

Assessment at Framingham State University

AN OVERVIEW



FOCUS ON STUDENT LEARNING

*Dr. Audrey E. Kali
Department Assessment Liaison
Communication Arts*

THE BIG QUESTIONS

“Can our faculty actually provide meaningful evidence on the kind of learning that matters in the twenty-first century?”

“For a college or university that seeks to provide a high-quality education [*and for students from less traditional and more diverse backgrounds*], the evidence about what students know and can do with their learning is the crucial question.”

Daniel F. Sullivan, President Emeritus, St. Lawrence University; Senior Advisor to the AAC&U President; and Chair, AAC&U Presidents' Trust

Preview

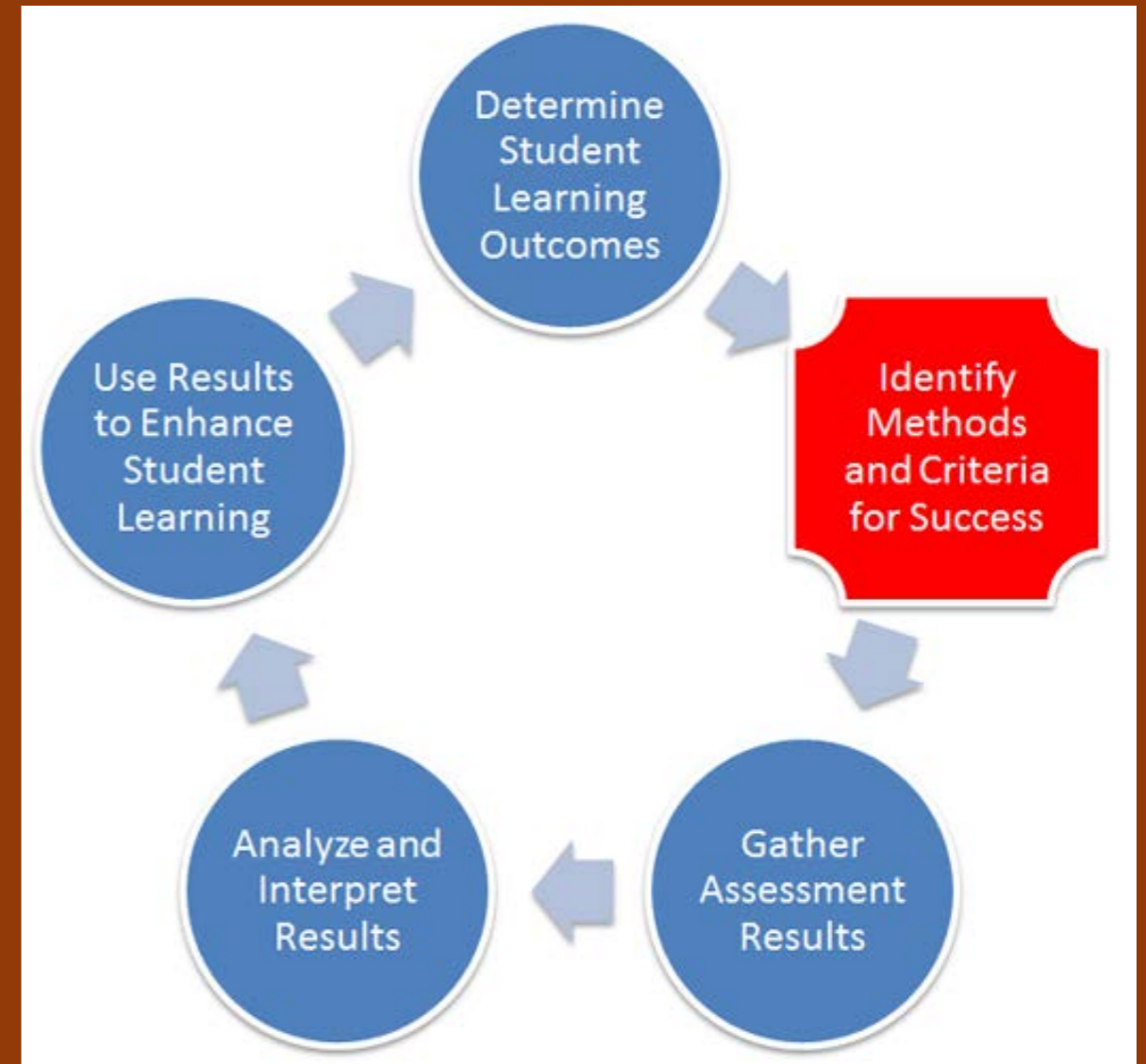
The National Level

The State Level

The Campus Level

The Departmental Level

The Classroom Level



THE NATIONAL LEVEL

Association of American Colleges and Universities

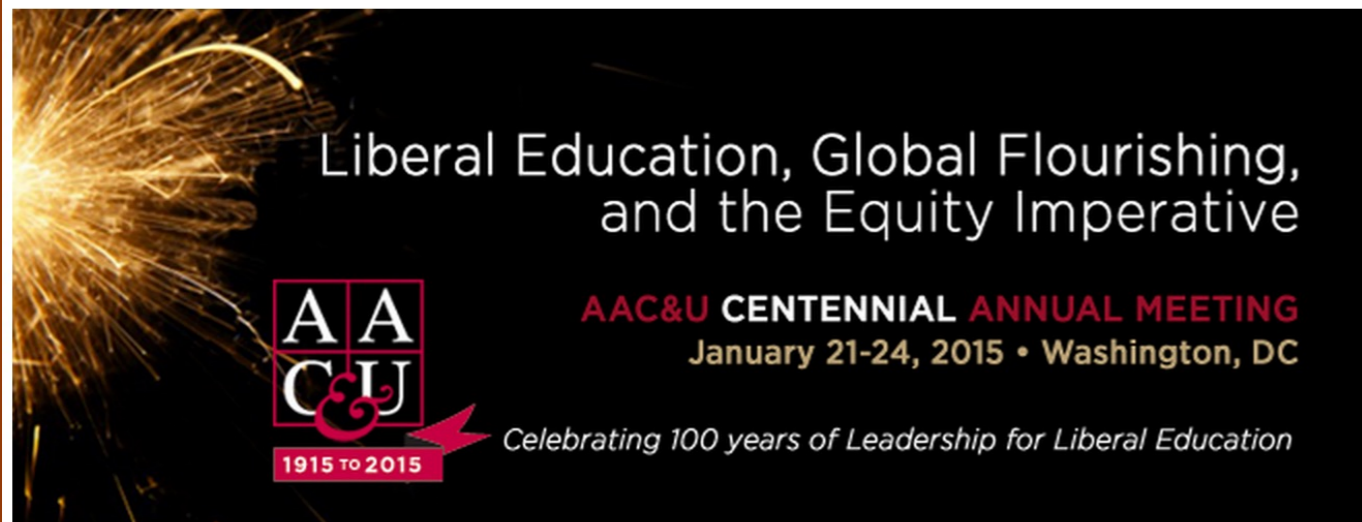
State Higher Education Executive Officers Association

The Big Picture



[Home](#) | [About](#) | [Meetings](#) | [Publications & Research](#) | [Programs & Partnerships](#) | [Press](#)

[Home](#) > [Meetings](#) > [Annualmeeting](#) > 2015 Annual Meeting: Liberal Education, Global Flourishing, and the Equity Imperative



2015 Annual Meeting: Liberal Education, Global Flourishing, and the Equity Imperative

The Centennial Annual Meeting

January 21, 2015 to January 24, 2015

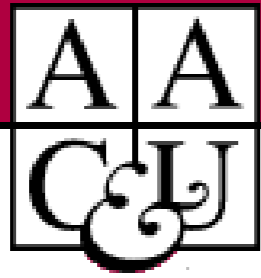
Marriott Marquis Hotel

901 Massachusetts Avenue, NW

Washington, DC 20001

To explore the kinds of learning Americans need now to engage, contribute, and thrive as participants in a fast-changing global economy and as citizens whose choices will affect the future both of US democracy and of global interdependence.

To probe higher education's role in engaging students with the world's "grand challenges" and in helping to create a more just and sustainable future for the United States and for societies around the globe.



Association of American Colleges and Universities

A MOVE AWAY FROM STANDARDIZED TESTING

Proof of students' progress found - instead - in the evidence of their actual work.

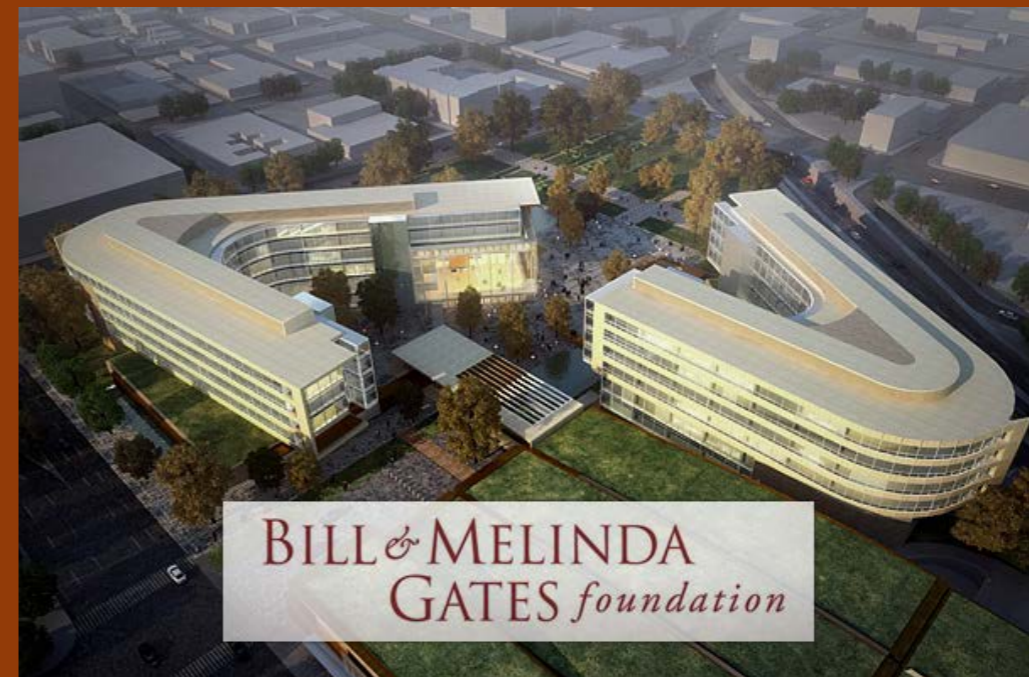
Need to provide **better evidence** of what students are learning as they progress toward completion—not just better data on completion rates.

AAC&U wants “what counts as primary evidence” when it comes to assessing students' learning gains in college.

These **faculty-led** approaches move **students' own complex college work**—projects, writing, research, collaborations, service learning, internships, creative performances—to the center of the assessment equation. Faculty members have a **central role** in judgments about the goals of higher learning and about the rubrics or standards that should be used in evaluating students' attainment of those goals.



VALUE initiative supported with a grant from the
Bill and Melinda Gates Foundation.
Begun in December 2013.



Funding supports the
Multistate Collaborative to Advance Learning Outcomes Assessment (MSC) -
a partnership among the
State Higher Education Executive Officers' association (SHEEO)
and nine state higher education systems and two- and four-year campuses in those states.



SHEEO

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

ABOUT

SHEEO MEMBERS

POLICY ISSUES

PROJECTS

MSC: A Multi-State Collaborative to Advance Learning Outcomes Assessment

68 Institutions in Nine States to Pilot New Approach to Learning Outcomes Assessment
Jun 23, 2014
Washington, DC

The Association of American Colleges and Universities (**AAC&U**) and the State Higher Education Executive Officers Association (**SHEEO**) announced today the 68 institutions—including both 2-year and 4-year institutions—participating in the Multi-State Collaborative to Advance Learning Outcomes Assessment (**MSC**).

The nine states currently participating in the MSC include: Connecticut, Indiana, Kentucky, **Massachusetts**, Minnesota, Missouri, Oregon, Rhode Island, and Utah.

“So you got a degree.
What can you actually do with your learning?”



Connecticut

Central Connecticut State University
Eastern Connecticut State University
Manchester Community College
Naugatuck Valley Community College
Southern Connecticut State University
Three Rivers Community College
Western Connecticut State University

Indiana

Ball State University
Indiana State University
Indiana University Bloomington
Indiana University East
Indiana University Kokomo
Indiana University Northwest
Indiana University South Bend
Indiana University Southeast
Indiana University Purdue University
Indiana University Purdue University Fort Wayne
Ivy Tech Community College of Indiana
Purdue University Calumet
Purdue University North Central
University of Southern Indiana
Vincennes University

Oregon

Chemeketa Community College
Eastern Oregon University
Oregon Institute of Technology
Portland Community College
Southwest Oregon Community College
University of Oregon

Rhode Island

Community College of Rhode Island
University of Rhode Island

Kentucky

Hazard Community and Technical College
Northern Kentucky University
University of Kentucky

Utah

Salt Lake Community College
Snow College
University of Utah
Utah State University

Massachusetts

Berkshire Community College
Bristol Community College
Cape Cod Community College
Fitchburg State University
Framingham State Community College
Holyoke Community College
Massasoit Community College
Middlesex Community College
Mount Wachusett Community College
North Shore Community College
Northern Essex Community College
Quinsigamond Community College
University of Massachusetts Lowell
Worcester State University

Minnesota

Century College
Hibbing Community
Inver Hills Community College
Itasca Community College
North Hennepin Community College
Minnesota West Community and Technical College
Minnesota State Community and Technical College
Vermilion Community College
St. Cloud State University
University of Minnesota, Duluth

Missouri

Crowder College
Harris-Stowe State University
Ozarks Technical Community College
Southeast Missouri State University
Three Rivers Community College
Truman State University
University of Central Missouri

THE STATE LEVEL

Led by a team of faculty and staff from each of the 28 undergraduate campuses to improve curriculum and learning through development of learning outcomes assessment.

Funded by the Davis Educational Foundation

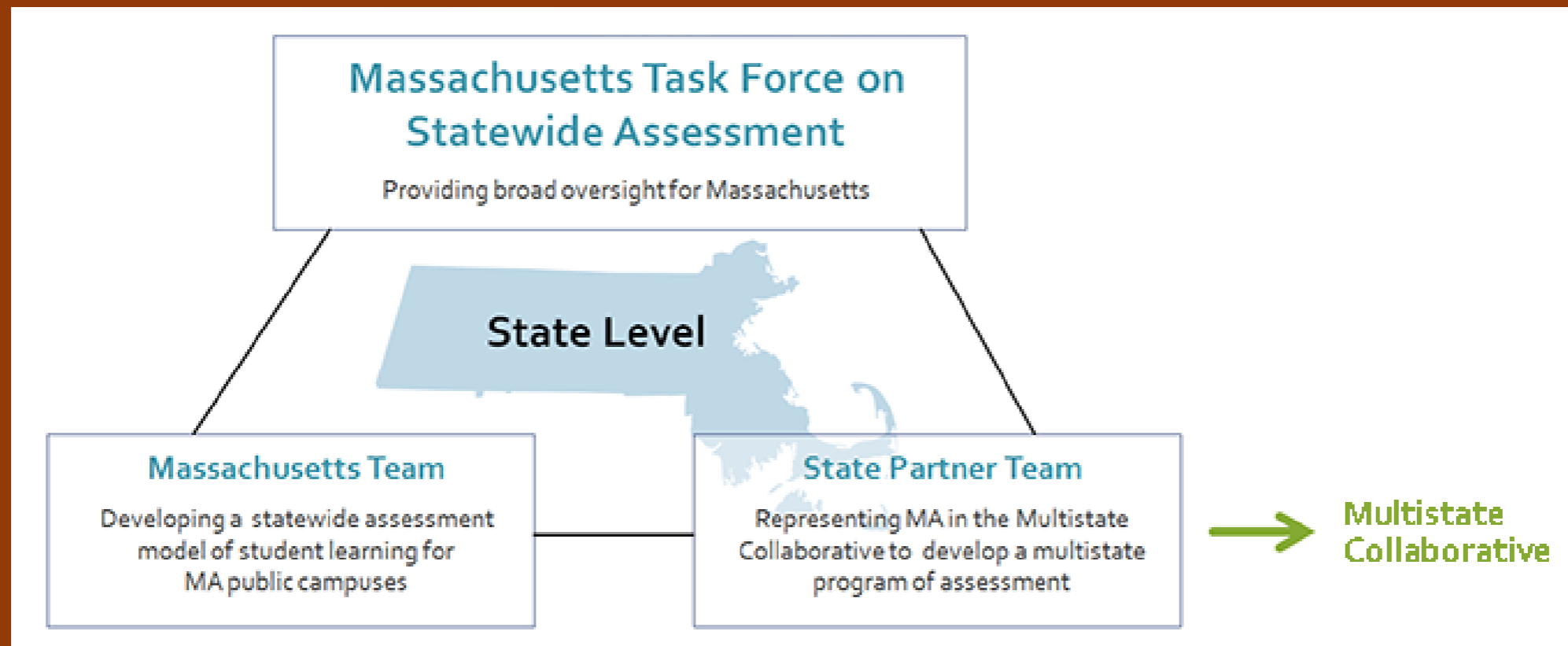
Which also funds faculty stipends for workshops and summer assessment.

the Vision Project **AMCOA**

Advancing a Massachusetts Culture of Assessment



Assessing Student Learning Outcomes Within and Across the Disciplines



THE CAMPUS LEVEL

General Education Assessment



AA
CU Association of American Colleges & Universities
A VOICE AND A FORCE FOR LIBERAL EDUCATION IN THE 21ST CENTURY

[Home](#) | [About](#) | [Meetings](#) | [Publications & Research](#) | [Programs & Partnerships](#) | [Press](#)

[Home](#) > [Meetings](#) > [Generaleducation](#) > [2015 General Education and Assessment](#)



2015 General Education and Assessment

From Mission to Action to Evidence: Empowering and Inclusive General Education Programs

February 19, 2015 to February 21, 2015

Kansas City Marriott Downtown

200 West 12th Street

Kansas City, MO 64105

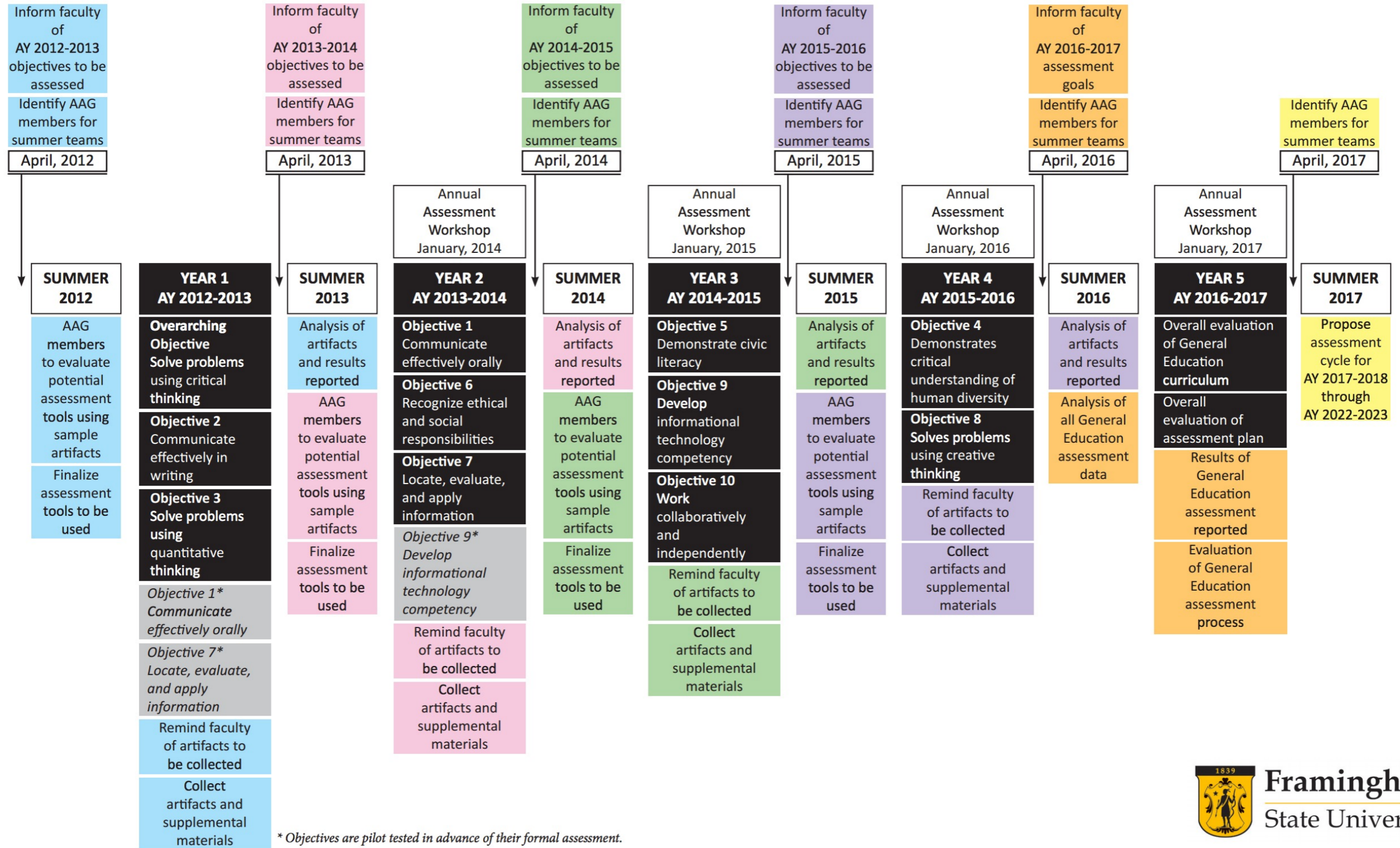
FSU Office of Assessment

Dr. Mark Nicholas, Director

Dr. Rebecca Shearman, Faculty Administrator

Ms. Brittany Brown, Administrative Assistant

GENERAL EDUCATION ASSESSMENT PLAN Created: September 14, 2012 Revisited: April 26, 2013 Revised: April 26, 2013



Assessment Advisory Group

Faculty Departmental Liaisons



The **Assessment Advisory Group (AAG)** at Framingham State University consists of at least one faculty member from every academic department on campus.

Members of the **AAG** serve as ambassadors of assessment for their discipline and provide a faculty voice to institutional assessment processes.

The **AAG** is charged with three primary responsibilities:

- 1) To represent respective departments in matters related to program-level assessment and thereby serve as the department expert in assessment.
- 2) To be the voice of respective departments in the assessment of the General Education curriculum.
- 3) To share information and make recommendations to other departments to improve program-level assessment processes.

AAG Current Members 2014-2015

Academic Department

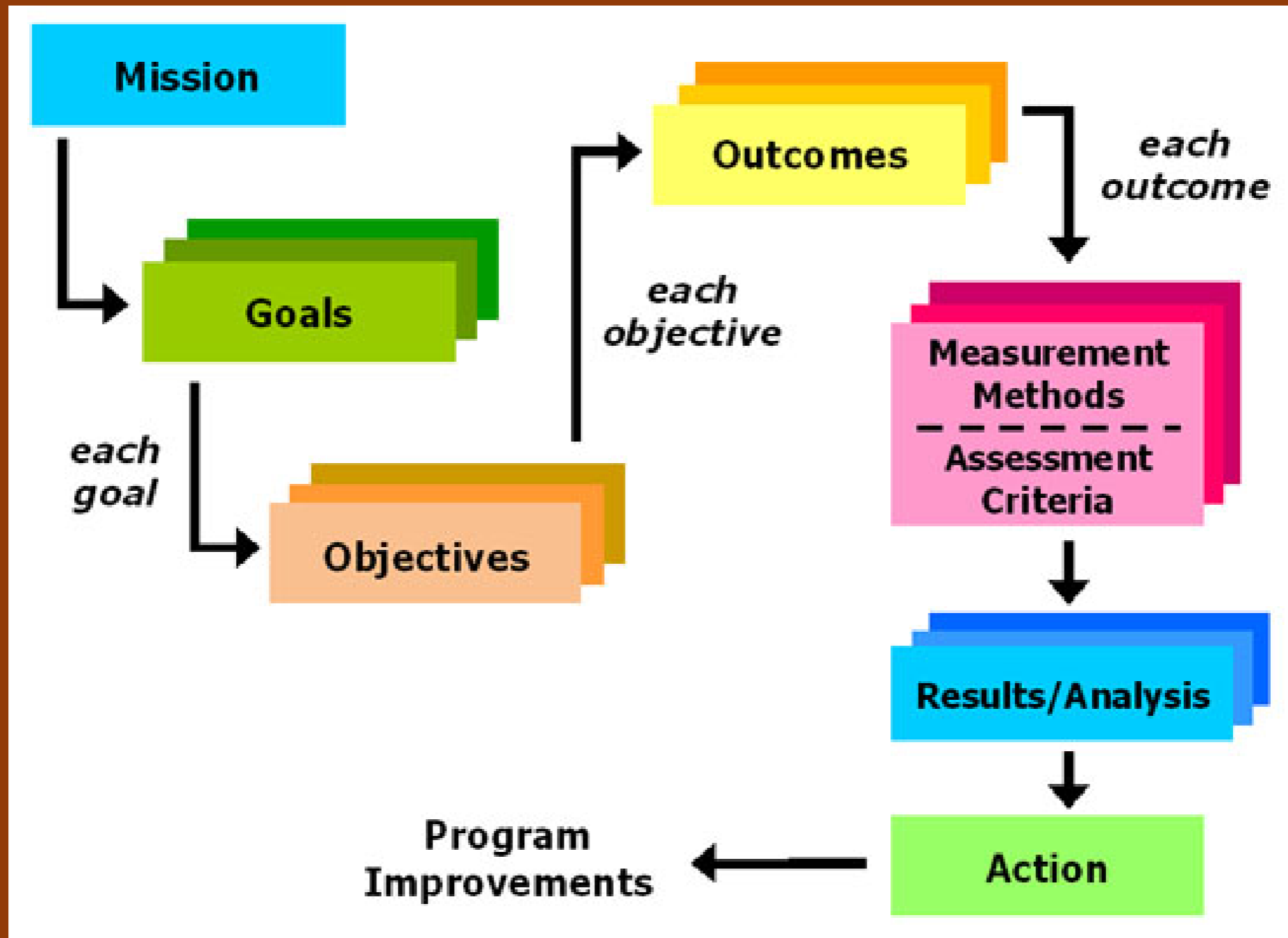
Art and Music
Biology
Chemistry and Food Science
Communication Arts
Computer Science
Econ Prof.& and Business Admin
Education
English
Fashion Design and Retailing
Geography
History
Mathematics
Physics and Earth Science
Political Science
Psychology and Philosophy
Sociology
World Languages

Faculty Member

Prof. Stephanie Grey
Dr. Rebecca Shearman
Dr. Catherine Dignam
Dr. Audrey Kali
Prof. David Keil
Prof. Karen Druffel
Dr. Julia Zoino - Jeannetti
Dr. Patricia Crouch
Prof. Pam Sebor-Cable
Dr. Judy Otto
Dr. Sarah Adelman
Dr. Sheree Arpin
Dr. Vandana Singh
Dr. Paul Ewenstein
Dr. Charles Sachs
Dr. Marian Cohen
Dr. Juliana Freire

THE DEPARTMENTAL LEVEL

Program Assessment



Department Mission Statement

The Department of Communication Arts combines the theoretical foundations and practical applications of human communication, creating a hybrid experience grounded in the liberal arts. In addition to engaging in general approaches to **communication theory, critical media, and visual studies**, all students are exposed to a wide range of educational methods in **visual production, performance competence, and writing proficiency**. This integrated curriculum gives students an enhanced learning opportunity and a substantial grounding for futures in both the workplace and post-baccalaureate study.

Mission Statement is to **Align** with the Program Goals



Program Learning Objectives

GOAL - Communication Theory:

PLO I: Apply communication theories to written, visual, oral, or mediated texts.

- Identify** theories of perception that inform an understanding of communication
- Differentiate** concepts of persuasion as they apply to oral, visual, and written communication
- Employ** the theories that correspond to media effects research
- Illustrate** how theories of communication pertain to media criticism

GOAL - Visual Studies:

PLO II: Analyze visual texts using appropriate disciplinary terminologies.

- Identify** iconic concepts in history and design
- Categorize** the semantics of color in visual texts
- Evaluate** the structures of visual texts

GOAL - Performance Competence:

PLO III: Express a non-mediated spoken message using vocalics and gestures aligned with the context.

- Relate** to an audience with focus and engagement
- Express** a message with hand gestures, facial expressions, and eye contact
- Show** incorporation of appropriate vocalics for performance context

GOAL - Writing Competence

PLO IV: Express a non-mediated spoken message using vocalics and gestures aligned with the context.

- Develop** a written message while maintaining a unifying idea
- Illustrate** the use of proficient word choice
- Produce** a written message that maintains the appropriate structural integrity
- Write** a message that is free of errors in grammar, spelling and punctuation

GOAL - Visual Production

PLO V: Produce a visual communication message employing a process and design acceptable to the medium.

- Design** a motion, image or graphic media piece from concept to complete artifact
- Demonstrate** competency in digital imaging technologies
- Differentiate** the employment of appropriate aesthetics for the visual genre
- Justify** the application of design principles as associated with the medium

GOAL - Media Studies

PLO VI: Interpret how social media and mass media inform human communication dynamics in contemporary culture.

- Explore** the interactions of mediated communication with the institutions of society and the development of the self
- Demonstrate** knowledge of the history of media forms—including film, video, television, Internet, and digital text.
- Identify** the historical, social, cultural, and political contexts within which a mediated text is produced, including the conditions of its production and reception.

Departments have a **Five-year Cycle** Assessment Plan

Communication Arts

F 2012	Communication Theory
SP 2013	Visual Studies
F 2013	Performance Competence
SP 2014	Writing Competence
F 2014	Visual Production
SP 2015	Media Studies

THE CLASSROOM LEVEL

Each Semester in the
Five-year Cycle a
Different Goal is
Assessed



1. Assessment Rubrics for the Goal are established by the Dept. Assessment Committee *and* the instructors teaching courses related to that goal
2. The Rubrics are distributed to instructors whose classes reflect program learning opportunities for that goal - as indicated on the Curriculum Map
3. Those instructors select assignments (artifacts) that incorporate that program learning opportunity
4. After those assignments are completed, they are scrubbed of identifying information and turned into the Dept. Assessment Committee for scoring

**STUDENTS SHOULD BE INFORMED OF THE
PROGRAM GOALS AND OUTCOMES!**



The above is NOT what assessment will lead to . . .

THANK YOU!