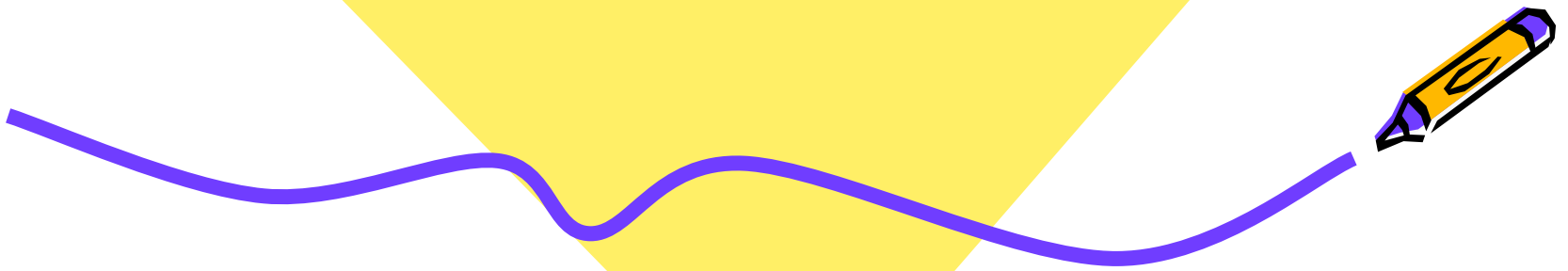




Planning for Assessment



Pamela Arrington, Ph.D.
Kriesta L. Watson, Ed.D.

Session's Purpose

- Update on planning and assessment practices at Coppin State University.
- Connect Standards 2, 7, & 14 with the overall self-study process.



Connecting with Middle States Standards



- **Standard 2, Planning, Resource Allocation, and Institutional Renewal:** An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.



Connecting with Middle States Standards



- **Standard 7, Institutional Assessment:** The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.



Connecting with Middle States Standards



- **Standard 14, Student Learning:** Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.



Components of the CSU Strategic Plan

Comprised of seven elements:

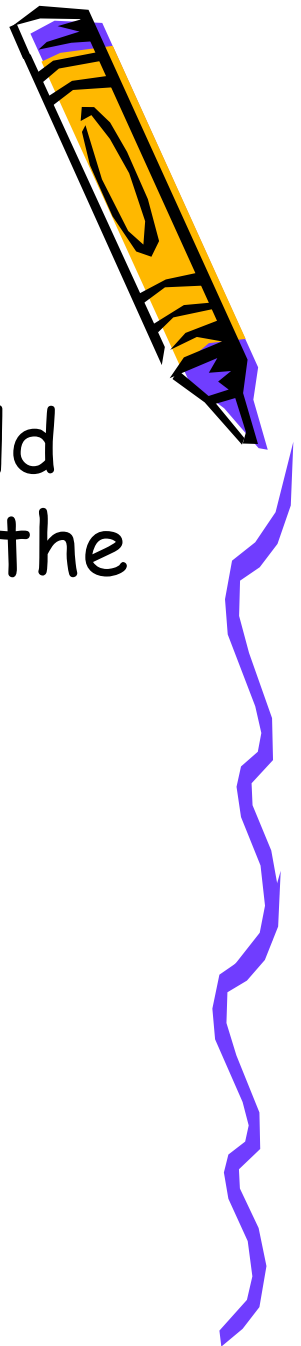
- organization mission,
- strategic analysis,
- strategy,
- long-term objectives,
- integrated programs,
- financial projections,
- and executive summary.

Each is essential to the successful development and implementation of the plan.



Environmental Scanning

- "is a kind of radar to scan the world systematically and signal the new, the unexpected, the major and the minor" (Lapin, 1992).



Environmental Scan

Local Highlights

- In the Baltimore region, there are more than 100,000 students studying at 23 four-year and community colleges, including 14 institutions of higher learning in Baltimore City.
- The city's economic base consists of a well balanced mix of industry, finance, healthcare and education. As of 2005, the population of Baltimore City was **641,943** and the Baltimore Metropolitan area had approximately **2.6 million residents** (O'Malley, 2007).



Environmental Scan

Local Highlights



- Over the past five years, Baltimore has stabilized the population. Census numbers are projected to rise in the next five years as residents and homeowners capitalize on the values and opportunities available in Baltimore City (www.livebalitmore.com).
- The projected household impact for Baltimore City is as many as **2,552 new** households from now to 2018. While several Baltimore City neighborhoods are attracting middle and upper income residents and realizing high levels of investment, many have been in a decline or at best, face a stagnant future. A strong African American middle class is too often leaving the City to live in nearby counties (O'Malley, 2007).



Environmental Scan

Local Highlights



- Currently, 11% of American workers have less than a high school diploma. Baltimore is well below the average with 32% of its adult workforce (25 years and older) having less than a high school degree (U.S. Census, 2003).
- 27 percent have a high school degree as the highest level of education attainment, and only 16% have post secondary credentials (O'Malley, 2007).



Environmental Scan Enrollment Highlights



- The CSU student body can be characterized as an older (average age 24 undergraduate and 37 graduate) first generation college, working students.
- Over 70% of CSU students are in state residents. About seven out of ten of the freshmen are first generation college students (both parents little to no college or university experience) while two-thirds came from homes where one of the parents had no college or university experience.



Environmental Scan State Highlights



- USM projects that by 2010 Maryland's population will **grow by an additional 5.3%**, to total 5.75 million. Baltimore county is expected to experience the greatest rates of growth, **15% or more between 2000 and 2010**.
- The Maryland Department of Planning reports that in 2002 **non-white Maryland's residents**, who comprised 36% of Maryland's total population in 1990, are **the fastest growing segment of the population**. Maryland's non-white population is projected to comprise **39.9%** of Maryland's population by 2010 and **41.3%** by 2015.



Environmental Scan Enrollment Highlights



- In the early 2000's, Coppin State University experienced an increase in full time undergraduate students while the number of part time students began to slowly decline.
- In contrast, the number of full time graduate students remained fairly low until 2004 when the number jumped from 15 in Fall 2003 to 159 in 2004.
- The numbers of graduate full time students have continued to grow while the number of part time students has fluctuated between 728 part time students in 2001 to 578 part time graduate students in 2006.



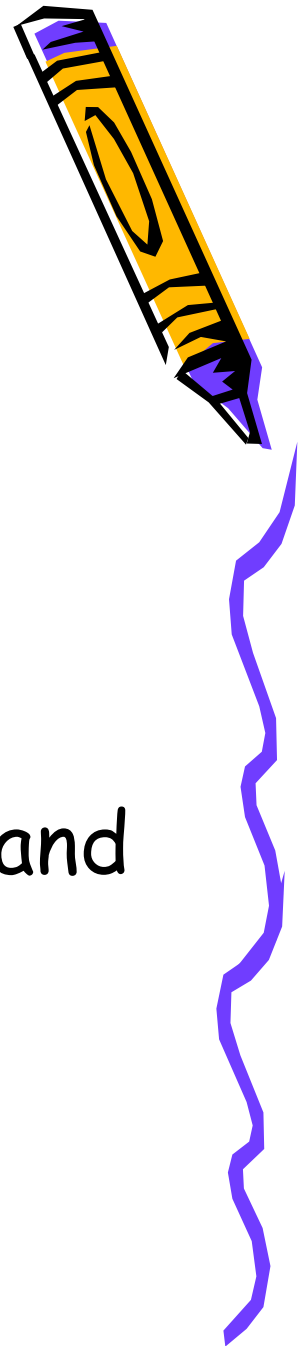
Environmental Scan Student Highlights



- Social trends affecting CSU are broad and similar in scope to those affecting all segments of society, ranging from the local to the global. Some of the major trends include population changes, changes in higher education, changes in k-12; affordability and accessibility of higher education; and personal safety issues.
- The projected increase of **23%** or by more than **57,000 students by 2013** creates a larger pool from which CSU can recruit students. The state increase in foreign born residents comprised 9.8% of the states population. The increase in Hispanic population and projected increase in number of Hispanic High School graduates gives CSU the opportunity to further diversify its student body.



Coppin State University in 2010: Nurturing Potential, Transforming Lives, A Strategic Plan - Goals



- Enhance academic excellence in undergraduate and graduate academic programs,
- Enhance student success,
- Construct and renovate facilities, and
- Expand external relations and improve advancement operations.



Goal Assessment Matrix



Progress Report, Fiscal Year 2006-07

GOAL: **Construct and renovate facilities and infrastructure** to provide a state of the art learning environment that attracts and retains academically competitive students and faculty (CSU Strategic Plan, p. 29).

STRATEGY: Continue effectiveness and efficiency initiatives (CSU Strategic Plan, p. 30).

PRIMARY ACCOUNTABILITY: **Facilities and Capital Planning**

	Action Steps	Desirable Outcomes	Evaluation Strategy	Resources Required	Status	Comments
1	Enhance energy management (CSU Strategic Plan, p. 30).	Reduced energy consumption by implementing a performance based contracting with annual cost avoidance.	Performance based energy conservation program.	Hiring Energy manager, University staff time (include dollar amount if known).	C	

Status Key: C = Completed, PC = Partially Completed, IP = In Progress, NC = Not Completed, CN = Cancelled.



Progress Report, Fiscal Year 2006-07

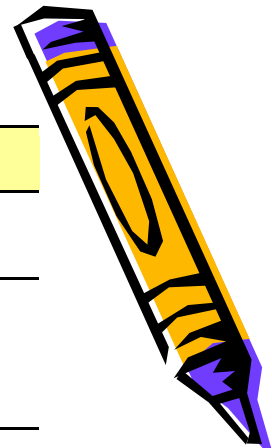
GOAL:

STRATEGY:

PRIMARY ACCOUNTABILITY:

	Action Steps		Desirable Outcomes	Evaluation Strategy		Resources Required	Status	Comments

Status Key: C = Completed, PC = Partially Completed, IP = In Progress, NC = Not Completed, CN = Cancelled.



CSU Accomplishments 06-07



- **Implementation of a new academic program.** Coppin State University has implemented a new academic program in the Helene Fuld School of Nursing, entitled Allied Health.
- **Development of a Comprehensive Technical Assessment System.** The Provost commissioned the services of a consultant to assist the campus in developing a campus-wide and highly-technologically advanced assessment system. Currently, the Schools of Education and Nursing, the Departments of Social Work, and Psychology and Rehabilitative Counseling have comprehensive assessment systems that are operational.
- **New Academic Space.** The University recently acquired a lease for the School of Nursing to offer its programs at the North Charles Street location, in downtown Baltimore, which are minutes from the main campus.



CSU Accomplishments 06-07



- **The Honor's College Named.** The Honors Division was recently renamed the Honor's College. The College continues to operate its Honors and McNair Scholars programs, along with other programs as directed by the University. Academic space was created on an entire floor of one of the campus' dorms to provide "quiet room" for studying, tutoring, etc.
- **The New Disability Support Services Program.** This new program is a result of a merger with Disability Support Services with the Department of Applied Psychology and Rehabilitation Counseling. The program is designed to ensure equal access for all qualified students with special needs who request these services.
- **Expanded Course Offerings.** The University, through the School of Education has expanded its course offerings via its off-campus sites in Prince George's County and through the Baltimore Teacher's Union. Last year, over 45 courses were offered through the collaborative partnerships.



Assessment

@

CSU



"...Too many of our colleges and universities have not embraced opportunities to be entrepreneurial, from testing new methods of teaching and content delivery to meeting the increased demand for lifelong learning..." (Spellings, 2006).



One of the most difficult tasks is assessing the **student acquisition** of learning and skills, **documenting** that acquisition in a useful and meaningful way, and then **relating the finding** to program effectiveness.



Definition of Assessment

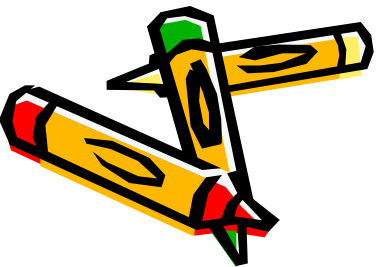
An ongoing process aimed at understanding and improving student learning.



Components of Assessment

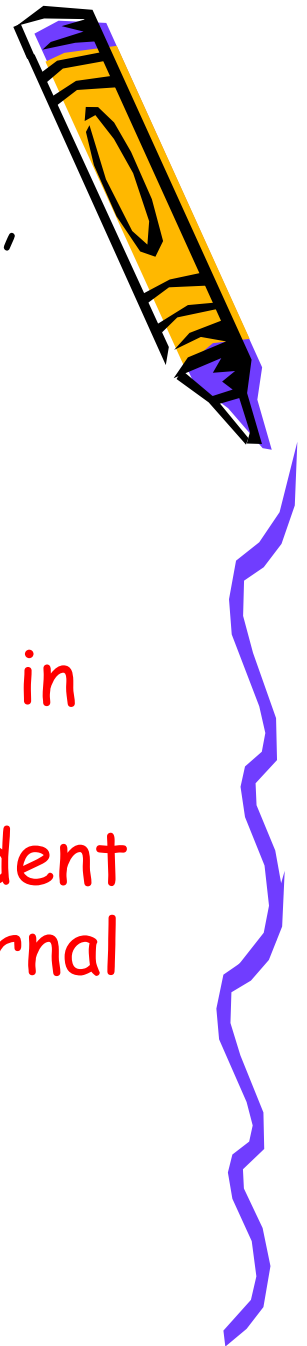


- It involves making our expectations explicit and public
- Setting appropriate criteria and high standards for learning quality
- Systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and
- Using the resulting information to document and explain, and improve performance (O'Banion,1997).

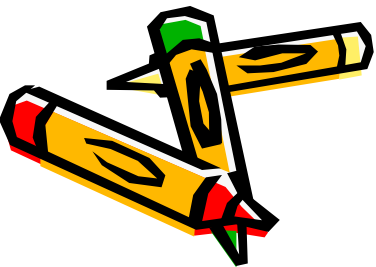


A Closer Examination: What is assessment?





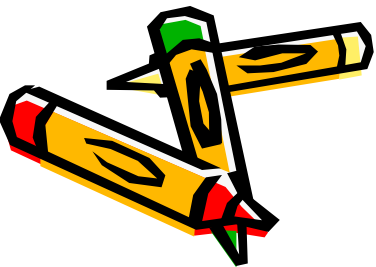
- Assessment is a purposeful, systematic, and collaborative process driven by the institution's desire to improve student learning.
- It is a deliberate course of action that defines **expected student achievement in terms of learning outcomes and core competencies** and **measures actual student achievement using pre-determined internal standards and external benchmarks.**



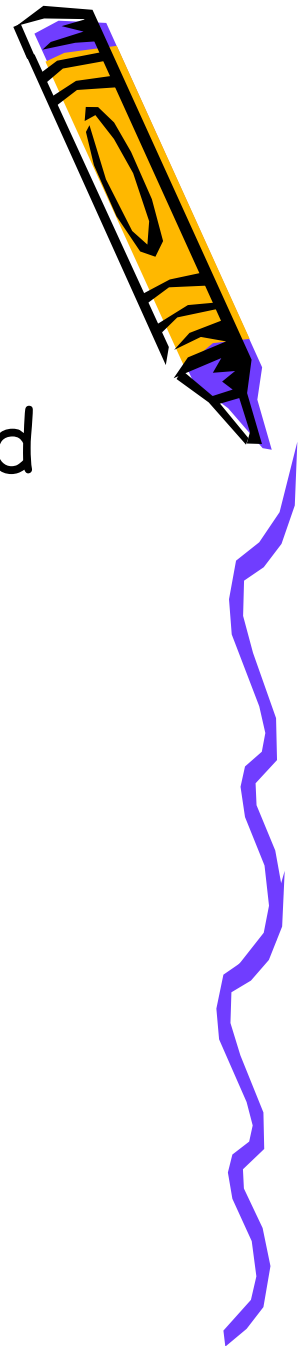
Assessment Key Points



- The assessment process is learning centered and gathers information from a variety of sources to determine what students know, what students can do with what they know, and how well they do it.
- The goal of assessment is to transform the institution into one which creates the best conditions for learning, encourages, best practices, and inspires creativity and innovation.



Faculty Assessment Committee (FAC) Charge



- To assist with the development and implementation of an institutional assessment plan, which will ensure our compliance with the Middle States Commission on Higher Education standards for the assessment of student learning.



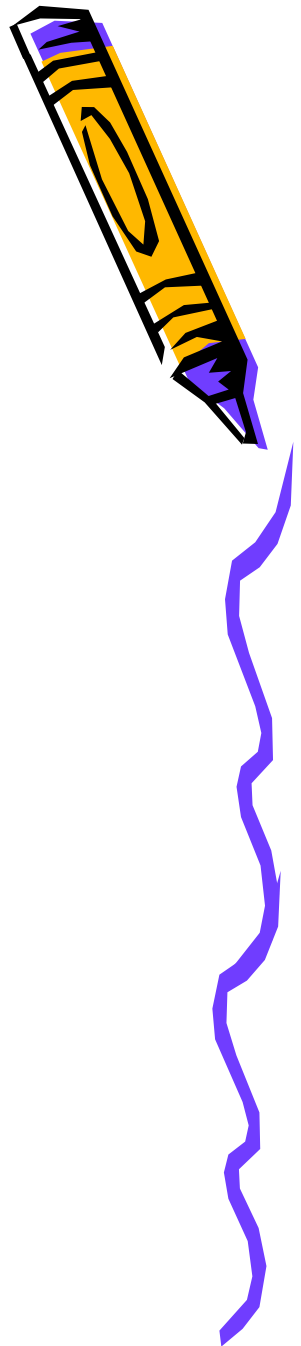
Faculty Assessment Committee (FAC) Membership

- Dr. Habtu Braha, Management Science and Economics
- Dr. Concetta Culliver, Criminal Justice
- Dr. Nicholas Eugene, Mathematics and Computer Science
- Professor Juanita Gilliam
- Dr. Abena Lewis-Mhooon, History
- Dr. Fred Medinger, Social Work
- Dr. Gilbert Ogonji, Natural Sciences
- Dr. Brittan Powell, Applied Psychology
- Dr. David Scott, Humanities and Media
- Dr. Elias Taylor, Social Science
- Dr. Denyce Watties-Daniel, Nursing
- Dr. Charity Welch, Education



Updated Syllabus

- Department
- Course Title
- Subject & Number
- Units
- Date Syllabus Revised
- Instructor(s)
- Office Location
- Office Hours
- Office Phone / Email
- Required and additional Texts



Updated Syllabus

- I. Course Description
- II. Course Objectives
- III. Course Outline
- IV. Technology Used in the Course
- V. Modes of Instruction
- VI. Modes of Assessment
- VII. Writing Standards
- VIII. Plagiarism Policy
- IX. Bibliography
- X. Glossary



Updated Syllabus

General Education Competencies

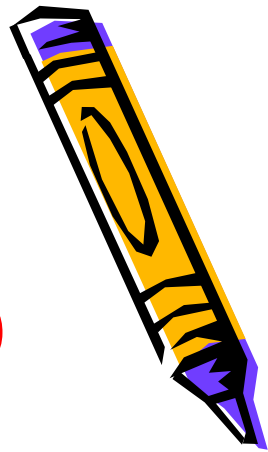


- Written and Oral Communication
- Scientific and Quantitative Reasoning
- Critical Analysis and Reasoning
- Technological Competency
- Information Literacy

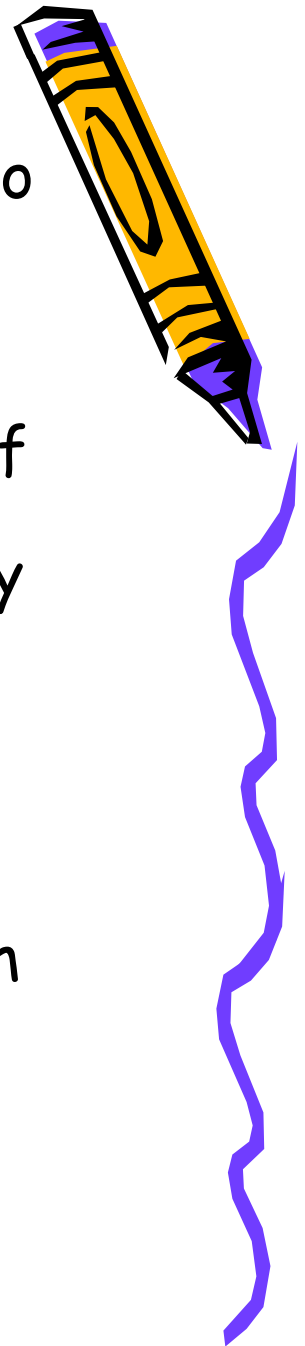


Using Assessment to Make a Difference:

Academic Affairs Mini
Assessment Student
Learning Grants,
Academic Year 07-08



- **Application Deadline:** Email your application by the End of Business Day, September 17, 2007, to Dr. Pamela Arrington (parrington@coppin.edu).
- **Notification of Award:** October 17, 2007.
- **Apply for ONE of THREE mini-grants** of up to **\$4,000** to advance the systematic assessment of student learning outcomes at the course level, particularly in general education courses. Faculty may apply as individuals or as teams. Teams will have to share the grant.
- **The goal of the mini-grant** is to investigate the usefulness of assessment at the course level in learning in the various environments (face-to-face, online, and hybrid). Research should inform the usage of student learning outcomes assessment impacts on the enhancement of teaching and learning practices.





- The mini-grant will provide direct compensation of \$2,000. The remaining funds of up to \$2,000 can be requested for pre-approved items such as: upgrade from desktop to Tablet PC, Assessment of Student Learning related conferences and training not available at Coppin, as well as software not available at Coppin. Student assistance may be provided based on demonstrated need.
- Activities funded by this mini-grant will be carried out during the Academic Year 2007-2008. Faculty receiving the mini-grants will be required to meet at least once a month to give progress reports and interact fully with their colleagues. Grant recipients will be expected to focus on sharing their ideas, progress, lessons learned, and other issues germane to the development of their project.



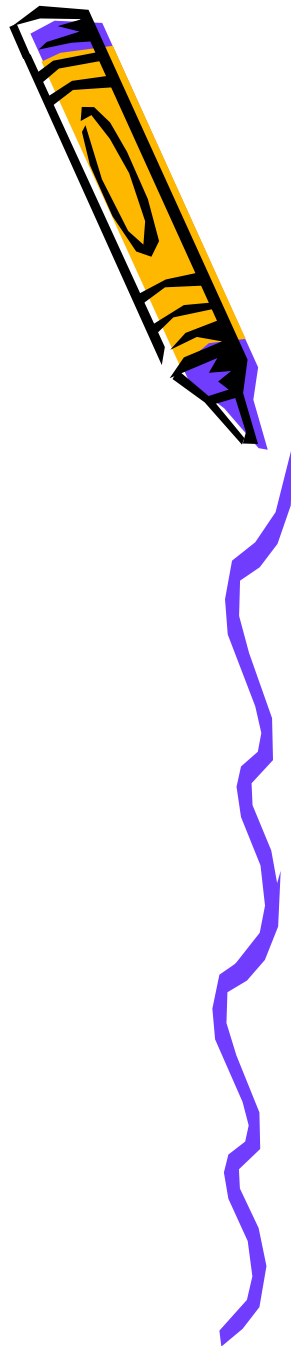
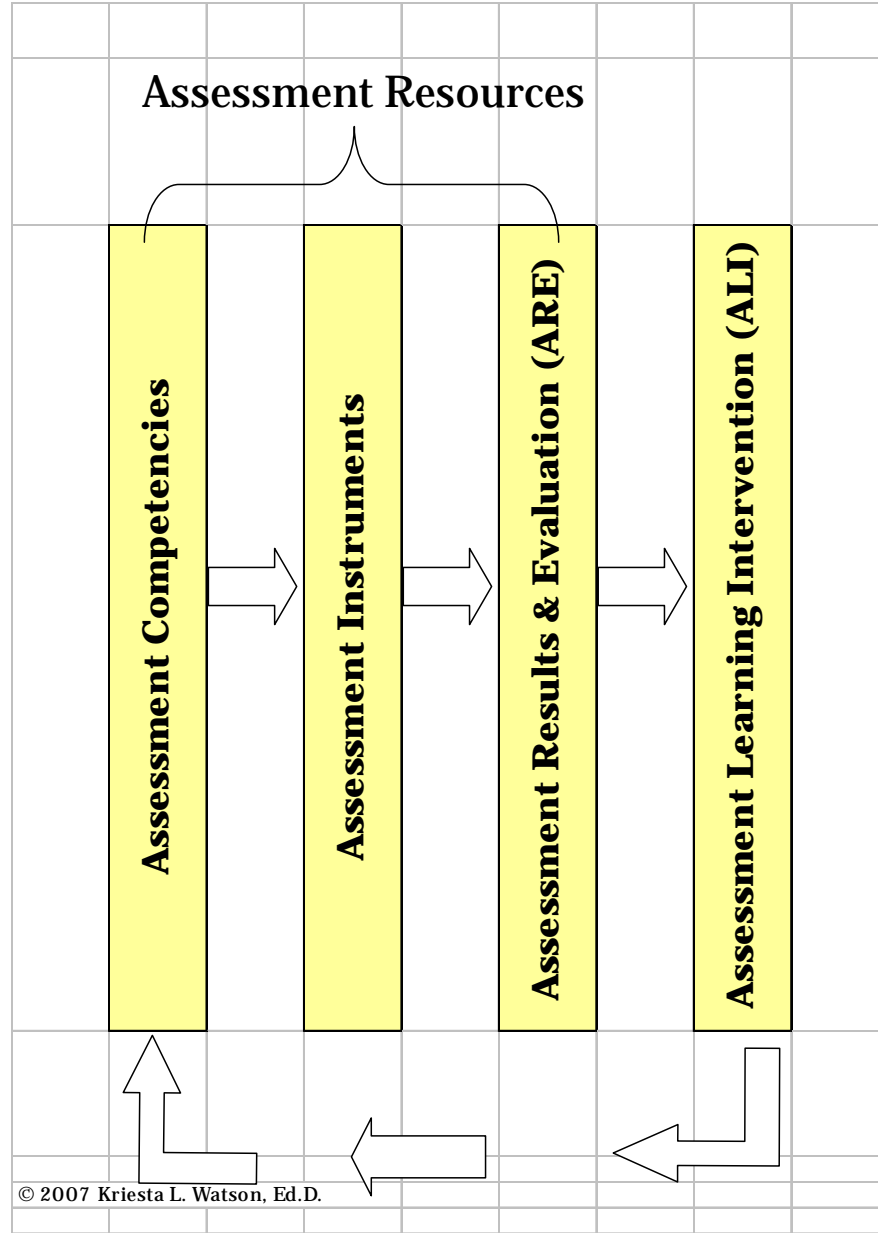
The Faculty Assessment Committee will select the grantees. All applications will receive **blind review** using the criteria provided. Review comments will be shared with applicant(s) who may not be funded as needed. Membership in FAC does not preclude the submission of a proposal. FAC member(s) who submit proposal(s) shall excuse themselves from reviewing applications.



Assessment Activity



Student Learning Outcomes Process





Assessment Culture Matrix



Assessment Culture Matrix Patterns

- Institutional Culture
- Shared Responsibility
- Institutional Support
- Efficacy of Assessment



Assessment for Leaders

An effective leader **uses data collected** by the college to **plan outcomes assessment measures** to ensure that the **critical needs of the students** are being met and that **assessment activities** provide meaningful data for **program improvement**.



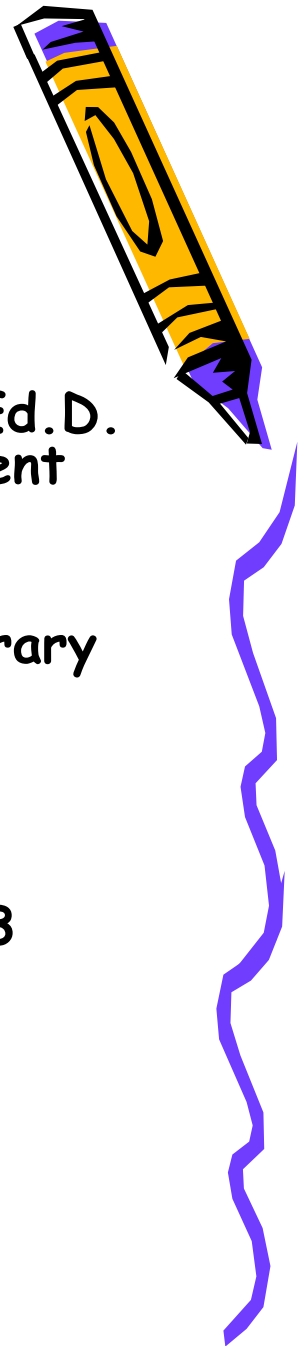
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Contact Information



- Pamela Arrington, Ph.D.
Associate Vice President,
Planning & Accreditation

Parlett L. Moore Library
Second Floor

Email:
parrington@coppin.edu
Phone: 410.951.3830

- Kriesta L. Watson, Ed.D.
Director of Assessment

Parlett L. Moore Library
Ground Floor

Email:
kwatson@coppin.edu
Phone: 410.951.3493





Planning for Assessment

Friday, August 17, 2007



Pamela Arrington, Ph.D.
Kriesta L. Watson, Ed.D.