

# Chatham University Assessment Initiatives

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# Today....

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- Summarize Chatham's Assessment Initiatives
- Review Levels of Assessment
- Discuss Being Pragmatic
- Examine General Education Assessment
- Academic Effect
- Explore What You Need



# Middle States Expectations

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- The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.
- Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.



# Sometimes you don't get what you want...

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- A narrow learning curve.
- A love for change.
- Time, time, and more time.
- A collaborative approach.



But you may get what you need.

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- Positive People.
- Interesting Programs and Majors.
- Quick Learners.
- A Supportive Environment.
- A Committee of Individuals with Valuable Assessment and Chatham knowledge.





# Meet the Assessment Committee Faculty

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- Alyssa Abebe
- Jeff Bukowski
- Greg Galford
- Lisa Lambert
- Charlotte Lott
- Christina Sarteschi
- Judy Truscott
- Joe Wister
- Deb Wolf

# Meet the Assessment Committee

## Student Support and Student Service

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- Mary Utter
- Shannon Brenner
- Jennifer Burns
- Cindy Kerr
- Maria Kroniser
- Linh Phung
- Ginger Polozoff
- Deborah Prise
- Paul Steinhaus
- Kate Wenger
- Robert Zhang



Chatham University's goal has been and continues to be to develop  
an assessment process that is ...

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- Manageable
- Leads to Growth
- Leads to Improvement
- Sustainable
- Continuous



# Levels of Assessment

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- Course Assessment
- Program or Departmental Assessment
- Institutional Assessment
- General Education Assessment

# Course Assessment

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Each Course has Learning Outcomes or Objectives.

Example: Students will ...

- Communicate economic ideas.
- Draw graphical models; solve numerical models; present data.
- Explain concepts and conclusions of economic analysis in written essays.

(ECON101)



# Course Learning Outcomes

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- How do we know the students have met these goals?
  - Specific Assignments that are evaluated for competencies
    - Each objective or learning outcome should have an assignment, a test, a presentation etc... that will help the faculty member assess that the outcome has been met by the student.
  - Why not use grades?
    - Considered in direct, a grade is a sum of the entire class, not each outcome.



# Program or Departmental Assessment

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- These are the learning outcomes of the entire program, the competencies that a graduate should possess.
- These are the goals that the department has in place to help measure its effectiveness or efficiency.
- These Program or Departmental Assessments are what we are currently storing in Academic Effect. Academic Effect does have the capability to store course assessment and institutional assessment, but we started with program/departmental.



# Examples: Program Outcomes or Departmental Goals

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- Apply critical thinking to determine the credibility of information and develop, defend and criticize arguments. (Undergraduate Psychology)
- To ensure records of current and former students are properly recorded and stored. (Registrar)

# Institutional Assessment

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- How is the University progressing on its goals or mission or strategic plan?

At the President's Council, Board of Trustees and other Administrative Management Meetings they are reviewing the progress from across all areas of the university.





# Example

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- One recent example would be the goal set by the leadership team in 2013-14 (and even earlier) surrounding increasing enrollment.
  - There was a large assessment process that was created as data was collected about enrollment , applications, benchmarking other schools, surveying alumni and current students, creating forecast documents etc... the Assessment led to the decision to become fully coed.
- This type of assessment shows the deliberate path and use of data to make decisions.

# Segments of the Assessment Plan

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- Outcomes or Goals
- How to Assess
- Target for Success
- Findings
- Analysis



# Remember this slide?

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- Manageable
- Leads to Growth
- Leads to Improvement
- Sustainable
- Continuous

# Manageable and Sustainable

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- Don't over Complicate the Process
- Consider a Rubric
- Collaborate for Best Practices
- Maybe use Qualtrics
- It should be a part of what you do at a University, not an extra task.





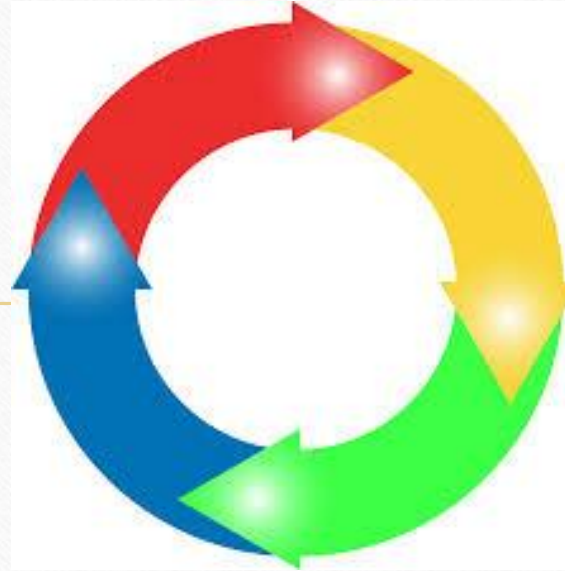
# Leads to Growth and



- There is no point in assessing what you already know.
- Try not to set up your assessment targets knowing you can meet or beat this target.
- This is not about who has the perfect assessment, it is about closely scrutinizing your program and asking hard questions about what is working and what is not.

# Continuous

- It is circular in nature.
- One year leads to the next.
- Not just when there will be visitors on campus.





# A Common Interest

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- General Education
  - In some schools they are a department to themselves, with their own courses and their own faculty.
  - In most schools like ours they are discipline specific courses taken as general education courses.
    - What is the biggest challenge with this?

# How to Assess General Education

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- Common Rubric
- Data Collection
- Conversations



# A Plan for Chatham

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General Education Assessment



# Oral Presentations- Writing

2016-17

Oral Presentations

(ENG195 and various courses)

- o Students will demonstrate the ability to formulate opinions and support and defend them effectively
- o Students will demonstrate the ability to articulate ideas, reach, and persuade a variety of audiences.
- o Students produce an effective presentation using a variety of strategies and technologies.

2017-18

Writing

(ENG195 and various courses)

- o Students will be able to produce coherent, focused, organized, clear and correct written documents using general academic conventions as well as appropriate discipline-based conventions.
- o Students will be able to use the tools of persuasion to reach a variety of audiences



# Quantitative- Information Literacy

2018-19	Quantitative Skills	(Math and various courses)
<ul style="list-style-type: none"><li>o Students will demonstrate numerical fluency.</li><li>o Students will demonstrate the ability to develop and evaluate the appropriate problem-solving strategies for a variety of situations, issues, and events.</li><li>o Students will demonstrate the ability to test and apply correct solutions to problems.</li></ul>		
2019-20	Information Literacy	(ENG195 and various courses)
<ul style="list-style-type: none"><li>o Students will demonstrate the ability to locate information sources, including electronic sources, and the ability to analyze, interpret, and evaluate their quality/reliability.</li><li>o Students will demonstrate the ability to conduct research using a variety of strategies and sources.</li><li>o Students will produce an effective written document analyzing and synthesizing research materials and leading to a conclusion supporting an argument or hypothesis.</li></ul>		

# Experiential- Wellness

2019-20

Experiential

(INT -PRO and Job Skills Courses)

- o Students will demonstrate a sophisticated understanding of the skills, knowledge and strengths that are required of individuals working in a particular profession or for a particular type of organization.
- o Students will develop a basis for assessing their own suitability for work in the field of study.
- o Students will develop professional skills necessary for the pursuit of desired careers or advanced educational training

2020-21

Wellness

(Wellness designated courses)

- o Students will demonstrate an understanding of holistic fulfillment, and its place in their lives
- o Students will demonstrate knowledge of fitness activities that could be continued throughout the lifespan



# Why Academic Effect Assessment Software

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## Prior to Academic Effect

Annual reports, static, individually done, no connections

## With Academic Effect

See assessment year over year, connect to university goals, run reports, can be viewed and shared

# What is next?

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- Tools and References for you.



- [Academic Effect Software.](#)
- [Chatham University Guidebook.](#)

**chatham** UNIVERSITY

Assessment Guide 2016



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- What do you need to make your assessment come to life?
  - I would like to start a Blog or SharePoint for Best Practices in Assessment and Teaching.



Take this time to talk, share and take your  
assessment to the next level.

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For anyone who would like to review

*Academic Effect*

I will be glad to demonstrate to a smaller group up front.





THANK YOU