

Moving from Goal to Implementation in General Education Assessment: Strategies to Engage

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“Effective assessment of any program... requires a campus culture that values contributions to the improvement of student learning.”

Mary J. Allen, *Assessing General Education Programs*.
Bolton, MA: Anker Publishing, 2006. Print.



Main Points

- Setting the stage for institutional assessment
- Laying the foundation for Core assessment
- Educating faculty
- Using re-accreditation efforts to improve learning and institutional effectiveness
- Implementing Assessment practices
- Sustaining a culture of evidence

Pace University: An Overview

Urban/suburban university
Size: 12,706 Students
10,296 FTE

Major metro area:
NYC 11.7 million

Carnegie Class:
Doctoral Research
University

US News Ranking:
3rd Tier National

Three Campuses and seven sites in NY
metropolitan region

Sixty-three percent undergraduate
Thirty-seven percent graduate/
professional

Six Schools/College
Arts and Sciences
Business
Computer Science/
Information Systems
Education
Law
Nursing



Setting the Stage for Institutional Assessment

- Education of Board of Trustees, Vice Presidents, Deans
- Presidential Assessment Grants
- Academic Program Review
- University Assessment Committee



Setting the Stage for Institutional Assessment

- Collaboration with recognized faculty development units
 - Pforzheimer Center for Faculty Development
 - Center for Teaching, Learning and Technology
- Availability to assist Faculty Working Groups, e.g. Core Curriculum Task Force



Developing the 2003 Core Curriculum: Initial Goals

- Strong first year program
- Integrated Core
- Coherent and progressive learning experience
- American democratic pluralism and appreciation of cultural diversity
- Possibility for advanced study in an Arts and Sciences area
- Language and culture study, study abroad
- Interdisciplinary thematically connected courses
- Experiential learning
- Integrative seminar
- AAC&U's 12 principles for Effective General Education Programs



Learning Outcomes of the Pace Core Curriculum

- Communication
- Quantitative and Scientific Reasoning
- Intellectual Depth and Breadth
- Aesthetic Response
- Effective Citizenship
- Social Interaction
- Analysis
- Problem solving
- Global, National and International Perspectives
- Information Literacy and Research
- Technological Fluency
- Valuing



Signature Features of Pace Core Curriculum

- Community-based Learning Experience in a Civic Engagement and Public Values course
- Writing Enhanced Courses
- Learning Community



Assessment Meets the New Core: Initial Efforts

Learning Community Pilot Project – Assessment Measures

- Mid-term and End-term Student Survey
- Student Focus Groups on each campus
- Mid-term and End-term Faculty Survey
- Faculty Focus Groups
- Learning Outcomes Questionnaire for Faculty



Project: The Faculty Fellows

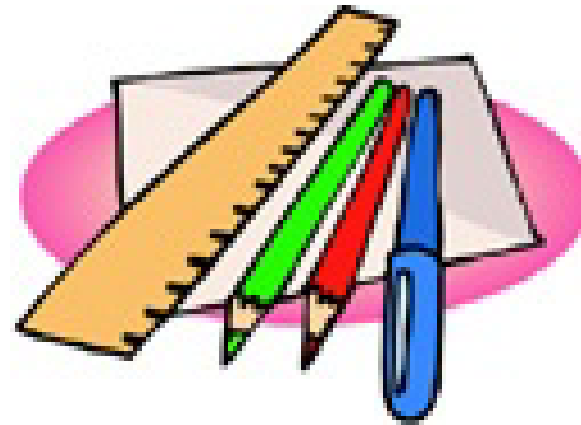
“Measuring Learning Outcomes and Effectiveness of the Pace Core Curriculum”

- Arts and Sciences Faculty and Chairpersons
 - Attend Workshops
 - Gather Data
 - Explore Assessment Strategies



Measuring Learning Outcomes

- Focus on:
Communication
Analysis
Civic Engagement



- First Task:
Articulate learning objectives and learning outcomes



Educating the Faculty

- Center for Teaching, Learning and Technology
The Faculty Institute
- University Assessment Committee
Faculty Workshops and Provost's Colloquia
- Dyson College of Arts and Sciences
Teaching Circles
Dyson Day Presentations

Assessment Strategies

- **Assessment Education Venues allow Faculty:**
 - To engage with colleagues
 - To consult with department members
 - To experiment with and use the Assessment Matrix
- **Best Practices allow faculty:**
 - To identify Assessment Strategies such as rubrics, eportfolios, classroom assessment techniques, course embedded assessment
- Faculty test out surveys and student focus groups
- Develop Learning Outcomes Resource Guide



Assessment Matrix

Adapted from Trudy Banta

1	2	3	4	5	6
What general outcome are you seeking?	How would you know it (the outcome) if you saw it? What will the student know or be able to do?	How will you help the students learn it? (in class or out of class)	How could you measure each of the desired behaviors listed in #2?	What are the assessment findings?	Based on assessment findings, what improvements might be made?

Assessment Techniques Identified

- Rubrics
- E-portfolios
- Classroom assessment techniques (various)
- Rising junior exam
- Reflective journals
- Student and faculty surveys
- Student and faculty focus groups



Middle States is Coming!

Middle States is Coming !



Aligning Internal Assessment Needs with External Accreditation

Preparing Chairs for Middle States Assessment Expectations

Motivating Chairs with Middle States Evaluation Visit Actions

Collecting evidence of assessment and use of results



Expansion of Faculty Fellows Initiative

- Prepare for Middle States: 2007-08
- All Departments of Dyson College Become Involved
- Syllabi and other data collected
- Workshops and Faculty Development Day



Preliminary Department Questionnaire

1. Please identify the assessment strategies this program has implemented regarding those learning outcomes (e.g., rubrics, embedded assessment, portfolios, research papers, team presentations)—please list separately each strategy currently used.
2. For each strategy of assessment above, do you have documented results from such assessment(s)?
3. For each strategy of assessment for which documented results exist, what improvements in this academic program will result?



Connecting Institutional Assessments with Core Curriculum Goals



- Assessment of progress achieved on goals of 2003 – 2008 Strategic Plan relating to Core Curriculum
- Use of annual National Survey of Student Engagement results to demonstrate greater levels of participation in Core Curriculum components

Sustaining Assessment to Enhance a Culture of Learning

- Bringing Theory to Practice
- EPortfolio Initiative
- New Teaching Circle Initiatives
- The Center for Community Action and Research
- The Retention Advisory Board



Strategies to Sustain Assessment

Bringing Theory to Practice

Creation of *Assessment News*

Extending the use of High Impact Practices to a broader group of faculty

Spring 2010 Conference – Bringing Theory to Practice

Dr. Jillian Kinzie, Keynote Speaker

Faculty and Student Panels on High Impact Practices

Faculty Mentors to provide group facilitation

Stipends for Faculty Mentors

Stipends for Faculty who pilot a high impact practice
in Fall 2010



High Impact Practices: Many Embedded in Design for the Pace Core Curriculum

- First Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects



Electronic Portfolios at Pace

- Getting Started: Assessment Grants, Cross-Disciplinary Team, Rubrics
- Current University-wide Initiative: Provost, CIO, and Grant Supported; new platform and template, advisory board
- Pilot: individual course and program assessment
- Student Reflections: integrate learning
- Workshops and presentations
- Next Steps



Strategies for Teaching with EPortfolios

- Syllabus and learning outcomes
- Identify key artifacts
- Student motivation:
 - Choice and responsibility
- In-class exercises
- Reflective Thinking and Writing
- Link to Career/Coop
- Eportfolio Contest



PACE AND CIVIC ENGAGEMENT

- Campus Compact
- Founding Institution of NYCC
- Founding Institution of Project Pericles
- Carnegie Community Engagement
Classification for Curricular Engagement and
Outreach Partnerships
- President's Higher Education Honor Roll
- Jefferson Awards Champion



CIVIC ENGAGEMENT AND PUBLIC VALUE COURSE REQUIREMENT

- Consider the notion of citizenship from a disciplinary perspective
- Have a community-based learning experience
- Develop leadership abilities
- Integrate service and learning



RAPID GROWTH

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
# of Sections Taught	12	27	44	73	81	89	101
# of Approved Courses	10	16	40	55	70	82	88
Average Class Size	12	17	25	22	22	20	19
# of Students Enrolled	144	459	1100	1606	1630	1742	1965
Community Service Hours	1,152	3,672	8,800	12,848	13,040	26,130	29,475

Center for Community Action and Research Assessment Challenges

- Acquire institutional/ administrative data
- Establish an assessment procedure that connects with course and core goals
- Implement the assessment in a timely fashion



THE RESEARCH QUESTION

Does participation in a Civic Engagement and Public Values course positively impact student civic activism, leadership development, trust and values?



Will These Initiatives Work?

We value your ideas, comments and questions



Thank You

“All the time and effort that goes into assessment is worthwhile only if that work eventually leads to improved teaching and learning.”

Suskie, Linda. *Assessing Student Learning: A Common Sense*.
San Francisco: Jossey-Bass, 2009. Print.

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