

## **Outcomes Assessment Committee Meeting**

Tuesday, November 10, 2009

### **Attendees:**

Kathy Morley  
Pria Alpern  
Nicole Nehrig  
Trish Keogh  
Gladys Schrynemakers  
Sara Haden  
Amy Ginsberg  
Anne Zahradnik  
Tina Zerilli  
Jacquie Fraser  
Philip Wong  
Carole Griffiths  
Dawn Kilts  
Maria Vogelstein  
John Killoran  
Brandi Buchanan  
Mohammed Ghriga  
Valerie Lava

### **Minutes:**

**Upcoming workshop highlights:** (11/17, 2:00-3:30pm, Jonas Boardroom)

Cannot use grades as a direct measure of learning because:

- Middle States identified grades as an indirect measure of learning
- May be made up of components unrelated to learning
- Doesn't tell us about strengths and weaknesses
- Grade inflation

Two types of measures:

- Direct= directly demonstrates achieving an objective
  - Set of test items
  - Written assignment scored with rubric
  - Direct observations scored with rubric
    - Rubrics are specific about what learning is being assessed
- Indirect= student opinion about achieving an objective
  - Student reflections/self-assessment
  - Student opinion surveys

- Focus groups

Choosing measures:

- Begin with what you are already assessing
- Use what will tell you about student's strengths and weaknesses
- Look for culminating experiences

Book recommendation: Introduction to Rubrics, by Stevens & Levi (2005)

- Includes links to rubrics and blank rubric templates to get you started
- Rubric= a scoring tool that helps lay out specific expectations for an assignment
- There are many versions of rubrics, they can be simple or complex
- Example of a descriptive rubric
- Rubrics help students with self-assessment, critical thinking about their own work
- Rubric components
  - Assignment description—helps students know expectations
  - Scale—ideally from 3-5 categories
  - Dimensions—elements you want to measure
  - Level of achievement—description you provide
- Helpful to allow room to add comments to students on the rubric

### **Assessment Flash:**

Will be sending out periodic Assessment Flash emails

StudentVoice webinars—today on Program Review, [www.studentvoice.com](http://www.studentvoice.com)

Different departments and faculty are at different levels of assessment; these webinars address multiple levels

Website: Additional Resources will have PowerPoints of previous webinars

### **Departmental Updates:**

#### Biology:

Had a committee meeting

Some confusion on what Math and Physics needs to do because of their small number of majors—Kathy will contact them to provide guidance

#### Library:

Committee met and will continue with the measures from last year and will add some others

Doing some interesting direct measures using clickers to answer specific questions about how to find information in the library—good use of technology

Pharmacy:

Has had an assessment plan in place for 3 years and are in process of implementing

Have direct measure of student performance: observation of students interacting with a client. Have usually only done it at end of last year of program to see if they met the goals of the program, but now doing it also in the 3<sup>rd</sup> year. They used to use paper and pencil measure, but this year they are using StudentVoice so faculty member will enter it directly into StudentVoice after they meet with the student.

We also have the iTouches as an additional resource

Education:

In general they are mid-way in the development of alumni survey  
Got samples from StudentVoice to see what they want to assess  
Have gotten feedback and are having StudentVoice help draft a measure  
Will be assessing all students who have graduated in the last 3 years  
That will begin in early spring

HDL department is at a difficult place for assessment  
All graduate programs have been revised by the state  
Are talking about putting assessment in place for new programs, just now determining which classes will be offered as part of the new program

School Psychology is going for national accreditation and the accrediting association has their own assessment requirements so it will be following those requirements

Educational Leadership is in transition as they look for a new director

Overall, Education is in a state of flux

Teaching & Learning has a lot of data and they are struggling with how to translate that into what is needed for Middle States

They have an ongoing cycle of case studies—look long-term at individual graduates, visit them at their jobs, speak to colleagues...

Opus—ongoing program improvement process

Do curriculum mapping

They have gotten much more sophisticated with their assessment and it has gotten more complex and time-consuming but yields a lot of data which will be useful

English:

English is doing well, have document ready to submit

The plans will be submitted

Are using a standardized test, Nelson-Denny Reading Test, to test reading level of incoming freshman

They are worried they are going to find that most incoming freshman come in with a middle school reading level

Foreign Languages is working on its assessment plan

Health Professions:

In pretty good shape

Departments met and agreed on objectives

Talked about direct and indirect

Got 3 final submissions

Social Sciences:

10/21 Division met and decided to have a division goal

Departments have been meeting individually and deciding on their 2 objectives

Psychology met last week and decided on 2 goals and objectives which is being shared with the rest of the department to see if they agree

Journalism and Political Science are moving forward

Nursing:

Similar to Education

Graduate program is undergoing accreditation so they are working on this

Uses EBI to survey graduating seniors, alums, and employees on a regular basis—commercial group that is strongly recommended by their accrediting body

Difficult to get employer feedback but they keep trying

Appendix 25 is a total tool that looks at every aspect of program from philosophies, mission, outcomes, down to if there are enough chairs in each room—they are revising this and will send it out for others to use as an example of an overall tool

**Specific Concern:** Pharmacy has a day long assessment day at the end of the program

All of their competencies are skills and so can't be measured with clickers

Suggestion to get supervisor evaluations

33 curricular end-points, thinking of using course-embedded activities as a measure

Suggestion to test after 4<sup>th</sup> year so interventions can be implemented

They are developing a new curriculum and using the data for that purpose—that will be implemented in 3-4 years, question about what to do now for specific course-related issues

Suggestion to tweak them now during the interim—so they don't miss a whole class in the meantime

Business:

Accounting:

Confident that they will submit reports for all areas of business by deadline

Have MPA report, which is exceptional and can be used as a model

Creating grading rubrics for Capstone

Doing a lot of assessment, challenge is the documentation—making it transparent so everyone can understand

Also use EBI benchmarking for undergrads and the response was very weak—they are working on revising the undergrad curriculum

Just finished revising MBA core

Global College:

Established learning goals over a 2-year period

Have chosen 2 of the goals

1. Understanding diversity: Used the IDI to test incoming freshman this year and then will test seniors in the spring—hope to have
2. Development of leadership: having focus groups to help understand how to measure it

Will be a little behind schedule but think the work they are doing is important

Gladys is working on a service learning project initiative related to blood donation and can help others with information on service learning and how to develop leadership skills through service learning

Curriculum mapping is also being revised

Another big project rewriting mission statement to be completed by end of spring semester

**Closing Announcement:**

DEADLINE is technically November 15<sup>th</sup>, however the online forms may not be ready until the end of the month so the new deadline will be emailed when known