Institutional Assessment @ Seton Hall University

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Seton Hall University
What we hope to accomplish…

- Investigate and describe the process
- Show the linkages to mission/strategy
- Show that technology can provide opportunity
- Some examples/best practices
Overview of Projects

- Middlestates
- College of Education - NCATE
- Core Curriculum Assessment
- Freshman Assessment and Engagement
- Teaching & Learning w/Technology Survey
- NCEPR
Accreditation Support

• Middlestates
  – Strategic Objectives
    “Comprehensive outcomes assessment in the form of “value added” to the student learning experience will be a cornerstone of our undergraduate strategic plan.”
    “Strengthen the on-going program for the assessment of student learning.”
  – Outcomes Assessment Team
  – Unit Assessment Plan
  – University Assessment Committee
New University Core Curriculum

- **Structure = Combo of Common + Infusion**
  - Common core – Signatures, ULife, RW(O)C
  - Proficiencies
  - Literacies / Methodologies
  + conversion to flat + reductions toward 120 cr

- **Assessment elements (content, learning)**
  - Standards & guidelines for designations
  - Tools for Delivery & Determination Learning/Dev Levs

- **Essential characteristics within all**
  - Systematic development of..
  - Explicit assessment of..
- Specific metrics developed for integration into at least 50% of a student’s courses

- Conscious development of these habits of mind as part of coursework
Assessing the Proficiencies

• Evaluating each course
  – Common rubrics
  – Common learning objects
  – ePortfolio

• One Example – Information Fluency
  – ICT Literacy Assessment
  – Technology Skills
  – Information Fluency assignments/tools
College of Education and Human Services –

- NCATE Influenced – Performance Evidence
- Demonstrate & Motivate Student Learning
- Reflection of the Student as a Teacher
- Development of Student Professional Portfolios
CEHS Standards Electronic Portfolio

• Vehicle for assessment in demonstrating learning outcomes linked to accreditation standards
• Student products yield accomplished work in the field of education
• All work is coupled with student reflections stating how products meet accreditation standards
• This practice demonstrates the students’ knowledge and understanding of the standards
How We Met Our Goals: A Process

Step 1: Identify the need
- Show evidence that students are proficient in predetermined standards set by external accrediting body.
- Report on student progress to proficiency in those standards
- Show evidence of growth throughout their academic tenure

Step 2: Outline goals and objectives for the assessment “system”
- Create electronic repository to collect evidence
- Map submissions to specific standards
- Evaluate artifacts and links as submitted and as a whole
- Collect data along with the evidence

Step 3: Describe content and tasks
- Develop curriculum & activities

Step 4: Pilot and collect data
- Develop evaluation instruments; Create rubrics
- Analyze results
- Revise curriculum based on results
Scoring Guides/Rubrics

• Standard Assignments
  – Faculty development
  – Co-authored rubrics
    • Integrated within our learning system
    • WayPoint example
  – Measures....

• Field Placement Evaluations

• Co-mingle the data
Outcomes

• Meet Accreditation Standards & Core Curriculum
• Demonstrates faculty/student excellence
• Provides Accreditation Reporting
• Provides Personal and Professional growth for students and faculty
• Initiates a culture change
• Catalyst for Collaboration among:
  – IT
  – Provost’s Office
  – Faculty Senate
  – Institutional Research
  – Outcomes Assessment Team

and now…the video!
Tools

Instructional Design

Definitions

Instructional Design is the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet those needs. It includes development of instructional materials and activities; and tryout and evaluation of all instruction and learner activities.

Images

Heidi Trotta, Instructional Designer @ the TLT Center
Across the country and around the world, at institutions of all kinds, students are creating electronic portfolios—portfolios for personal planning, freshman learning communities, general education, the major, advising, graduation, and on and on.

Although these individual research efforts point us in the right direction, they have not enabled us to ask systematically and from one campus to the next, “What learning is taking place as a function of digital portfolios? How do we know?”

This Coalition brings together faculty from ten campuses per year in successive cohorts. Ten institutions in a cohort each design a campus-based research agenda, enact it, and report out results.
Welcome to my University Life Portfolio!

- Welcome to My Profile...

Welcome to My University Portfolio!

Intellectualism
Multiculturalism
Volunteerism
Movie Trailer
Research Question…

• Research Question: What is the role of the electronic portfolio in predicting whether students are at risk for early attrition?

• Methodology:
  – There are three groups of students that have been identified for inclusion in this study:
    • Group 1: Summer Scholars (at risk students who participate in bridge program)
    • Group 2: Students identified by admissions department as at risk
    • Group 3: Communications students
Mobile Computing Assessment

• Began in 1996
• Student Survey
• Historically focused on:
  – Overall Satisfaction
  – Use of the Technology
  – Impact on Effective Teaching Practice
• 2005-2006 Renamed Teaching and Learning with Technology Survey
  – Emphasis on Student Use and Effective Integration of Technology
Teaching and Learning with Technology Survey 2006

• Multiple purposes for study:
  – Organizational Impact
    • Influence and promote change
    • Promote questioning
    • Improve practice
  – Generate New Ideas
    • Uncover relationships
    • Uncover culture
  – Inform Constituencies
    • Faculty
    • Administration
    • Students
Research Questions

• How often are students using IT?
• Students are using IT for what purposes?
• What positive experiences have students had with online tools and resources?
• What do students perceive as the most valuable benefit of IT used in their courses?
• How frequently do students experience active, engaging learning environments?
• Is there a relationship between positive experiences with online tools and increased opportunities for students to have educational experiences known to promote student learning?
Focus on Student Engagement

“the time and energy students devote to educationally sound activities inside and outside of the classroom, and the policies and practices that institutions use to induce students to take part in these activities” (Kuh, 2003).

What is the relationship between using IT and student engagement?
Freq of IT Use for Academic Work

Students report that the use IT

- **to complete** course assignments (77% D/W)
- **to access e-resources from Library website** (48% D/W)
- **to access e-resources from sites other then the library** (72% D/W)
Freq of IT Use for Academic Work

Students report that they use IT:

• to work in teams outside of class to complete course assignments (70% D/W/M)
• to work in teams during class to complete course assignments (62% D/W/M)
Preference for IT Use in Courses

Student Preference for Technology Use in the Classroom

<table>
<thead>
<tr>
<th>Preference for Use</th>
<th>SHU</th>
<th>ECAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Limited</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Moderate</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Extensive</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>Exclusive</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

% Respondents

SHU
ECAR

September 11 – 12, 2006
Perceived Impact of IT

use of IT allows me to
Take greater control of my course activities
  planning, apportioning time, awareness of success/failure
  89% (42% strongly agree, 37% agree)

use of IT results in
More prompt feedback from my instructor
  85% (40% strongly agree, 45% agree)

use of IT helps me
Better communicate and collaborate with my classmates
  80% (38% strongly agree, 42% agree)
Learning and IT

use of IT in my Courses has Improved my Learning

80% (strongly agree or agree)

21% strongly agree
59% agree

15% neutral

3% disagree
2% strongly disagree
Most Valuable Benefit of IT

*single most valuable benefit from using technology*

- 68% convenience / saves time
- 19% helps manage class activities
- 9% improves my learning
- 3% other
- 2% none
Perceived gains from on-line (Bb/web) use

As you answer the following questions, think about one particular course from among those you are taking this semester that, in your opinion, makes effective use of technology to support teaching and learning… In this course, what was the effect of having the following on-line features (available through Blackboard or your professor’s web site)?
Perceived gains from on-line (Bb/web) use

In course selected by the student as one that makes effective use..

Improved Learning

<table>
<thead>
<tr>
<th>Activity</th>
<th>%responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online readings &amp; links to materials</td>
<td>67%</td>
</tr>
<tr>
<td>Online discussion board</td>
<td>47%</td>
</tr>
<tr>
<td>Sharing materials with students</td>
<td>45%</td>
</tr>
</tbody>
</table>

Improved Management of Class Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>%responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online syllabus</td>
<td>85%</td>
</tr>
<tr>
<td>Ability to turn in assignments on-line</td>
<td>73%</td>
</tr>
</tbody>
</table>
Perceived gains from on-line (Bb/web) use

In course selected by the student as one that makes effective use..

<table>
<thead>
<tr>
<th>Positive Experience</th>
<th>Mean</th>
<th>SD</th>
<th>CV*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online syllabus</td>
<td>.89</td>
<td>.31656</td>
<td>36  --</td>
</tr>
<tr>
<td>Online readings &amp; links</td>
<td>.86</td>
<td>.34465</td>
<td>40  --</td>
</tr>
<tr>
<td>Online turn in assignments</td>
<td>.79</td>
<td>.41136</td>
<td>52</td>
</tr>
<tr>
<td>Online sharing materials</td>
<td>.70</td>
<td>.45794</td>
<td>46  --</td>
</tr>
<tr>
<td>Online get grades, comms</td>
<td>.66</td>
<td>.47599</td>
<td>73</td>
</tr>
<tr>
<td>Online track your grades</td>
<td>.64</td>
<td>.48211</td>
<td>48  --</td>
</tr>
<tr>
<td>Online discussion board</td>
<td>.63</td>
<td>.48431</td>
<td>77</td>
</tr>
</tbody>
</table>

*the ratio of the standard deviation to the mean, a measure of dispersion
Opportunity for 7-principles

In course selected by the student how often able to do or experience..

<table>
<thead>
<tr>
<th><strong>Student Faculty Contact</strong></th>
<th>% often {very}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have contact with professors on course content</td>
<td>80%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Diverse ways of learning</strong></th>
<th>% often {very}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore course materials ..</td>
<td>75%</td>
</tr>
<tr>
<td>Demonstrate what I have learned ..</td>
<td>63%</td>
</tr>
<tr>
<td>.. in different ways</td>
<td></td>
</tr>
</tbody>
</table>

September 11 – 12, 2006
Opportunity for 7-principles

In course selected by the student how often able to do or experience..

<table>
<thead>
<tr>
<th>Cooperation among students</th>
<th>%often {very}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spend time with other students on ..</td>
<td>55%</td>
</tr>
</tbody>
</table>

Feedback

Get prompt feedback on performance 73%
Observe & record my own progress 57%

Time on Task

Edit and improve my projects / assign. 60%
Notable Correlations

Among the associations observed were moderate correlations between a positive experience *sharing materials with other students online* and numerous 7 Principles components.

<table>
<thead>
<tr>
<th>Constructively critique other students' work</th>
<th>r .36, p &lt; .001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spend time with other students on course related materials.</td>
<td>r .32, p &lt; .001</td>
</tr>
<tr>
<td>Explore course materials in different ways.</td>
<td>r .31, p &lt; .001</td>
</tr>
<tr>
<td>Explore course materials in different ways.</td>
<td>r .29, p &lt; .001</td>
</tr>
<tr>
<td>Communicate with people outside the university on course content.</td>
<td>r .26, p &lt; .001</td>
</tr>
<tr>
<td>Edit and improve my projects and assignments over time</td>
<td>r .25, p &lt; .001</td>
</tr>
</tbody>
</table>
New Initiatives and Next Steps

• Meaningful course evaluations
• ELI Faculty/Student Survey
• Focus Groups
• Systematic approach and mapping
  – Participation in Blackboard’s Lighthouse Program
Questions?
Freshman Assessment

- Placement Testing
- Online Technology Skills Course
- Info Fluency tutorial
- Reading/Listening Exercise
  - Incorporated with Freshman English, diagnostic writing exercise
- ePortfolios
  - Reflection
  - evidence
- Early Warning
- Engagement
- CIRP
- NSSE