million distributed in financial aid
- Full-time Faculty – **663**
- Part-time Faculty – **829**

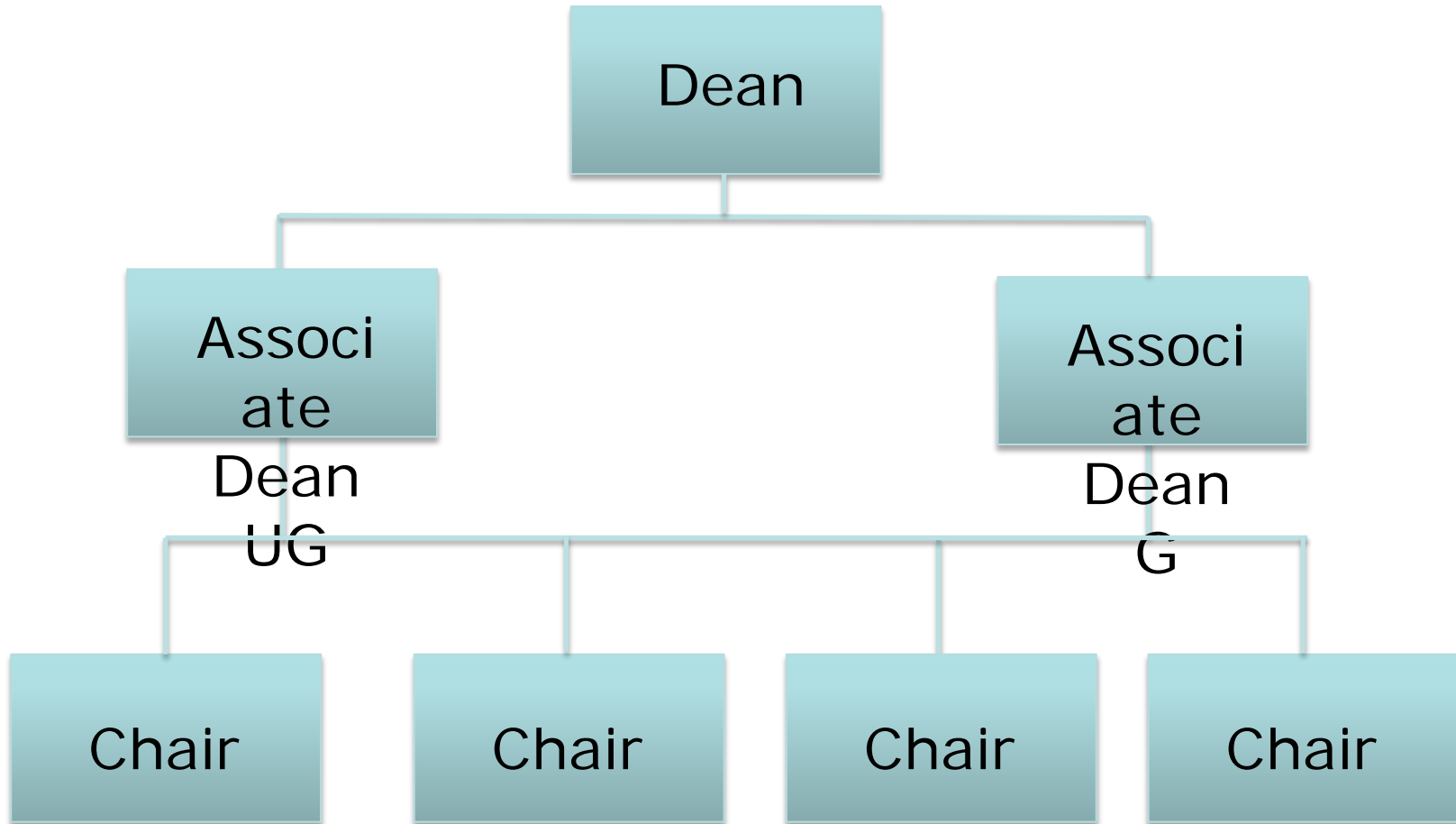
Faculty Characteristics



Faculty Characteristics continued....



SJC Assessment Reporting Structure



Cycle and Entity Selection

2013-2014 (Current)

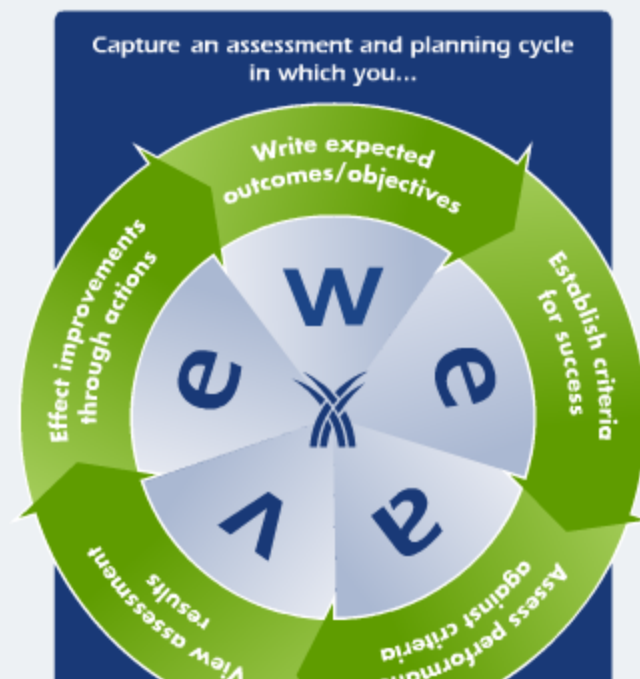
Local News

Middle States

- Mission / Purpose
- Goals
- Outcomes / Objectives
- Measures & Findings
- Action Plan Tracking
- Achievement Summary / Analysis
- Annual / Special Reporting
- Document Management

Use Settings from: St. John's University

Student learning assessment processes should yield direct—clear, visible, and convincing—evidence of student learning. **Tangible examples of student learning, such as completed tests, assignments, projects, portfolios, licensure examinations, and field experience evaluations, are direct evidence of student learning. Indirect evidence, including retention, graduation, and placement rates and surveys of students and alumni, can be vital to understanding the teaching-learning process and student success (or lack thereof), but such information alone is insufficient evidence of student learning unless accompanied by direct evidence. Grades alone are indirect evidence, as a skeptic might claim that high grades are solely the result of lax standards. But the assignments and evaluations that form the basis for grades can be direct evidence if they are accompanied by clear evaluation criteria that have a demonstrable relationship to key learning goals.**



Progress in UG Program Assessment Reporting in SJC

2010-2011 Academic Cycle

Status Overview for Academic Entities

	Final	In-Progress	None
Mission / Purpose	24 (100%)	0 (0%)	0 (0%)
Goal (if used)	24 (100%)	0 (0%)	0 (0%)
Outcome/Objective	23 (96%)	0 (0%)	1 (4%)
Measure	21 (88%)	1 (4%)	2 (8%)
Target	19 (79%)	0 (0%)	5 (21%)
Finding	6 (25%)	0 (0%)	18 (75%)
Action Plan	7 (29%)	1 (4%)	16 (67%)

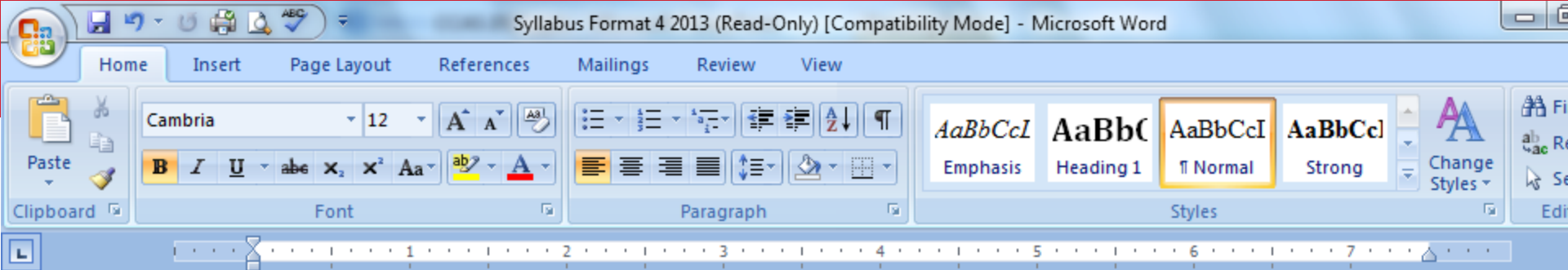
2012-2013 Academic Cycle

Status Overview for Academic Entities

	Final	In-Progress	None
Mission / Purpose	25 (100%)	0 (0%)	0 (0%)
Goal (if used)	25 (100%)	0 (0%)	0 (0%)
Outcome/Objective	25 (100%)	0 (0%)	0 (0%)
Measure	21 (84%)	4 (16%)	0 (0%)
Target	25 (100%)	0 (0%)	0 (0%)
Finding	22 (88%)	0 (0%)	3 (12%)
Action Plan	19 (76%)	4 (16%)	2 (8%)

SJC Steps to change faculty perceptions of undergraduate assessment, a.k.a closing the other assessment loop

- Creation of resources for faculty to assist with program assessment:
https://stjohns.digication.com/sjcundergraduateassessment/Contact_Form/published
- Creation of [hands-on assessment workshops](#) for faculty and chairs focusing on incorporating [high impact assessment practices](#) into current courses
- Work with [Faculty Council Curriculum Committee](#) to alter new course proposals to include mapping the proposed new course to



PART III: SYLLABUS FORMAT

Please use two-sided pages for the syllabus.

Department: _____

Course Number and Title: _____

Bulletin Description: [25 words maximum]

Prerequisite(s):

Co-requisite(s):

Program Goals and Outcomes (applicable to course as indicated on curriculum map)

Units of Instruction:

[Should you choose to organize the units of instruction by class sessions, for a regular session course the units should reflect a calendar of 14 weeks.]

Use Settings from: St. John's University

Assessment Summary

Select View Detailed Assessment Report

View Sections: All Goals Outcomes/Objectives Measures & Findings

Goals

+ Add Expand All Collapse All Reorder

View this set of Goals: Active Hidden All

- ▶ 1: Demonstrate scientific literacy (Approved) [edit] [search]
- ▶ 2: Understand content knowledge and the application of technical skills (Approved) [edit] [search]
- ▶ 3: Conduct studies and present findings (Approved) [edit] [search]

Outcomes/Objectives

(Numbers inside parentheses show related Goals, ✓ indicates Student Learning.)

→ Copy Associations and Connected Documents from 2011-2012

+ Add Expand All Collapse All Reorder

- ▶ 1: Master foundational principles ✓ (G:1, 2) (Approved) [edit] [search]
- ▶ 2: Understand scientific methods and apply to critical thinking skills ✓ (G:1) (Approved) [edit] [search]
- ▶ 3: Analyze and interpret research data ✓ (G:1, 3) (Approved) [edit] [search]
- ▶ 4: Effectively communicate biological information and concepts ✓ (G:3) (Approved) [edit] [search]
- ▶ 5: Critically evaluate biological literature and related topics ✓ (G:1, 2) (Approved) [edit] [search]

Measures & Findings

For example:

Biology 3470/1L

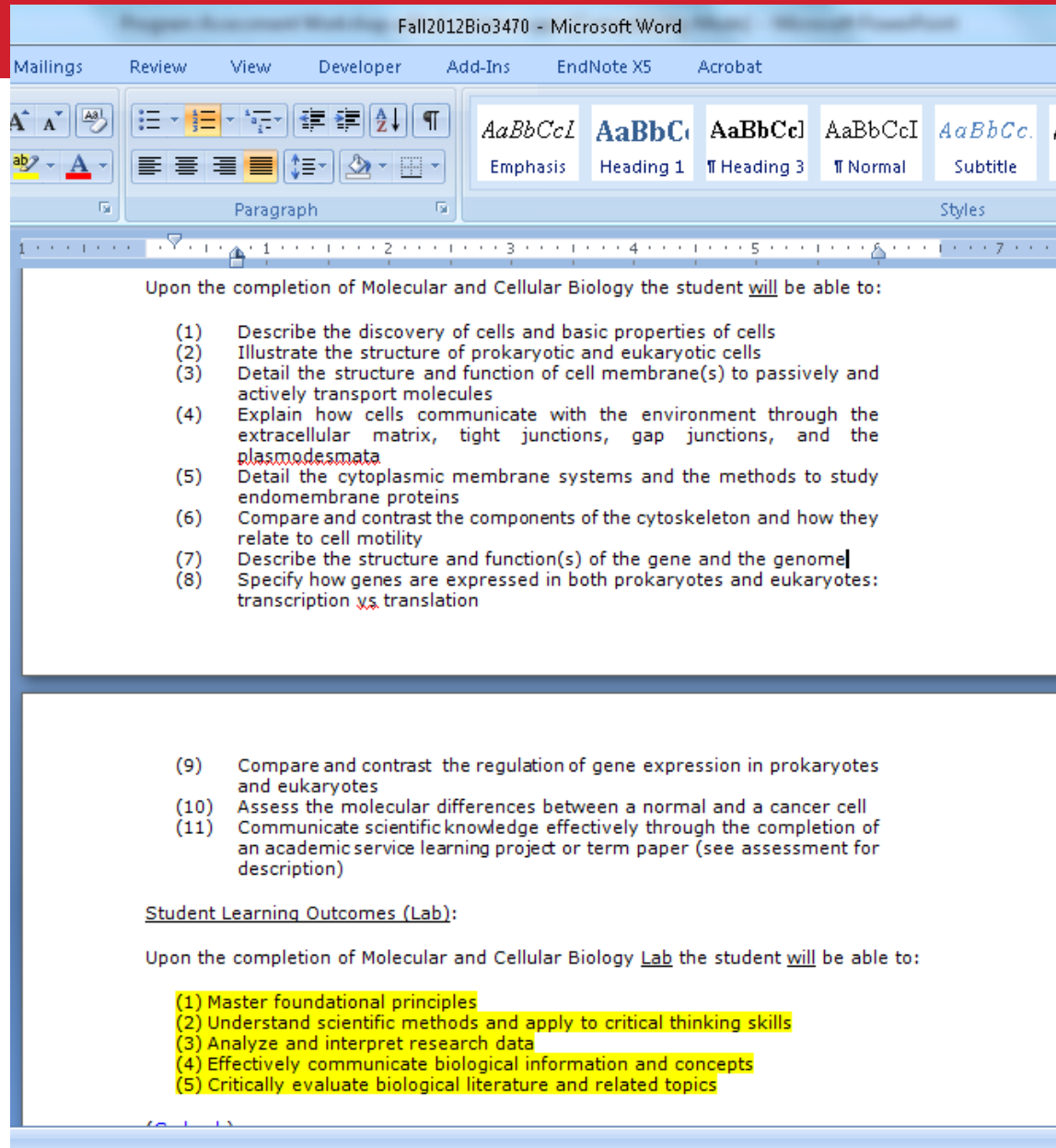
(taught by me)

addresses the following

5 program objectives

as seen on her course

outline:



Fall2012Bio3470 - Microsoft Word

Mailings Review View Developer Add-Ins EndNote X5 Acrobat

Paragraph Styles

Upon the completion of Molecular and Cellular Biology the student will be able to:

- (1) Describe the discovery of cells and basic properties of cells
- (2) Illustrate the structure of prokaryotic and eukaryotic cells
- (3) Detail the structure and function of cell membrane(s) to passively and actively transport molecules
- (4) Explain how cells communicate with the environment through the extracellular matrix, tight junctions, gap junctions, and the plasmodesmata
- (5) Detail the cytoplasmic membrane systems and the methods to study endomembrane proteins
- (6) Compare and contrast the components of the cytoskeleton and how they relate to cell motility
- (7) Describe the structure and function(s) of the gene and the genome
- (8) Specify how genes are expressed in both prokaryotes and eukaryotes: transcription vs translation

- (9) Compare and contrast the regulation of gene expression in prokaryotes and eukaryotes
- (10) Assess the molecular differences between a normal and a cancer cell
- (11) Communicate scientific knowledge effectively through the completion of an academic service learning project or term paper (see assessment for description)

Student Learning Outcomes (Lab):

Upon the completion of Molecular and Cellular Biology Lab the student will be able to:

- (1) Master foundational principles
- (2) Understand scientific methods and apply to critical thinking skills
- (3) Analyze and interpret research data
- (4) Effectively communicate biological information and concepts
- (5) Critically evaluate biological literature and related topics

Step 1: pick an assignment you administer
and map it back to program goals

Lab reports: do these assignment contribute to program
goals and learning outcomes?

Use Settings from: St. John's University

Assessment Summary

Select View Detailed Assessment Report

View Sections: All Goals Outcomes/Objectives Measures & Findings

Goals

+ Add Expand All Collapse All Reorder

View this set of Goals: Active Hidden All

- ▶ 1: Demonstrate scientific literacy (Approved) [edit] [search]
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- ▶ 5: Critically evaluate biological literature and related topics ✓ (G:1, 2) (Approved) [edit] [search]

Measures & Findings

STEP 2: create a rubric (use online resources, please!)

[Association for the Assessment of Learning in Higher Education](#)

[Rubric Maker](#)

[SJC Assessment Portfolio](#)

[Learning Outcomes for the Development of VALUE Rubrics](#)

Cambria (Body) 12

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Paragraph

Styles

Report of the ByLaws Committee - October 10, 2013

Proposed Amendment to the ByLaws of the Liberal Arts Faculty Council

(7) a Committee on Assessment

(a) The Committee on Assessment shall consist of two members, elected by the Council from each of the five subject areas enumerated in subdivision a. (1) (a), above provided that no more than one member may be elected to the committee from any department/division nor may any department/division chairperson be elected to the committee.

(b) The Committee shall include an administrator appointed by the Dean from among the administrator members of the Council.

(c) Elected Members of the Committee on Assessment shall serve for a period of two academic years. In the year in which this provision is adopted, the member in each subject area receiving the highest number of votes shall be elected to a two year term and the member receiving the next highest number of votes shall be elected to a one year term so that one-half the membership shall thereafter be chosen each academic year.

Wilmington University

Reporting on Assessment: Closing the Loop



WILMINGTON
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wilmu.edu

The History of OA at Wilmington University

- Outcomes Assessment plan developed in 2000
- Needs identified by an ad hoc Outcomes Assessment Committee
- The Office of Academic Affairs and the Office of Institutional Research were the collaborative power

The History of OA at Wilmington University

- Creating a “Culture of Assessment” was of utmost importance to success
 - Cheerleaders within the Colleges
 - Chairs share the value of OA with their adjunct faculty
 - Colleges present to Faculty Senate
 - Information is shared with the University Coordinating Council

The History of OA at Wilmington University

- The strength of the OA approach is the annual “Academic Affairs Summit”
- Wilmington University has also involved experts in the field of OA to provide guidance.
 - Linda Suskie
 - Mr. Michael Middaugh

The History of OA at Wilmington University

- 2009 saw the creation of an OA approach for the non-academic areas
- Challenges: WU continues to seek quality multiple measures which are nationally normed and can provide confirmation of the accuracy of the many rubrics and test-embedded questions that make up the toolbox of the OA data collection effort

Data Collection and Reporting Format

- Data collection is divided into three themes/categories:
 - Instructional Effectiveness Data
 - Student Learning Data
 - Student Satisfaction Data
- Each category is assigned a schedule for collection and identified benchmarks

Data Collection Tools

- A variety of resources (may vary by College) are used during the data collection process:
 1. Surveys
 - NSSE
 - ACT
 - Alumni
 2. GPA reports
 3. Enrollment data
 4. Internal Measures
 - Rubrics
 - Test-embedded questions
 5. External Tests
 - PRAXIS II
 - ETS – Proficiency Profile



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 4. Internal Measures
 - Rubrics
 - Test-embedded questions
 5. External Tests
 - PRAXIS II
 - ETS – Proficiency Profile



Internal Method

- **CECRAM** – *Course-Embedded Criterion-Referenced Assessment Measures*

Program Mapping based on the University's

WU Graduation Competency	Collection Course	Related Course Objective	Assessment Activity	Assessment Date
<p><i>Oral Communication</i></p> <p>1. Speak with confidence, clarity, and conciseness.</p>	<p>ENG 111 Oral Communications</p> <p>(Formative collection)</p>	<p>Demonstrate confidence, clarity, and conciseness in making oral presentations.</p>	<p>Final oral presentation assessed with oral presentation rubric, criteria #6 - 15</p>	<p>Fall</p> <p>Spring</p> <p>Summer</p>

CONCLUSION

Analysis of the data is completed in early fall and presented at the Academic Affairs Summit in October.

Templates and Expanded Templates are posted in the University's intranet for internal viewing only.