



**RAMAPO  
COLLEGE**  
OF NEW JERSEY

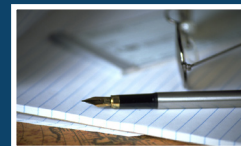
# ASSESSMENT BRIEF

## ASSESSMENT OF STUDENT LEARNING

[www.ramapo.edu/administration/assessment](http://www.ramapo.edu/administration/assessment)

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



### INVOLVING STUDENTS

The Biochemistry program has developed a unique approach to involving students in assessment. In CHEM 446: Biochemistry II, students give oral presentations on term papers from their literature reviews. In addition to the instructor grading the presentations for the course and at least one other faculty member scoring them on a rubric for assessment, the students in the audience score each other on the same rubric as the second, indirect measure. Involving students this way helps them understand what makes a good presentation from the perspective of the audience, not just the perspective of the presenter. Your program may want to consider involving students in assessment in a similar way.

### GENERAL EDUCATION

Last year the General Education Curriculum Committee (GECCo) launched a second three-year assessment cycle of Ramapo's general education curriculum. All of the assessment reports may be found on the GECCo website: <http://www.ramapo.edu/fa/gecco/>. The password is 'GECCo'.

### BACK TO BASICS

As the College moves into the fifth year of its campus-wide process to assess student learning, keep the following assessment principles in mind:

- Write outcomes that articulate what your program truly values in student learning.
- Think of assessment as a research project: What are you curious about?
- Select measures that will likely yield results that you can confidently use.
- Set achievement targets that reflect your program's standard for acceptable performance.

### ASSESSMENT OF ASSESSMENT

Like any College program or service, our assessment process also deserves to undergo periodic assessment. To that end, last spring, CWAC reviewed a random sample of assessment reports and held a faculty focus group. From the review, CWAC learned that, while many convening groups may be following best practices in assessment (e.g., inter-rater reliability), reports do not always indicate as much. From the focus group, CWAC learned that faculty desire more meaningful and actionable results from the process. Based on this assessment, CWAC plans to work with convening groups, for example, to make assessment reports more explicit and to identify different options for direct and indirect as well as quantitative and qualitative measures.

#### COLLEGE-WIDE ASSESSMENT COMMITTEE

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