# 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

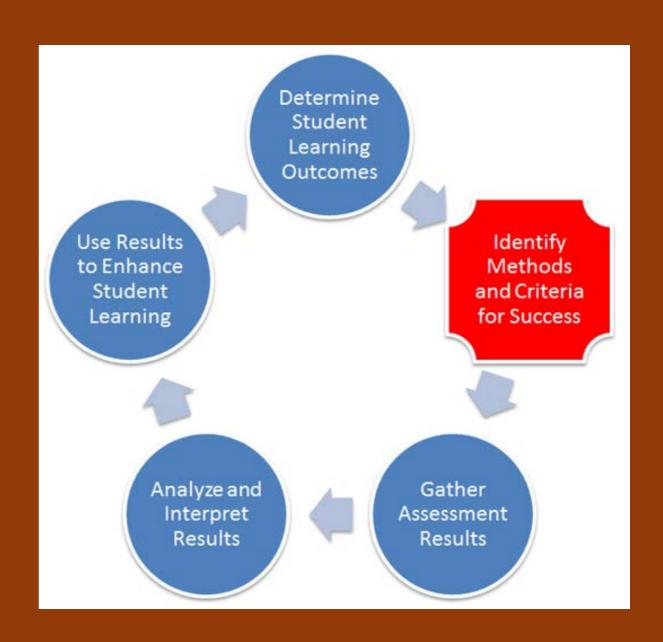
The National Level

The State Level

The Campus Level

The Departmental Level

The Classroom Level



# THE NATIONAL LEVEL

Association of American Colleges and Universities

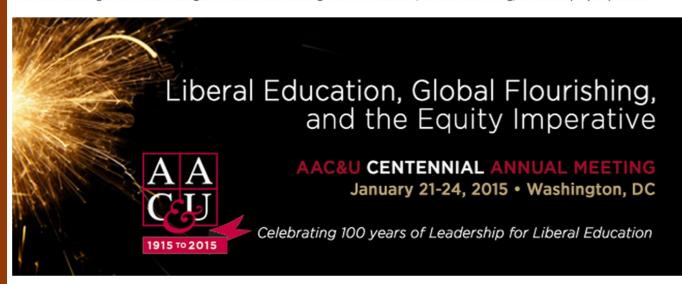
State Higher Education Executive Officers Association

## The Big Picture



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

The Centennial Annual Meeting January 21, 2015 to January 24, 2015 Marriott Marguis 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

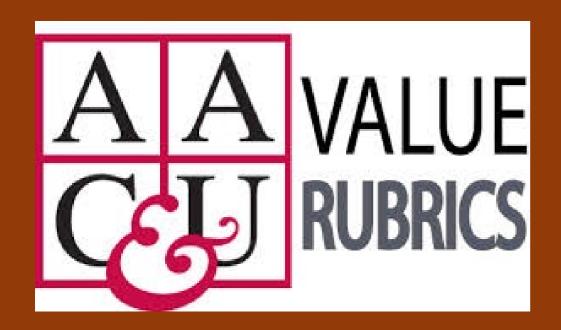
#### A MOVE AWAY FROM STANDARDIZED TESTING

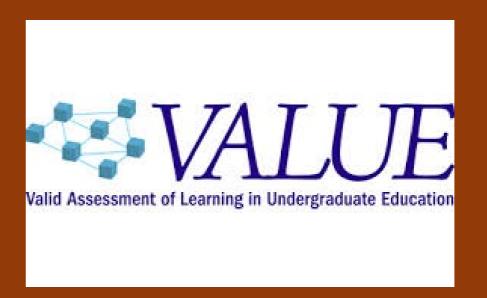
Proof of students' progress found - instead - in the evidence of their actual work.

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.

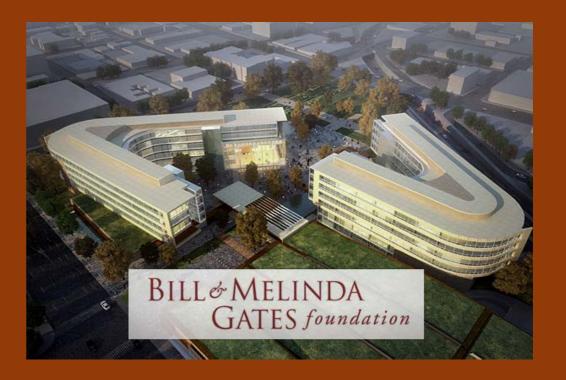
These faculty-led approaches move students' own complex college work—projects, writing, research, collaborations, service learning, internships, creative performances —to the center of the assessment equation. Faculty members have a central role in judgments about the goals of higher learning and about 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.



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

#### Kentucky

Hazard Community and Technical College Northern Kentucky University University of Kentucky

#### 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

#### Utah

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

#### **Massachusetts**

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

Berkshire Community College

#### **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

#### **Rhode Island**

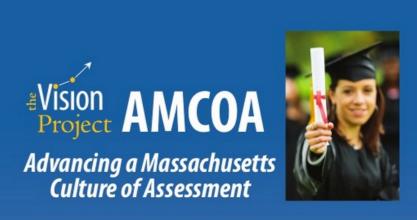
Community College of Rhode Island University of Rhode Island

## THE STATE LEVEL

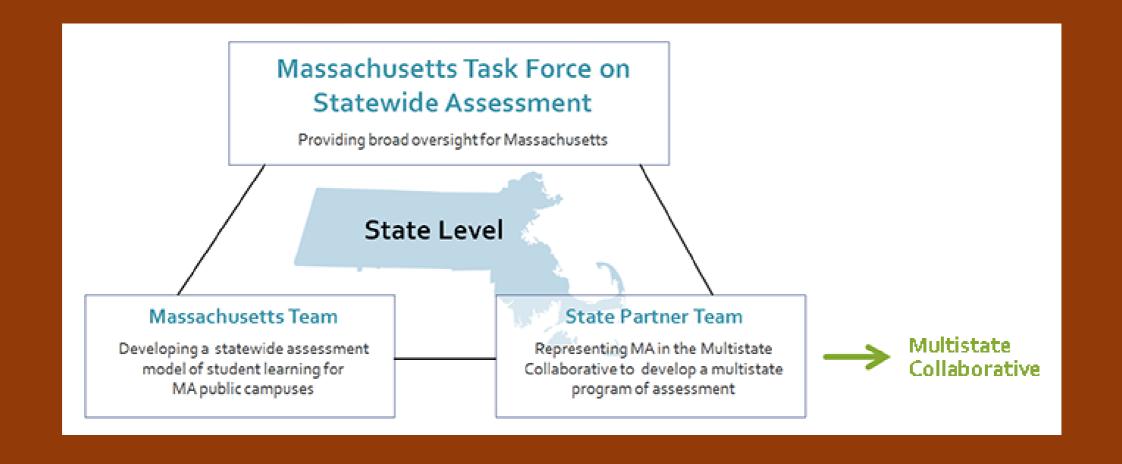
Led by a team of faculty and staff from each of the 28 undergraduate campuses to improve curriculum and learning through development of learning outcomes assessment.

Funded by the Davis Educational Foundation

Which also funds faculty stipends for workshops and summer assessment.



Assessing Student Learning Outcomes Within and Across the Disciplines



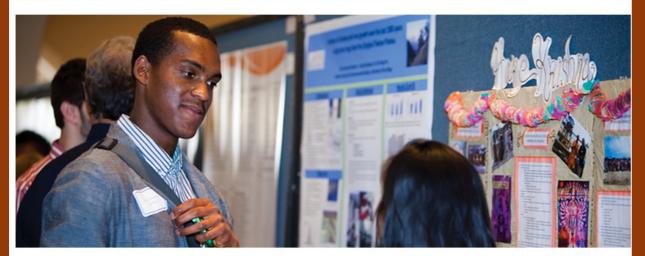
## THE CAMPUS LEVEL

## General Education Assessment



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### 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

artifacts and supplemental

materials

\* Objectives are pilot tested in advance of their formal assessment.

Inform faculty Inform faculty Inform faculty Inform faculty Inform faculty of of of of of AY 2012-2013 AY 2013-2014 AY 2014-2015 AY 2015-2016 AY 2016-2017 objectives to be objectives to be objectives to be objectives to be assessment assessed assessed assessed assessed goals **Identify AAG** Identify AAG **Identify AAG** Identify AAG Identify AAG Identify AAG members for members for members for members for members for members for summer teams summer teams summer teams summer teams summer teams summer teams April, 2012 April, 2013 April, 2014 April, 2015 April, 2016 April, 2017 Annual Annual Annual Annual Assessment Assessment Assessment Assessment Workshop Workshop Workshop Workshop January, 2014 January, 2015 January, 2016 January, 2017 **SUMMER** YEAR 1 **SUMMER** YEAR 2 SUMMER YEAR 3 SUMMER YEAR 4 SUMMER YEAR 5 SUMMER 2012 AY 2012-2013 2013 AY 2013-2014 2014 AY 2014-2015 2015 AY 2015-2016 2016 AY 2016-2017 2017 AAG Objective 1 Objective 5 Objective 4 Overall evaluation Propose **Overarching** Analysis of Analysis of Analysis of Analysis of members Objective artifacts Communicate artifacts Demonstrate civic artifacts Demonstrates artifacts of General assessment Solve problems critical Education cycle for to evaluate and results effectively orally and results literacy and results and results AY 2017-2018 using critical understanding of reported curriculum potential reported reported reported Objective 6 Objective 9 through thinking human diversity assessment Overall AAG AAG AAG Analysis of Recognize ethical Develop AY 2022-2023 tools using **Objective 8** Objective 2 and social evaluation of members members informational members all General sample Solves problems Communicate to evaluate responsibilities to evaluate technology to evaluate Education assessment plan artifacts potential potential potential using creative assessment effectively in Results of Objective 7 competency thinking Finalize writing assessment assessment assessment data General Locate, evaluate, **Objective 10** tools using tools using tools using assessment Remind faculty Education **Objective 3** and apply Work tools to be sample sample sample of artifacts to assessment Solve problems information collaboratively artifacts artifacts artifacts used be collected reported using Objective 9\* and Finalize Finalize Collect Evaluation Finalize independently quantitative Develop of General thinking artifacts and assessment assessment assessment informational Remind faculty tools to be supplemental Education tools to be tools to be technology Objective 1\* of artifacts to used used used materials assessment competency be collected Communicate process effectively orally Remind faculty Collect Objective 7\* of artifacts to artifacts and be collected supplemental Locate, evaluate, materials and apply Collect information artifacts and supplemental Remind faculty materials of artifacts to be collected Collect



# **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

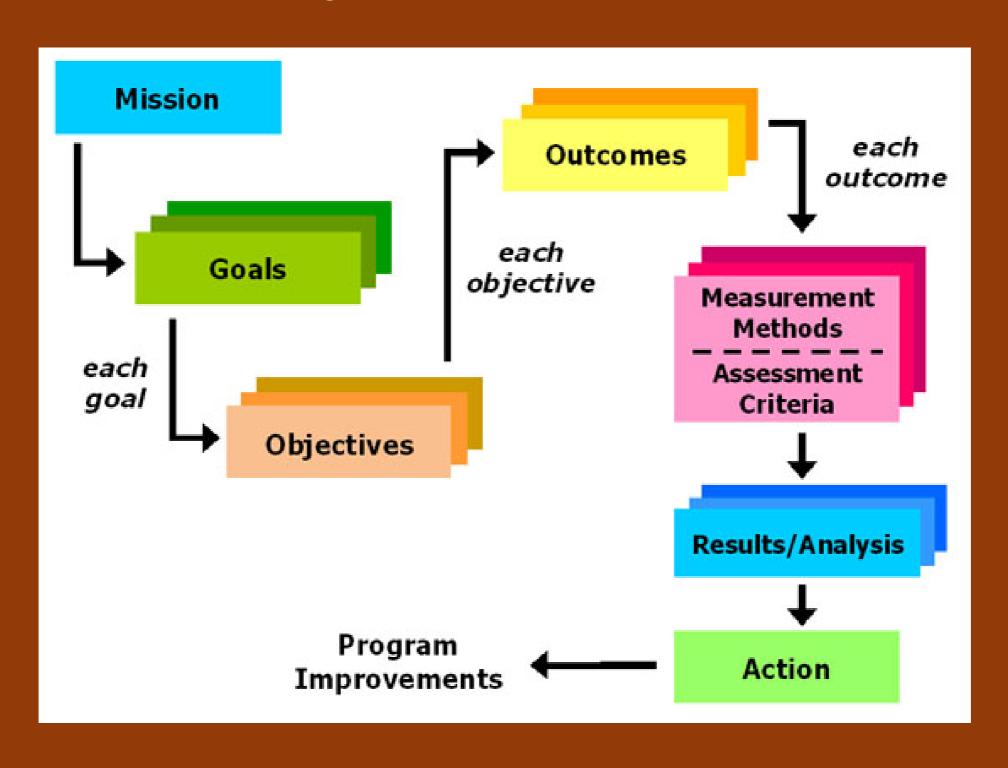
Dr. Charles Sachs

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 form 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.

# A Curriculum Map is Created to indicate which Program Learning Objectives are reflected in each course in addition to the level of proficiency

	Communication Arts												
Communication Arts  Core Requirements						Communication Studies							
Program Learning OBJECTIVES		COMM 115	COMM 130	COMM 250	COMM 450	COMM 220	COMM 234	COMM 269	COMM 308	COMM 322	COMM 200	COMM 208	COMM 210
				COIVIIVI 230					COIVIIVI 308	COIVIIVI 322		COIVIIVI 208	COIVIIVI 210
		Introduction to Speech	Introduction to	Madia/Casiaty	Seminar in	Principles of Mass	Cultural Aspects of Media			Dercussian and	Design for	Docie	Llistom, of
		Communication	Visual	Self	Communication Arts	Communication		Creative	Media Criticism	Persuasion and	Integrated Media	Basic	History of
		Communication	Communication	Sell	ALLS	Communication	Representation	Process	Ivieula Criticisiii	Social influence	ivieula	Photography	Photography
Kali, Audrey													
Communication Theory													
	Communication Theory												
	and the second second second second												
PLO1	Apply communication theories to												
. 202	written, oral visual or mediated												
	texts.												
Visual Studies													
	Automotive												
PLO2	Analyze visual texts using												
	appropriate disciplinary terminologies and protocols.												
	Performance Competence												
	Express a non-mediated spoken												
PLO3	message using vocalics and												
	gestures aligne with a given												
	context.												
Writing Competence													
	Develop a written message using												
PLO4	appropriate word choice,												
	structure, and machanics suitable												
	to the genre.												
Visual Production													
	Produce a visual communication												
	message employing a process and												
PLO5	design strategy acceptable to the												
	medium.												
Media Criticism													
Wiedia Chicisiii													
	Interpret how social readings of												
PLO6	Interpret how social media and												
PLU6	mass media inform human												
	communication dynamics in												

## 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!