Operationalizing Assessment at Rowan University
Overview of Presentation

- Assessment Process
- Assessment Tools
- Academic Unit Experience
Assessment is...

... the process of asking and answering questions that seek to test if documentable realities align with stated intentions.
Student Learning Outcomes
Assessment

What *Accreditors* Want to Know

Standard 14
Assessment Process

- Articulation of programs’ goals and learning goals
- How is learning assessed
- Findings/results/evidence
- Closing the loop
Tools to Support the Process

- Common template that compels:
  - alignment with mission
  - common language
  - annual targets
  - assessment tools
  - documented results
  - proposed changes and/or improvements

- Centralized assessment coordination
- Feedback
- Annual reporting
Flow Chart of Annual Report

Annual Program Assessment Report Submitted (academic department)

Compilation of Annual Assessment Summary Report for the academic leadership (IERP)

Cabinet Assessment Review for resources needed

Dean-Provost Assessment Review for student learning and performance

Annual Assessment Summary Report submitted to the Assessment Committee for University Accreditation
Produce the Report

- Programmatic goals
- Feedback from constituencies
- Present implemented improvements
- Programmatic results and supporting data
- Proposed improvements
Assessment at the Academic Unit/College Level

• Centralized organization and oversight over the process: learning outcomes assessment by the programs is facilitated and supported by the Deans’ Offices and the Provost’s Office. Reports are collected and summarized by IERP.

• Decentralized control of the process at the academic unit level: learning outcomes assessment is designed and implemented by the programs.
Assessment of B.A in Education Specialization: Elementary Education (K-5), Department of Teacher Education, College of Education

[This is an official form of the above-named unit. List your departmental goals as they apply to the Mission and Goals of Rowan University. To assist in aligning your current goals with the University mission and goals, the University mission statement and goals are provided below. Certain units may not be able to respond to every university goal due to the nature of the support that some units provide.]

The MISSION of ROWAN UNIVERSITY

A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social, and cultural contributions, the University enriches the lives of those in the campus community and surrounding region.

The GOALS of ROWAN UNIVERSITY

(Based on 2009 Middle States Evaluation Report)

I. To provide a collaborative, nurturing, learning-centered environment to educate students with an excellent liberal education and professional preparation to meet the challenges of the future.

II. To excel in teaching and scholarship through the integration of best practices, creative knowledge discovery, and research.

III. To foster an environment that attracts, supports, and retains highly qualified and diverse students, faculty, and staff.

IV. To be valued for partnership with the community and regional industry for providing opportunities for economic, educational, cultural, and social enrichment.

Section One: Mission

The College of Education’s primary mission is to ensure that faculty and undergraduate and graduate candidates develop the knowledge, skills, and dispositions needed to foster academic achievement, social responsibility, personal responsibility, and social justice in themselves so that they can, in turn, facilitate high achievement in P-16 learners. Our programs provide an intellectually rigorous and challenging environment for all candidates. Built upon a liberal education, the College’s programs combine the study of research, theory, and wisdom of practice in diverse settings with a variety of opportunities to apply knowledge, skills and dispositions to practice.

*Teacher Candidates: are Rowan University students who are enrolled in one of the College of Education teacher preparation programs."
# Annual Program Assessment

## Section Four: Assessment Results Matrix

<table>
<thead>
<tr>
<th>PROGRAM GOALS</th>
<th>STUDENT LEARNING GOALS and corresponding Student Learning Outcomes</th>
<th>TARGETED QUALITY for Student Learning Goals and corresponding Student Learning Outcomes</th>
<th>ASSESSMENT TOOLS used in measurement</th>
<th>OBSERVED QUALITY of Student Learning Goals and corresponding Student Learning Outcomes</th>
<th>TARGET exceeded = 3 met = 2 did not meet = 1 unplanned target</th>
<th>PROPOSED IMPROVEMENTS to be implemented for the next evaluation cycles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal 1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge necessary to help all students learn.</td>
<td>Student Learning Goal 1.1. (ITC3): Subject Matter Knowledge – Teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (NJCCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.</td>
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<td></td>
<td>Student Outcome 1.1.1. (ACEEL 1) Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</td>
<td></td>
<td>Program NCATE Assessment 1: Praxis II</td>
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<td>Student Outcome 1.1.2. (ACEEL 2) Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.</td>
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<td>Program NCATE Assessment 4: on the Clinical Practice Teacher Candidate Performance Evaluation Rubric with SPA Addendum</td>
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<td></td>
<td>Student Outcome 1.1.3. (ACEEL 3) Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.</td>
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Rowan University
<table>
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<tr>
<th>Record Number</th>
<th>Student Name ID</th>
<th>Assessments</th>
<th>TWS-Element2</th>
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<td>Assignments</td>
<td>2-Learning Outcomes</td>
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<td>Scoring Rubrics</td>
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<tr>
<td></td>
<td></td>
<td>Indicators/Outcomes</td>
<td>2.1 2.2 2.3 2.4.a 2.4.b 2.5 2.6</td>
</tr>
</tbody>
</table>
Ultimately...

- Collaborative approach
- Common assessment language
- Accountability
- Culture of evidence/data driven decisions
- Continuous improvement
  - How are we doing?
  - What can we do better?