

## **Senate Assessment Council Report**

The Assessment Council has met its charges over the 2014-2015 academic year within the context of the University's Assessment Policy and the Principles of Assessment. Our focus has been assessment, not evaluation, where assessment is defined as the measurement of course, program, and other student learning outcomes, and university-wide curricular initiatives, for the purpose of improvement.

### **Senate Assessment Council Report - Academic Year 2014-15 Charges**

- 1. Working with the UCC Council determine how to implement the UCC Assessment plan in the 2014-2015 year. Report on the progress of the subcommittee on assessment for the UCC. (Please present a plan to unroll assessment in the UCC on 12/9)**

On March 10th, 2015, David Weisberg, co-chair of the UCC assessment committee, gave a PowerPoint presentation to the Senate describing the timeline for developing assessment for UCC courses.

Draft minutes of the Senate's March 10, 2015 meeting are found at:

<http://www.wpunj.edu/dotAsset/d1d2a557-eae2-4d3d-bf05-f3e61b62938d.pdf>

#### **Meeting Packets**

- Assessment Plan for the University Core Curriculum, Updated February 2014 - K:\Groups\University Core Curriculum\Assessment\UCC Assessment Plan
- UCC Assessment Plan PowerPoint - <http://www.wpunj.edu/dotAsset/3dfcf9db-6c1c-4785-b257-66971f2f4585.pptx>

#### Assessment of Writing Intensive Student Learning Outcomes

College Writing is being used as the first and baseline course since it is the only course all new first-time students must take. Summarizing, the plan for the pilot study is as follows:

- There will be a pool of 21 reviewers, seven groups of three reviewers each, for the pilot assessment. A training session for the reviewers will be scheduled.
- Ten sample papers will be collected from ENG1100 and ENG1500. Chris Weaver will collect the writing samples from his courses in three different levels (excellent, average and poor).

- ❖ Phase I: Collect Data
  - First-year Undergraduate Students
    - Collect Writing Samples from their first Writing Intensive course
- ❖ Phase II: Assess Data
  - 5-7 Volunteers from UCC Council & Assessment Council:
  - Apply Values Rubric (AAACE)
  - Complete Norming Exercise
  - Complete Assessment
- ❖ Phase III: Report Data
  - Enter Data, Analyze Data, Discuss Results

See Standing Charge No. 2, bullet No. 2 and the attached “Assessment Plan for the University Core Curriculum, Updated February 2014” for more detail and timeline.

## **2. Set up faculty development for Campus Labs assessment.**

### *Background*

Campus Labs is a set of planning and documentation software tools which provide a database-style organizational structure to collecting assessment-related data and linking those data to assessment goals and objectives and student learning outcomes. The system should make it easier to manage the flow of information from collection through to reporting. In particular for academic affairs, specific categories of assessment activity can be linked vertically. Beginning with inputting data and artifacts, items are linked to the goals, objectives and SLOs of the program, which in turn are reflective of Colleges (with the exception of the College of Education which is using *Chalk and Wire*) and the Division’s mission and goals and objectives. Since December 2013, there has been a group of a dozen individuals from academic affairs, finance, and administration, training with Campus Labs consultants in the use of the planning and assessment module *Compliance Assist*. Presently, Student Development and Enrollment Management are using this module of Campus Labs as well. Ultimately, the four divisions will be able to link all their assessment efforts and tie them to the University’s mission and strategic goals and objectives.

### *Council activities*

The two main thrusts of the Assessment Council with regards to faculty development for Campus Labs have been to: 1) immediately begin implementation for the UCC assessment process being developed, and 2) develop approaches for informing the faculty and guiding implementation across the various programs of the Colleges.

The general approach for the UCC writing intensive assessment is addressed elsewhere in this report. The effort involving Campus Labs has primarily centered on a combination of training and design. Kendall Martin has been meeting with UCC Coordinator Maggie Williams, her staff, and UCC Council members David Weisberg and Lynne Orr. We have developed an approach for coordinating the collection of assessment data using the

status of UCC at the level of the Colleges and Cheng Library under Curriculum & International Studies. Faculty across the Division could be assigned Roles by UCC to upload assessment data which would allow reports to easily be prepared covering campus-wide UCC activity.

The second thrust of our Campus Labs support was to prepare for broader implementation. Kendall Martin presented an overview of Campus Labs to the Senate. Unfortunately there was a problem with computer connectivity in the meeting room that day and access to the software was not possible, so the overview was given without an actual demonstration. Dr. Martin also gave orientations on the linking hierarchy and data input for the Assessment council and the UCC writing intensive assessment team (above). The focus now is to implement this system for a few programs to allow us to better demonstrate the capabilities of Campus Labs in future presentations.

#### *Future prospects*

We expect that we will need to demonstrate the system to the Senate as well as train groups representing faculty from every College. Initially, only the department chairs would have had both read and write access to the basic shell of Campus Labs. The Council recommended that the assessment coordinators be given such access as well. Since the Program Review Module of Campus Labs has also been purchased, the Council recommends that departments undergoing program review adopt the process. The effect of Campus Labs on assessment at William Paterson will be a major theme of the Middle States Periodic Review Report, due 2016, and the Assessment Council will lend its support to helping understand the role this system will play.

- 3. Determine if the University should consider using either FSSE or the Higher Education Research Institute's "Faculty Survey" on a regular basis, and, if adopted, whether the Research and Scholarship Council be charged with responding to the results.**

The Council decided that both surveys should be used. FSSE should be discussed with the provost as a companion survey to the next NSSE administration.

### **Senate Assessment Council Report - Standing Charges**

Our actions over the past year to meet our three standing charges are discussed below.

#### **I. Better articulate educational goals**

In an effort to help faculty better articulate educational goals, we have done the following:

- Developed a comprehensive Assessment Glossary  
[www.wpunj.edu/.../460caabc-cebb-4672-86c8-e86b56ec35bd.pdf](http://www.wpunj.edu/.../460caabc-cebb-4672-86c8-e86b56ec35bd.pdf)

On February 23rd the Senate Assessment Council sponsored a workshop led by Ana Maria Schuhmann for faculty, called Assessment and Student Learning Outcomes at the Program and Course Level. The PowerPoint slides from the workshop, as well as the assessment glossary the Council recently compiled, are now available at: <http://www.wpunj.edu/ira/assessment/index.dot>. Each workshop participant received a copy of “A Faculty and Staff Guide to Creating Learning Outcomes.” A copy was mailed to Deans and College Assessment Coordinators and a copy was sent to each chair. This information was distributed by the Senate email list. About 20 faculty members attended this workshop. The Council intends to organize another workshop for the next academic year. One goal of the workshop was to better enable faculty to articulate their own educational goals and objectives. A potential topic for next year is the statistical approaches appropriate to assessment data and the implications for sampling procedures.

**II. Provide means for collecting information on the progress towards the goals. Recommendation: Concerning the UCC, the UCC Council is developing a web-based assessment instrument of UCC Program Outcome 5. The Assessment Council will provide feedback on the process once this is completed.**

- To promote UCC Assessment, we have worked with Maggie Williams in designing a UCC assessment in accordance with the Assessment Plan for UCC (available <http://www.wpunj.edu/dotAsset/333426.pdf>)
  - The initial phase of UCC assessment assesses UCC Writing Intensive courses using the VALUE rubric for Written Communication. The pilot, conducted this spring semester, follows the model currently used by the English department where sample papers from English 1100 are assessed by 2 trained faculty members using the VALUE rubric. UCC Council plans to use this model, with a Working Group of 5-7 faculty who will use the VALUE rubric to assess papers from UCC English courses.
  - We note that Senate Assessment Council has been assured by UCC Assessment that this will not be an evaluation of faculty, but a direct assessment of students in UCC writing courses.
  - Future phases of UCC Assessment will involve application of the same model (i.e., using VALUE rubrics) to the other areas of UCC.
- Feedback on the process of UCC Assessment has been accomplished through reports to Faculty Senate on December 9, 2014 and February 24, 2015, provided by the UCC Council in collaboration with Maggie Williams.

**III. Disseminate results to faculty and staff involved, who will consider possible modifications of that which has been assessed.**

- Because our focus was on the rollout of CampusLabs, we have not obtained data this year, so were not able to disseminate significant results to faculty and staff. As CampusLabs is implemented, data collection will be facilitated and we will have more information to work with.

## **Recommendations for Charges to Assessment Council for 2015-2016**

The Assessment Council feels that it needs to have a greater impact on Assessment as practiced in the Academic Departments (including the Library and Information departments). While there are several ways this impact could be achieved, we recommend the following be considered:

- College Assessment Coordinators should be members of Assessment Council, which would promote seamless integration of Assessment across campus, and provide a way to influence the Assessment process.
- The Assessment Council should make themselves available as an advisory body for Assessment that is overseen by the new Associate Provost of Curriculum & International Studies. The Assessment Council should speak with the Associate Provost of Curriculum & International Studies early in fall 2015, preferably at the meeting following the Senate charging of the Council.
- The University should reprioritize Planning as a major purpose of Assessment. On the administrative side, ideally no program changes should be approved without relevant Assessment data.