



ASSESSMENT BRIEF

ASSESSMENT OF STUDENT LEARNING

www.ramapo.edu/administration/assessment

SUMMER 2012

*Improving student learning while PUSHING BOUNDARIES
in the classroom and beyond.*



MIDDLE STATES: THE VERDICT

Last April, we submitted to the Commission a monitoring report that responded to four requests: implement key performance indicators, establish policies and procedures for the CEC, create an assessment process for general education, and create a process to assess student learning at the course and program levels.

In July, the College received notification that the Commission “accepted” the monitoring report and will not require further documentation until the Periodic Review Report (PRR) (*see below*). This accomplishment testifies to the hard work of numerous individuals who helped the College set the infrastructure to sustain progress in all four of these areas.

MIDDLE STATES: WHAT’S NEXT?

Most regional accrediting bodies require a report at the five-year mark. Called the Periodic Review Report, our report is due June 2015. The report will include:

- Standard information on finances, budget and planning, enrollment, and assessment
- Responses to 27 recommendations that we made in our self-study in 2010
- Responses to 3 recommendations made by the Middle States visiting team
- Responses to 2 original requests from the Commission:
 - “Steps taken to ensure a climate of shared collegial governance....”
 - “Modification of the enrollment management plan....”
- Responses to 3 new requests from the Commission:
 - “Articulate and assess” key performance indicators linked to the “new strategic plan”
 - “Assure” that the CEC in “all courses” is implemented “to foster a coherent student learning experience”
 - “Assure implementation of an organized and sustained process” to assess student learning “in all programs, including general education”

THE RESULTS ARE IN!

Last year Ramapo administered the Collegiate Learning Assessment (CLA) to 90 incoming first-year students and 93 native graduating seniors. Produced by the Council for Aid to Education, the CLA assesses critical thinking, analytic reasoning, problem solving, and written communication. The CLA computes a value-added score. That score indicates whether seniors met, exceeded, or fell below expectations in relation to colleges administering the CLA to students of comparable academic ability upon matriculation. For all parts of the CLA, Ramapo seniors scored near expected. Go to the assessment website for all the details:

<http://www.ramapo.edu/administration/assessment/data.html>

AHA MOMENTS

Information Literacy Librarian and CWAC member Christina Connor recalls an aha moment when the librarians discovered that when they created their list of student learning outcomes, they struggled not only to identify second measures but also to identify a method of closing the loop on some unmet outcomes. When they noticed that other programs had identified similar outcomes and, moreover, were in better positions to close the loop, the librarians let those outcomes go. Their aha moment proved that less is sometimes more and that collaboration across academic programs can result in improved student learning without undue burden on any one program. Feel free to share your aha moments with CWAC.

COLLEGE-WIDE ASSESSMENT COMMITTEE

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PUSHING BOUNDARIES

