



**RAMAPO
COLLEGE**
OF NEW JERSEY

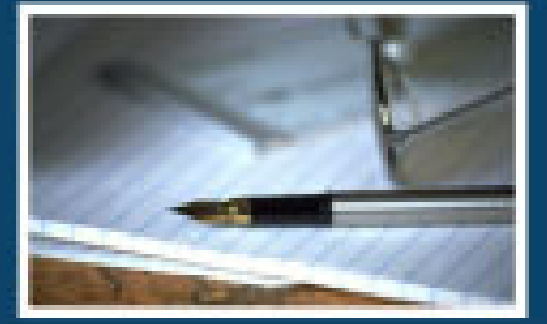
ASSESSMENT BRIEF

ASSESSMENT OF STUDENT LEARNING

www.ramapo.edu/administration/assessment

Fall 2018

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



Preparing for Middle States

The College strives for meaningful, efficient and sustainable assessment to fuel continuous academic and institutional improvement. The College's Self-Study design reflects this commitment and the importance of assessment to the reaccreditation process. In addition to a working group dedicated to assessment teaching and student learning (Standard V), assessment is infused throughout the Self-Study. Members of the College Wide Assessment Committee, Deans, administrators, faculty and staff are engaged in a collaborative effort to reflect on and enhance our culture of assessment.

Closing the Loop

CWAC continued to promote and support loop-closing as an essential part of assessing student learning by developing a new assessment template. The new template streamlines the assessment process by combining planning and reporting into one document. The template also facilitates loop closing by increasing attention to reassessment or the evaluation of whether implemented actions improved teaching and learning.

GECCo

The new General Education program launched in fall 2018. The General Education Curriculum Committee (GECCo) has developed a plan to assess the new program with First Year Seminar and Critical Reading and Writing in fall 2018. GECCo will phase in the remaining categories over a three year period and share the results with the campus community each year. The final assessment of the previous general education program will be completed in spring 2019.

Freestanding Minors

Ramapo College has a number of freestanding minors, which are minor programs outside of an existing academic major. Prior to this year, a select number of freestanding minors conducted assessment. Starting in spring 2019, all freestanding minors with enrolled students will assess teaching and student learning. Each program will develop at least one learning goal, two learning outcomes, and assess one learning outcome per year.

COLLEGE-WIDE ASSESSMENT COMMITTEE

*Sarah Carberry (GECCO)
Caroline Brisson (TAS)
Christina Connor (Library)*

*Timothy Haase (ASB)
Shaziela Ishak (SSHS)
Gilad Cohen (CA)*

*Michael Unger (Chair)
Stacie Taranto (SSHGS)
Gurvinder Khaneja (IR)*

PUSHING BOUNDARIES

