A Complete History of Assessment at Roosevelt University
by Sheila Coffin

or
Quick History of Assessment in a Nutshell
In the beginning or at least in 2006...

- Accreditation visit by the North Central Association - Higher Learning Commission (HLC)
- HLC pinpoints assessment as an area needing greater attention
Did you say 42 learning outcomes!?!?

- April 18, 2007 University Senate votes to adopt of **forty-two** Core Concepts of Roosevelt University (derived from work by the AAC&U General Education Task Force members)
- The Core Concepts (also called the Undergraduate Learning Outcomes Statement) highlight the content, skills, and dispositions RU students should demonstrate by the time they graduate
A fond reminder of the AAC&U General Education Task Force Members’ attire
Reform School

- Fall 2008 Roosevelt joins the HLC Academy for Assessment of Student Learning to focus on assessment of General Education outcomes
19 and counting...

Remember we started with 42!!

- Spring 2010 Faculty members attending the Academy distill Core Concepts document into **nineteen** university-wide student learning outcomes
We’re on the map!

- Curriculum mapping begins in the College of Arts and Sciences, Evelyn T. Stone College of Professional Studies, and University Library.
Everything old is new again

- Fall 2009 General Education Committee forms
- This committee dates back many years and keeps coming back to life
2010 – a very good year

• Spring 2010 General Education Core Curriculum* proposal approved by Colleges of Arts and Sciences and Business
• Spring 2010 Provost appoints the University Assessment Steering Committee (UASC)
• Provost appoints an Assistant Provost for Assessment and Accreditation
• Summer 2010 Arts and Sciences curriculum mapping project is completed
• Spring 2010 Academy faculty members select three of the nineteen learning outcomes for university-wide assessment and begin to develop a continuous improvement plan for assessing the outcomes.
ROOSEVELT UNIVERSITY
Continuous Improvement Plan for Student Learning Objectives

Mission of Roosevelt University

Goals and Student Learning Objectives Defined: Means of Fulfiling the Mission

Action Plans: Means of Implementing Student Learning Objectives

Assessment: Monitoring Progress and Evaluating Components of the Student Learning Objectives

Recommendations for Improvements Consistent with the Mission
These are the three student learning objectives currently under review.

**GOAL: Effective Communication**

**Student Learning Outcome:** Students compose and present a coherent product.

Components (evaluative criteria)
1. Delivery/Presentation
2. Content
3. Mechanics
4. Organization

**GOAL: Discipline-Focused Content**

**Student Learning Outcome:** Students render and express complex texts.

Components (evaluative criteria)
1. Provides a coherent explanation of methods and ways of working in the field
2. Integrates knowledge learned in the discipline
3. Makes informed, evidence-based decisions

**GOAL: Social Justice and Civic Engagement**

**Student Learning Outcome:** Students have understanding, empathy and compassion for others.

Components (evaluative criteria)
1. Relates one’s discipline to some relevant social issue
2. Critically examines assumptions and clarifies values in order to make moral and ethical choices
3. Respects the complex identity of self and of others, their histories and cultures
LOOP Introduced

- Learning Outcomes Open Platform (LOOP) is developed and introduced
- Online database for holding assessment plans
ACP Classes Begin Fall 2011

The Immortal Life of Henrietta Lacks
Creating a Culture of Assessment

ACCOMPLISHMENTS AND NEXT STEPS

Culture of Assessment

- University Assessment Steering Committee (UASC)
- Appointment of Assistant Provost for Assessment
- Faculty and staff conversations
- Assessment planning

- Provost support and appointment of a new University Assessment Steering Committee (UASC) including faculty and student affairs staff
- Appointment of administrator to oversee assessment University-wide
- Creation of a framework for program improvement in academic and nonacademic areas
- Conversations with faculty on program improvement and assessment as fundamental and a naturally evolving part of the teaching process
- Conversations to develop a mindset of assessment “for us”

- Conversations in nonacademic units on how their work impacts student learning
- Creation of University-wide set of three student learning outcomes in effective communication, discipline-focused content, and social justice and civic engagement
  - Students compose and present a coherent product.
  - Students render and express complex texts.
  - Students have understanding, empathy and compassion for others.
Managing General Education Reform

ACCOMPLISHMENTS AND NEXT STEPS

Academic Communities of Practice Core Curriculum

- Core curriculum revision
- Training of faculty

- First Year Seminar, Primary Texts, and Grounds for Change courses

- Working toward consensus on undergraduate learning outcomes
  - Invested parties include faculty, staff, students, alumni, and employers.
- Mapping curriculum: in which courses do students have opportunities to master key outcomes?
- Creating intentional core learning experiences that emphasize community, academic literacies and action for social justice
  - Academic Communities of Practice (ACP Core Curriculum) includes the First Year Seminar, Primary Texts, and Grounds for Change courses.

- Braiding assessment processes into curricular development
  - All syllabi include student learning outcomes as well as program-wide assessment activities for the year.
  - Instructors participate in rubric-building and evaluation of assessment artifacts.
  - Assessment data informs future revisions to the ACP Core Curriculum.
Implementing Program Assessment
ACCOMPLISHMENTS AND NEXT STEPS

Continuous Assessment Loop

- Effective communication
- Discipline-focused content
- Social justice and civic engagement
- Program improvement plans (PIPs)
- LOOP software
## Roles and Relationships

**Communicate, Advise, Share, Assist**

**Communicate, Coach, Lead, Organize, Assist**

<table>
<thead>
<tr>
<th>University Assessment Steering Committee</th>
<th>Peer Reviewers (Faculty and Staff)</th>
<th>Program/Project Leaders (Faculty and Staff)</th>
<th>Program Faculty and Project Staff</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td>Provide guidance, direction, training and support</td>
<td>Provide coaching to program/project leaders on LOOP website</td>
<td>Responsible for leading LOOP process within program</td>
<td>Assist program/project leaders with LOOP process activities</td>
<td>Participate in programs and complete LOOP activities</td>
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<tr>
<td>Oversee LOOP work and ensure forward momentum</td>
<td>Provide guidance and advice to UASC</td>
<td>Input program information into LOOP website</td>
<td>Communicate with program leaders</td>
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<tr>
<td>Use evaluation and feedback to improve LOOP</td>
<td>Provide assistance and advice to program/project leaders</td>
<td>Respond to coaching</td>
<td>Work with program/project students in completing LOOP</td>
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<td></td>
<td></td>
<td>Communicate with program faculty or project staff</td>
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The way I see it.

NEXT STEPS
You can continue to resist or
Ease on down the road to 2015 and beyond