Assessment@Goodwin

Craig L. Esposito, Ph.D.
Director of Academic Assessment
Goodwin College
Two Assessment Schedules

• Annual
  ▫ Every program, every year
  ▫ Examines a program outcome

• Formal
  ▫ Comprehensive, every five years
  ▫ Aligned with
    • professional accreditation reviews
    • Or an external review
## Formal 5-year Program Review Schedule

**Year 2: 7/1/2014-6/30/2015**

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Study: BS Cer, Early Childhood Education AS Cer, Paraprofessional: AS</td>
<td>K Mansfield</td>
<td>Medical Billing &amp; Coding: Cer</td>
<td>P Dowd</td>
<td>Organizational Studies: BS</td>
</tr>
</tbody>
</table>
Assessment: Continuous Improvement

- It’s a cycle
- Program Directors
  - Program level
  - Focus on program outcomes
Every Program has Program Outcomes

- Program Outcomes (POs) ➞ in the catalog
  - Are students achieving the program outcomes?
  - Are they learning what we say they are learning?

Program Outcomes

Upon successful completion of all program requirements, graduates will be able to:

1. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the environmental science field;
2. Apply knowledge of computer applications including basic word processing, Excel spreadsheets, internet, and e-mail, as well as software related to the environmental discipline;
3. Perform mathematics related to the field of study including applied statistics;
4. Exemplify competence as skilled, entry-level environmental technicians;
5. Demonstrate a knowledge of human systems and their interaction with global systems;
6. Apply basic environmental monitoring skills in the field and laboratory; and
The Assessment Cycle
Information

- Direct review of student work
  - Preferred over indirect
- Capstones
- Test results across sections
- Rubric score comparison
- Syllabus review
- Surveys of stakeholders
- Clinical instructor feedback
- Internship supervisor feedback
Analysis

• Ask what the information tells you about how students are doing on a program outcome?
• Be collaborative - more than one person analyzing the information
• Interpret the results
  ▫ Identify student strengths and weaknesses
• Act on it!
Action

• Identify one action that will lead to improvement
  ▫ **Examples**
    • Curriculum change
    • Policy change
    • Faculty development
    • Gather additional information
    • Create a rubric, hold a norming session
Document your Actions

• Keep a record/file of your assessment efforts
  ▫ Meeting minutes
  ▫ Department newsletter
  ▫ Electronic files
  ▫ Curriculum log (e.g., nursing)
Assessment Mini-Grants

- Application on Academic SharePoint site
- Examples:
  - Assessment Conference Attendance
  - Organizational Studies External Review
Strategic Plan: Achieve Academic Excellence and Positive Student Outcomes

Institutional Student Level Outcomes: proficiency in field of study, effective communication and analytical skills, lifelong learning, civic responsibility.

Associate in Science Environmental Studies and Related Certificates Program Outcomes

1. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the environmental science field;
2. Apply knowledge of computer applications including basic word processing, Excel spreadsheets, internet and e-mail, as well as software related to the environmental discipline;
3. Perform mathematics related to the field of study including applied statistics;
4. Exemplify competence as skilled, entry-level environmental technicians;
5. Demonstrate a knowledge of human systems and their interaction with global systems;
6. Apply basic environmental monitoring skills in the field and laboratory; and
7. Work with others as part of a multi-disciplinary team to resolve environmental issues.

Goals/Outcome/Objective should reflect student learning, program objectives/outcomes, Goodwin College mission, or strategic plan objectives:

<table>
<thead>
<tr>
<th>Program Outcome (from above) being assessed, &amp; (if applicable) Student Learning Outcome, &amp; Course(s)</th>
<th>Data which measures the identified outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of the data: who analyzed it, &amp; what do you conclude?</td>
<td>Planned Action/Response/Improvement</td>
</tr>
<tr>
<td>Identify any resources needed to implement Planned Action/Response/Improvement?</td>
<td>When &amp; how this Planned Action/Response/Improvement will be evaluated.</td>
</tr>
</tbody>
</table>

Repeat matrix as necessary for each objective/student learning outcome (SLO) at the program level.
Wrap-up

• Deadlines
  ▫ Assessment plans - 10/15 -
  ▫ Final, completed reports - May 15 or earlier

• Questions

• Comments?

• Any ideas of assessment from group??