Academic Leadership Program

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ASSESSMENT

walking the talk – bringing the culture of evidence to teaching
Assessment in a nut shell:

• What do you want students to be able to DO at the end of the semester?
  • **LEARNING GOALS**
  • How will you know if you’ve succeeded?
  • **ASSESSMENT**
  • What will you do if you don’t succeed?
  • **RESPONSE TO THE RESULTS**
  
  “CLOSING THE LOOP”
What is needed:
Every unit needs to be thinking about:

• What are their goals?
  – How do their goals align with the next unit up’s goals?
    • Courses with department goals
    • Department goals with school goals
    • School goals with University goals

• How can they show – assess – how well they are meeting those goals?

• How does what they learn from those assessments lead to improvement? How does it affect planning and budgeting?
  – A key trait of a great university is that it is constantly improving --- it knows its own weaknesses and takes affirmative steps to improve them.
Annual Reports
✓ Learning goals --- publicly posted
✓ Assessment plan, structure, and process
✓ Assessment Tools/Measures
✓ Benchmarks – standards, targets, peer comparisons
✓ Implementation and Results
✓ Response to Results
✓ Successful Improvement and Maintenance
Some Examples from SAS:

• Undergraduate Education
  – Core Curriculum
  – Majors/Minors/Programs
  – SAS Honors Program
  – SAS Office of Academic Services

• Graduate Education
  – PhD Programs
  – Specialized Masters Programs
Core Goals
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(≥6 credits) Students will meet two goals. [21C]

- Analyze the degree to which forms of human difference shape a person’s experiences of and perspectives on the world.
- Analyze a contemporary global issue from a multidisciplinary perspective.
- Analyze the relationship that science and technology have to a contemporary social issue.
- Analyze issues of social justice across local and global contexts.
Most of our Core courses are using some of the 28 rubrics we have created to go with each learning goal. The rubric is used to score a set of assignments or exam questions that ask the student to actually DO the goal.

You can find these rubrics and more information about assessment in the “Faculty Guide to Submitting Courses for Certification in the Core Curriculum” on the SAS OUE web page.
If there are multiple criteria in the rubric.
### Core Learning Goals: 21st Century Challenges [21C]

<table>
<thead>
<tr>
<th>Goal</th>
<th>No of courses reporting results</th>
<th>Number of students assessed</th>
<th>Percent scoring Satisfactory or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal a - human difference</td>
<td>4</td>
<td>303</td>
<td>98%</td>
</tr>
<tr>
<td>Goal b – multidisciplinary perspectives</td>
<td>4</td>
<td>342</td>
<td>89%</td>
</tr>
<tr>
<td>Goal c - science &amp; technology</td>
<td>3</td>
<td>219</td>
<td>95%</td>
</tr>
<tr>
<td>Goal d - social justice</td>
<td>1</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

Data for the Annual Assessment Report – Sample from pilot year
Office of Undergraduate Education Information

The SAS Office of Undergraduate Education handles a variety of matters concerning curriculum and instruction. This section is for faculty and administrators. Students looking for more information about academic programs in the SAS should consult the Office of Academic Services.

Follow the links for information on the topics listed below.

Contacts:
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- 2009-2011 Undergraduate Catalog
- List of SAS Majors
- Downloadable Directory of Undergraduate Directors/Advisors
- SAS Award for Outstanding Contribution to Undergraduate Education, cumulative list of recipients

Assessment and Learning Goals
- SAS Departmental Undergraduate Learning Goals
- Summary of New Core Curriculum Learning Goals
- Developing a Program Assessment Plan
- SAS Program Assessment Report (form)

SAS Core Requirements
- The SAS Core Curriculum (effective Fall 2011) - brochure (pdf)
- For Faculty: Power Point on the New Core Curriculum
- Faculty Guide to Submitting Courses for Certification in the Core Curriculum
- Certification of Courses for the Core Curriculum – SAS Course Catalog Application System (CCAS)
Optional Presentation

Title

Rutgers
School of Arts and Sciences

Department: ________________________________ Date: ____________________

Submitted by: ____________________________

This report is on the assessment of:

Major - please specify ____________________

Minor - please specify ____________________

Course - please specify # and title: __________

Major, Minor, or Course Learning Goal(s)

Where/How achieved? Describe strategy or site for student achievement of goal: e.g., major requirements, specific courses, internships.

How Assessed? Identify and briefly describe at least one direct measure of student achievement of the learning outcome goal, and identify benchmarks. Please attach the relevant rubric, test, survey instrument, etc. used for each measure.

Summary of Results

Use of Results; Plan/Schedule for Going Forward Any planned or implemented changes in light of results, and projected timeline for the follow-up re-assessment of student outcomes on this goal.

Attachments:
Executive Summary

SAS Departments made significant progress on assessment in 2011-12, but there is still much to be done to firmly establish a strong culture of assessment and evidence-based undergraduate curriculum development in SAS. Of 42 SAS departments or programs offering undergraduate curriculums, all 42 have articulated learning goals; 39 have an assessment plan; and, 14 have reported assessment results and responded with planned curricular adjustments. Departments making exemplary progress include Africana Studies, American Studies, Art History, Comparative Literature, Economics, Italian, Cell Biology & Neuroscience, Molecular Biology & Biochemistry, Middle Eastern Studies, Physics, Sociology, Spanish & Portuguese, and Marine & Coastal Sciences (with SEBS). While other departments would benefit from reminders about the importance of assessment of student learning outcomes, only 3 have not made any progress on developing a departmental assessment plan (Anthropology, Chemistry, and Exercise Science). With decanal reminders, these departments have now placed development of an assessment plan high on their fall 2011 agendas.

Procedures and processes are in place for assessment of student achievement of Core Curriculum learning goals and some preliminary results are reported here. When the Core goes into effect in AY 2011-12, we will have more substantial, meaningful results. Department cohorts will be required to report results on a rotating three-year cycle. As the Core matures, the possibility of a cumulative assessment upon completion of the Core will also be explored.

Department/Program Assessment*

SAS departments are asked to report on their assessment progress at the end of each academic year. As of Spring 2011, they have been encouraged to use a reporting form which allows for the attachment of additional materials at the department’s discretion, and prompts for the following information:

- The learning goals for the major, minor, or course being assessed;
- The strategy or site for student achievement of the learning goal(s); e.g., major requirements, specific courses, internships where students actually demonstrate the learning outcomes;
- A description of at least one direct measure of student learning outcomes for the goal(s), and the benchmarks (the minimum acceptable performance standards) for these;
- A summary of the results of the assessment; and
- Any planned or implemented changes in light of the results, as well as a projected timeline for the follow-up re-assessment of student outcomes on the goal(s).

*heri in “department” refers to any SAS department, major, or program offering an undergraduate curriculum.
**SAS: Summary of Department/Program Assessment Reporting**

<table>
<thead>
<tr>
<th>Category</th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of SAS departments/majors/programs</td>
<td>38</td>
<td>42*</td>
</tr>
<tr>
<td>learning goals articulated</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td><a href="http://sas.rutgers.edu/component/docman/doc_download/340-sas-departmental-undergraduate-learning-goals">http://sas.rutgers.edu/component/docman/doc_download/340-sas-departmental-undergraduate-learning-goals</a></td>
<td>n = 35</td>
<td>n = 42</td>
</tr>
<tr>
<td>annual assessment <strong>report</strong> submitted</td>
<td>18%</td>
<td>98%</td>
</tr>
<tr>
<td><strong>n</strong> = 7</td>
<td></td>
<td>n = 41</td>
</tr>
<tr>
<td>how departmental student learning outcomes (SLO) are assessed specified</td>
<td>18%</td>
<td>60%</td>
</tr>
<tr>
<td><strong>n</strong> = 7</td>
<td></td>
<td><strong>n</strong> = 25</td>
</tr>
<tr>
<td>assessment <strong>results</strong> provided</td>
<td>16%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>n</strong> = 6</td>
<td></td>
<td><strong>n</strong> = 14</td>
</tr>
<tr>
<td>response to/use of assessment results (e.g., curriculum modifications,</td>
<td>8%</td>
<td>33%</td>
</tr>
<tr>
<td>pedagogic adjustments, recalibration of prerequisites) outlined</td>
<td><strong>n</strong> = 3</td>
<td><strong>n</strong> = 14</td>
</tr>
<tr>
<td>plans/schedule for <strong>going forward</strong> included</td>
<td>16%</td>
<td>98%</td>
</tr>
<tr>
<td><strong>n</strong> = 6</td>
<td></td>
<td><strong>n</strong> = 39</td>
</tr>
</tbody>
</table>

*Includes the joint SAS/SEBS major in Marine & Coastal Science; the Russian & East European Studies major split out from its home in the Department of German, Russian, & Eastern European Studies; and two small SAS programs that chose to report in 2010-11: Latin American Studies and Organizational Leadership. Since none of these were required to report, they are not included in the 2009-10 numbers. There was no net change in the actual number of SAS departments between 2009-10 and 2010-11.

The departments’ annual reports, along with an Excel summary file and supporting documents, can be found in the Workgroup folder `W:\ADMIN\SAS Assessment Reports\2010-11 Assessment Reports`. (accessible to SAS deans only at this time). Here, we summarize some general observations on the status of department-level assessment in the School of Arts & Sciences as of 2010-2011.
What are departments doing?

Art History

• **Assessment:** piloted a direct assessment of student work in its 300-level and junior/senior seminar courses to determine overall student performance on the central competency goals of the major

• **Based on Results:** decided to implement new pedagogical approaches in these courses, along with the development of a writing workshop and common assessment rubrics
What are departments doing?

Cell Biology & Neuroscience

- **Assessment:** scored performance on research and communication competencies with a set of five rubrics in three Honors capstone courses, conducted an online student survey, and held a town hall meeting with graduating majors.

- **Based on Results:** revised the curriculum; developed two new courses to increase research opportunities earlier in the major; revised course scheduling to improve student progress to degree completion; and is including all the senior capstone courses of the major in its assessment process this year.
What are departments doing?

Comparative Literature

- **Assessment:** piloted rubric based assessment in its senior capstone workshop

- **Based on Results:** changed the advising structure of the department, and revised the requirements for the senior research paper, as well as content and delivery of the workshop
What are departments doing?

Computer Science

- **Assessment**: administered an evaluation in 198:110 in spring 2010

- **Based on Results**: dropped the textbook, substituting more up-to-date online resources, and experimented with a new programming language “Scratch,” matching it across lectures with material presented in True BASIC. The same evaluation instrument was again administered in spring 2011 and has now led to plans to transition away from True BASIC, along with possible additional content adjustments.
What are departments doing?

Italian

- **Assessment**: developed and implemented direct measures of student oral and written communication in advanced courses, scoring specific exam questions with rubrics

- **Based on Results**: changed the structure and content of required 300-level courses, including standardization of course evaluations. In addition, Italian has created a new capstone course, and begun revising the oral competency test for its majors.
What are departments doing?

Middle Eastern Studies

• **Assessment:** piloted a direct assessment of research project papers in its Honors capstone course in 2009-10

• **Based on Results:** revised both the course and upper-level department requirements and options; also revised departmental guidelines for advising students on elective course sequences to better equip them for the demands of senior seminar coursework, and for career effectiveness.
What are departments doing?

Molecular Biology & Biochemistry

- **Assessment:** assessed student performance in the research experience course sequence and interviewed advanced students in the major

- **Based on Results:** revised the senior seminar to require it of juniors in order to better prepare students for advanced study and career exploration; modified the capstone to focus on student performance of oral and written presentations of research; created a new seminar workshop to enhance student skills in thesis and research paper writing; and developed four new courses for the major.
• Learning goals are clear and specific: direct measures should be easy to identify.
• Have specified levels of curriculum at which specific SLOs are achieved and can be assessed.
• Have defined criteria for minimum acceptable performance standards (benchmarks) for learning goals at or near completion of major; developed assessment tools / specify /.
• Have progressed to outlining a timeline for / further / action / with specific stages for implementation over X-year period /.
• direct assessment in a capstone or other culminating experience with multiple reviewers.
The End