



Framingham
State University



University-Wide Assessment Plan AY 2017-18 – AY 2022-23

Office of Institutional Effectiveness

Website: [Office of Institutional Effectiveness](#)

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INTRODUCTION

The charge for campus-wide assessment is derived from the Strategic Plan 2017-22 FSU will “ advance a culture of purposeful assessment and ongoing evaluation on campus (Strategic Plan 2017-22, p.6). In addition, FSU will “maximize the use of data system and assessment tools to monitor learning outcomes, evaluate program effectiveness, and advance student’s persistence goals” (Strategic Plan 2017-22, p.6).

This University-wide Assessment Plan provides a broad framework for assessing student learning. It outlines systematic, ongoing, and iterative processes, conducted by multiple units to facilitate campus-wide, data-driven conversations about student learning. The plan intentionally scaffolds institution and program objectives which when combined give a picture of campus-wide assessment of student learning.

As a campus, Framingham State University (FSU) values faculty autonomy and independence in the classroom. To that end, we have built a campus-wide culture of assessment that is faculty-led and focused on student learning and success. Our model for assessing student learning primarily uses non-standardized methods drawn from classroom activities and is based on the LEAP and VALUE frameworks.



MISSION STATEMENTS

Mission Statement OIE

The mission of the Office of Institutional Effectiveness is to provide leadership in ensuring that Framingham State University is the most effective organization it can be by promoting and supporting informed decision-making and continuous quality enhancement.

The OIE does this by:

- Helping identify and provide relevant information to inform planning and enable data-driven decision-making at all levels.
- Integrating the collection and analysis of institutional data with a comprehensive, institution-wide system of assessment of student learning outcomes and quality of experience in general education, major programs, co-curricular learning environments, and in programs and services throughout the university, with the goal of continuous improvement.
- Assessing business practices for effectiveness and efficiency, and providing leadership for improvement.

Mission Statement OIA

The mission of the Office of Institutional Assessment is to improve student learning and the quality of experience in academic and student services areas. Using assessment as a means, we facilitate data-driven decisions making processes at the institutional and program levels. We strive to create a culture of assessment at FSU that leads to continuous improvement.

Consultations and services include:

- Facilitating data-driven conversations about student learning at the program and institutional levels.
- Identifying and finding relevant information about student learning to inform planning and data-driven decision-making.
- Providing faculty and staff professional development in assessment theory, methodology, and processes.

In order to effectively assess student success and student experience the Office of Institutional Assessment uses a combination of indirect and direct methods.

Mission Statement IR

The Office of Institutional Research serves the information needs of both the University community and outside constituents. The office is a central location for collecting, coordinating, and reporting data for and about the University. The office provides data to members of the Framingham State University community to facilitate decision-making and campus planning and to external sources including the federal and state government, publications, and various other organizations.

INDIRECT METHODS

The Office of Institutional Effectiveness will administer a number of institution-wide surveys. Some surveys are locally developed and others are benchmarked national surveys that provide information on the overall academic and co-curricular program.

Below is the schedule with which surveys will be administered. An X in a cell below indicates that the survey will be administered during that academic year.

SURVEY NAME	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	FOCUS
Academic Advising Survey	X	X	X	X	April 2022	All degree-seeking undergraduate students
Undergraduate Student Exit Survey	X	X	X	X	June 2022	2017-2019: Undergraduate Students participating in the spring commencement ceremony. 2019-2022: Undergraduate students graduating in the academic year
Graduate Student Exit Survey	X	X	X	X	May 2022	Graduate students graduating in the academic year
Post-Graduation Placement Survey	X	X	X	X	February 2022	Undergraduate alumni 6 months to 1 year after graduation
Undergraduate Alumni Survey	X	X	X	X	May 2022	Undergraduate alumni 3 years after graduating
Graduate Alumni Survey	X	X	X	X	May 2022	Graduate alumni 1 year after graduation
National Survey of Student Engagement (NSSE)	X	X	X	X	February 2022	Undergraduate first-year and senior student.

In order to view results for the institutional surveys listed in the table above please view the [Institutional Wide Surveys](#) web page.

DIRECT METHODS

General Education Assessment

Framingham State University's Assessment Advisory Group (AAG) developed a comprehensive five-year assessment plan for the General Education curriculum. Two or three student learning objectives are formally assessed each academic year. Summers will be heavily utilized for the development and finalization of assessment tools (i.e., rubrics), rating of student artifacts, and for the analysis of data. Results will be reported to faculty members in campus-wide meetings, during the annual assessment workshops, and posted on the Office of Institutional Assessment website.

Below are links to the Assessment Plan for General Education and the rubrics that have been or will be developed to assess learning outcomes.

- [General Education Assessment Plan](#)
- [General Education Rubrics](#)

General Education Review

In 2017 the University Curriculum Committee (UCC) began a review of Framingham State University's General Education Program. The review sought to examine the current general education domain model (adopted in AY 2013-2014). The review included the following:

- Analysis of enrollment data for the past six years
- Audits of academic transcripts from the first cohort of students to graduate the Domain Model requirements
- Faculty and student surveys
- Open forums for faculty and students to provide feedback on past and current models
- Assessment of general education learning objectives for AY 2012-2013 through AY 2015-2016
- Review of the current infrastructure for administration and oversight of the general education program

The goal of the review is not to formally recommend any specific changes to the general education program. Rather, the goal is to ascertain and communicate the effectiveness of the current program in meeting the needs of the FSU community.

ACADEMIC PROGRAM ASSESSMENT (ANNUAL CYCLE)

Undergraduate Program Assessment

Each undergraduate program at FSU has or is currently developing, an assessment plan that projects assessment activities over the course of a five-year cycle. Within each cycle, all learning objectives identified for the program are assessed at least once. Programs that have developed assessment plans will submit assessment reports in annual cycles. Annual assessment reports will be submitted to the Office of Institutional Assessment by November 15th each year. Programs with specialized accreditation are encouraged to post their plans and reports on their department or program website.

Graduate Program Assessment

Each graduate program at FSU has or is currently developing, an assessment plan that projects assessment activities over the course of a five-year cycle. Within each cycle, all learning objectives identified for the program are assessed at least once. Programs that have developed assessment plans will submit assessment reports in annual cycles. Annual assessment reports will be submitted to the Office of Institutional Assessment by November 15th each year. Programs with specialized accreditation are encouraged to post their plans and reports on their department or program website.

PROFESSIONAL DEVELOPMENT WORKSHOPS

President's Initiative for Critical Thinking and Written

Communication

In AY 2017-2018 the Office of Institutional Assessment will conduct the President's Initiative for Written Communication. This workshop series will focus on faculty members who have participated in previous iterations of the President's Initiative for Written Communication. As part of the workshop series, the faculty participants are required to create or revise an existing assignment prompt and assessment method.

In AY 2019-2020 the Office of Institutional Assessment will conduct the President's Initiative for Critical Thinking and Written Communication. This workshop series will focus on faculty members teaching upper-level and lower-level courses in Spring 2020. As part of the

workshop, series participants will be required to revise or create an assignment prompt focused on Critical Thinking or Written Communication, implement the assignment in an undergraduate course taught during the Spring 2020 semester, submit their assignment prompt and assessment method they developed, and the student responses to the assignment prompt for assessment. The student artifacts submitted by faculty participating in the workshop series will be used for General Education Assessment and participation in the American Association of Colleges and Universities (AAC&U VALUE Institute.)

Certificate in Program Assessment Workshops

The Office of Institutional Assessment will collaborate with CELTSS and the division of Diversity, Inclusion, and Community Engagement to offer a certificate in Program Assessment to faculty each year. The five-workshop series will cover, crafting measurable learning objectives, curriculum mapping, identifying assessment means and methods, and developing assessment plans, as well as offering guidance from previous workshop attendees. A Human Diversity component will be added to the workshop series to enable faculty to effectively incorporate human diversity into their program curriculum and assessment plans.

Professional Development Days Presentations

The Office of Institutional Assessment will participate in FSU's Human Resources Professional Development Days. This includes presenting results from the Undergraduate Student Exit Survey. The presentation will include a breakdown of the respondent's overall satisfaction, the resources used while attending FSU, reasons for attending FSU, and the activities participated in during their undergraduate experience. The data points will be broken down by racial background and gender identity. During the presentation attendees will be asked to discuss the results and how they can impact practices and policies for their departments. In addition, attendees will have the opportunity to share feedback on the survey with the Office of Institutional Assessment.

ACADEMIC PROGRAM REVIEW (5 YEAR CYCLE)

All undergraduate and graduate academic programs at Framingham State University will participate in a staggered five-year cycle of external program reviews. This review process involves an extensive departmental self-study followed by an evaluation by an

outside evaluator. In addition, each academic department has identified learning outcomes that it expects its students to achieve and regularly collects data to evaluate the effectiveness of its program in helping students to meet these outcomes. Departments use these assessment data and reports of the program review as the basis for making changes to the academic program.

Undergraduate Program Review

Schedule

The review of undergraduate programs will follow the following schedule:

Program	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Accounting, Economics & Finance				X					
Art and Music									
Biology	X								
Child and Family Studies						X			
Communication, Media and Performance	X								X
Computer Science					X				
Criminology		X						X	
English	X						X		
Environment, Society and Sustainability									X
Fashion Merchandising	X				X				
Food Sciences								X	
Geography				X					
Global Studies				X					
Health & Wellness								X	
History		X					X		
Liberal Studies				X					
Mathematics			X					X	
Nursing									
Political Science						X			
Psychology & Philosophy		X					X		
Sociology				X				X	
World Languages				X					

Graduate Program Review

Schedule

The review of graduate programs will follow the following schedule:

Program	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Master of Arts – Counseling Psychology							X		
Master of Arts – English							X		
Master of Healthcare Administration						X			
Master of Human Resource Management								X	
Master of Public Administration								X	
Master of Science – Food and Nutrition – Food Science and Nutrition Science								X	
Professional Science Master’s Degree in Biotechnology						X			
TESL						X			

CO-CURRICULAR ASSESSMENT

FSU offers a rich set of co-curricular experiences which is an important part of the FSU experience. Each co-curricular unit establishes its learning and operational goals. Currently, we rely heavily on surveys to assess the co-curricular experience. The following surveys will be administered:

Office	Assessment Effort	Target Population	Month/Year
Dean of Students	Sexual Assault Climate Survey	All Student	Waiting on response
Residence Life	Skyfactor Resident Study	Resident Students	February 2020
Residence Life	Housing Study - Imagining a Residential Campus	Resident and Non-Resident Students	Spring 2021
First Year Experience			Annually
Assistant Dean for Campus Engagement	Campus Engagement Survey	All Students	March 2020, next cycle spring 2023
Health Services	ACHA-NCHA	All Students	March 2017 – next cycle 2023
Health Services	CORE Survey	All Students	March 2020 – next cycle March 2026
Counseling Center	Annual Satisfaction Survey	Students using the Center	April 2022 Annually
Advising Center	PLUS Survey	Students who participated in the PLUS Program	Spring 2017 Spring 2018
Advising Center	College Tomorrow Survey	Students who participated in the College Tomorrow program	2016