



**RAMAPO
COLLEGE**
OF NEW JERSEY

ASSESSMENT BRIEF

ASSESSMENT OF STUDENT LEARNING

www.ramapo.edu/administration/assessment

FALL 2013

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



CLA

This year Ramapo College will administer the Collegiate Learning Assessment (CLA), last administered in 2011-12, and GECCo will use the results to assess critical inquiry. The CLA, produced by the Council for Aid to Education (CAE), assesses critical thinking, analytic reasoning, problem solving, and written communication by asking participating students to complete a performance task. Almost 100 incoming freshmen will take the CLA this fall, while approximately 100 graduating seniors will take it this spring. Results will be available next year.

GENERAL EDUCATION ASSESSMENT

Three years ago the General Education Curriculum Committee (GECCo) embarked on a three-year assessment cycle of Ramapo's general education curriculum. GECCo completed that cycle this past year and will launch another cycle this fall, starting with written communication and quantitative reasoning. All of the assessment reports, which will inform the work of the General Education Task Force II, may be found on the GECCo website: <http://www.ramapo.edu/fa/gecco/>. The password is GECCo.

ASSESSMENT TIPS

Assessment should always be meaningful and manageable. To that end, CWAC offers the following tips to manage your assessments so that you have the time and energy to engage in the most important part of assessment: closing the loop.

- Streamline outcomes to 4-6 maximum.
- Select only those measures likely to provide answers to assessment questions.
- Keep sample sizes reasonable.
- Assess at only one course level unless otherwise desired.
- Create rubrics with only those criteria that align with the outcome being assessed.
- Evaluate student work against only those criteria in the rubric.
- Use the same piece of student work to assess more than one outcome.
- Use existing assignments for assessment.

DIVERSITY OUTCOMES

Objective 4.1 the Strategic Plan includes the following achievement target: 75% of major programs will have student learning outcomes that address the value of diversity, self-awareness, examination of multiple perspectives, and respect for others. As an initial step towards reaching this target, the Academic Affairs Plan indicates that CWAC will work with conveners this year to review maps constructed a couple of years ago and, from that review, to confirm the alignment of all-college diversity-related outcomes with relevant program-level outcomes.

COLLEGE-WIDE ASSESSMENT COMMITTEE

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