

Evidence: Program Assessment for Continuous Improvement

Newsletter

May 2015

Getting Ready !

The 2017 academic year may seem far away from, but we are already planning for the Middle States Review Report (PRR) and you can help. It will be five years since our accreditation visit and the periodic review report must document our progress and attention to all the standards for accreditation.

Although there are revised guidelines in place with fewer standards, for this PRR we are going to be evaluated based on the criteria that were effective at the time of our accreditation visit. Standard 14 deals with the assessment of student learning and Middle States (2006) requires that institutions demonstrate this by describing

“a documented, organized, and sustained assessment process to evaluate and improve student learning that is systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that maximize the use of existing data and information

- *clearly and purposefully relate to the goals they are assessing*
- *are of sufficient quality that results can be used with confidence to inform decisions and*
- *include direct evidence of student learning”*

We must also show that we are using assessment by any of the following pieces of evidence

“analysis of the use of student learning assessment findings to

- *assist students in improving their learning*
- *improve pedagogies, curricula and instructional activities*
- *review and revise academic programs and*

support services

- *plan, conduct, and support professional development activities”*

At the program, school, and institutional levels, we must be able to tell our assessment stories, not what we plan to do but what we have done, found, and used in the service of student learning. Our stories must not be about an event or even a few events; it must be about habits of the faculty, programs, and the institution as we determine how well our students are learning what we deem important.

Additionally, we must show how we use that information for continuous improvement of student learning through instructional co-curricular, and other experiences.

What can we do now? Faculty can be comprehensive in reporting their classroom assessments to program coordinators and in indicating how they have used these assessments.

Coordinators can be intentional in connecting program assessments to program goals and ensuring that the upcoming coordinators reports give a clear picture of the ways in which the assessments have influenced their planning for the upcoming academic year.

As programs plan for the 15/16 academic year, they can ensure that the assessments of this past year are integrated in the plan for the upcoming year and that they have both direct and indirect assessments in their plan.

Jones, K. F. and Beads, R. (2009). The Periodic Review Report and the Assessment of Institutional Effectiveness. MSCHE PRR Workshop. Philadelphia, PA.

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Jones and Beads (2012) developed the figure below to show the increasing emphasis on assessment use and the movement away from viewing goals and plans as adequate evidence of assessment progress.



Characteristics of Excellence in Higher Education

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COACHE Wrap Up

The COACHE faculty review team has wrapped up its meetings for the academic year and we are in the process of preparing our report for submission to Interim Provost Davenport in June.

Throughout the academic year we reviewed each of the COACHE benchmarks to assess Stockton's position nationally and among our selected peers. We then looked at each benchmark within the university but across the seven schools. Our external comparisons show that overall Stockton faculty are satisfied with most aspects of their work and their working environment.

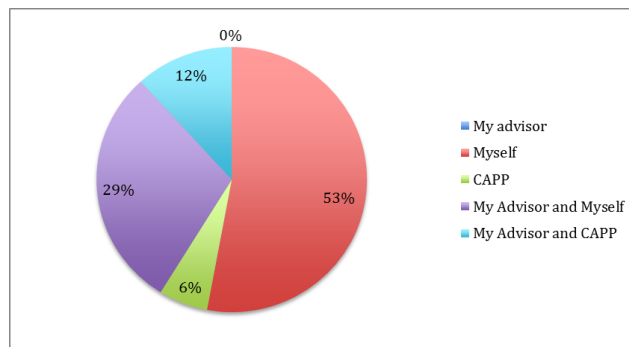
There are, however, marked differences among the schools on some of the benchmarks and the recommendation will be aimed at sharing the strengths and addressing the deficits.

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|----------------------|------------------|
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WE ARE RESPONSIBLE!

During the last advising period the office of academic advising surveyed 85 students and interviewed an additional 83 students in order to assess their understanding of the advising process and their degree requirements. Fifty three percent of the seniors in that sample acknowledged that they are accountable for ensuring that they have met the graduation requirements. No one held the advisor fully responsible but 29% indicated that there is shared responsibility between the advisor and student for ensuring graduation requirements are met.

Suppose your graduation application is denied, who or what should be held responsible for that outcome?



cent of seniors believed they needed to have more than one GIS course, 30% said one service-learning course was required for graduation, 30% said they needed more than one service-learning course, and 30% was of the opinion that at least one distance learning course was required. Most seniors (94%) use CAPP to keep track of their progress towards graduation.

The office of Academic Advising is engaged in exemplary assessment practice. Under the leadership of Paula Dollarhide and Peter Hagen they are reviewing and sharing the findings of their well thought out assessment plan and are taking time to de-

cide what actions they should result from their findings.

There were some misconceptions. Forty one per-



Hat's Off to the COACHE faculty Review Team

