Introduction

This document’s purpose is to communicate the following:

- Guiding principles for assessment
- 2016-2017 assessment initiatives
- Expectations for documenting assessments
- Assessment examples
- Assessment due dates
- Assessment support staff and resources

Guiding Principles

- Faculty are the content experts.
- Effective assessment processes are useful, cost-effective, reasonably accurate and truthful, carefully planned, and organized, systematic, and sustained¹.
- Assessment results:
  - provide convincing evidence that the institution is achieving its mission and goals, including key learning outcomes¹.
  - are shared in useful forms and discussed widely with appropriate constituents¹.
  - lead to appropriate decisions and improvements about curricula and pedagogy, programs and services, resource allocation, and institutional goals and plans¹.

¹Developed by Middle States (2005) “Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations” pp.4-7.

2016-2017 Assessment Initiatives

1. Identify program assessment coordinators for the academic year and submit their names to OAA (DUE Oct. 21st).

2. Submit annual program assessment plans that specify the SLOs being assessed and the direct measures used to assess them (DUE Oct. 31st).

3. Conduct and submit program assessment reports that show evidence of "closing the loop" (DUE JUNE 30th).

4. For specified academic programs, complete program reviews (DUE JUNE 30th).
How Should Kean Document Assessment?

STUDENT LEARNING OUTCOMES (SLOS):
Clearly articulated statements of what each institution expects its students to learn at the course, program, and institutional levels (Middle States SLA, 2007, p. 10).

- Institutional and General Education SLOs are articulated on the General Studies website: http://www.kean.edu/KU/General-Studies-Mission-and-SLOs
- Program mission and SLOs should be articulated on the department’s program web page.
- Course SLOs should be articulated on each course outline and syllabus (Middle States, 2011). Characteristics of Excellence. Standard 11, p. 41).

EXAMPLE: Students will be able to evaluate information and its sources critically. (Derived from AAC&U VALUE Rubric for Information Literacy)

DIRECT MEASURES:
Provides evidence in the form of student products or performances. Such evidence demonstrates that actual learning has occurred relating to a specific content or skill.

COURSE LEVEL EXAMPLES:
- Course and homework assignments
- Examinations and quizzes
- Term papers and reports
- Research projects
- Case study analysis
- Rubric (a criterion-based rating scale) scores for writing, oral presentations, and performances
- Artistic performances and products

PROGRAM LEVEL EXAMPLES:
- Capstone projects, senior theses, exhibits, or performances
- Pass rates or scores on licensure, certification, or subject area tests
- Employer and internship supervisor ratings of students’ performance

[C[Middle States Commission on Higher Education. (2007). Student Learning Assessment: Options and Resources. (2nd ed.) pp. 28-29.]

CLOSING THE LOOP:
Provides evidence that assessment results are used to improve teaching and learning.

INSTITUTIONAL LEVEL EXAMPLE:
- Develop a required information literacy program that includes examples of erroneous conclusions drawn from reviewing inappropriate sources.

PROGRAM LEVEL EXAMPLE:
- Change capstone course from a special-topics course to a course that requires an independent, integrative project.

COURSE LEVEL EXAMPLE:
- Revamp required course to include several practice assignments drawing on scholarly research skills in the discipline.


**COLLEGE OF BUSINESS & PUBLIC MANAGEMENT**
- B.A. Public Administration
- M.P.A. Public Administration

**COLLEGE OF EDUCATION**
- B.A. Physical Education
- B.A. Recreation Administration
- M.A. Special Education

**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**
- B.A. Communication
- B.A. Economics
- B.A. Psychology
- M.A. Communication Studies

**COLLEGE OF NATURAL, APPLIED, & HEALTH SCIENCES**
- B.S. Biology (Cell & Molecular Biology Option)
- B.S. Biology (Environmental Biology)
- B.S. Earth Science
- B.S. Health Information Management (Joint Program with Rutgers)
- B.S. Medical Technology
- B.S. Sustainability Science

**MICHAEL GRAVES COLLEGE**
- B.F.A./B.I.D. Design (Interior Design only)

**NATHAN WEISS GRADUATE COLLEGE**
- M.A. Counseling

**NJ CENTER FOR SCIENCE, TECHNOLOGY & MATHEMATICS**
- B.S. Science and Technology
Assessment Support
The Office of Accreditation and Assessment (OAA)
is located in Townsend 126 (T-126)

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OAA Website
http://www.kean.edu/KU/Office-of-Accreditation-and-Assessment

Assessment Plans due October 31st

Resources

- AAC&U Assessment Website:
  http://www.aacu.org/resources/assessment/index.cfm
- Assessment Update: Free Articles:
- Internet Resources for Higher Education Outcomes Assessment Website:
  http://www2.acs.ncsu.edu/UPA/archives/assmt/resource.htm
- Middle States Website: https://www.msche.org/