

## **ASSESSMENT PROTOCOLS**

May, 2009

The purpose of these assessment protocols for the Undergraduate College and the Schools of Graduate and Professional Studies is to assure that decision making at the discipline/program level is data-driven and that assessment occurs regularly and in a well-defined process.

To that effect, all disciplines and programs of study are required to draft clear learning outcomes. This is particularly important because student learning outcomes are both course specific and, in a broader view, are linked to the assessments of majors and programs of studies as well as contributing to overall discipline and program effectiveness. Disciplines and Programs of Study must identify and implement measures that assess whether or not students are attaining those outcomes. Lastly, the assessment tools used should provide them with information that is relevant and can be used as the basis of improvements.

### **Major and Program of Study Assessments.**

Student Learning Outcomes are specified in discipline-specific and program-specific assessment plans and are the bases for these plans. Relevant external standards, from licensing bodies or professional associations, as appropriate, should be clearly referenced in program goals and reviews.

At the start of each Academic Year (July for SGPS and September for the UC) programs and disciplines will determine which goals and outcomes will be assessed. Data will be collected throughout the Academic Year and a report completed in June for SGPS programs of studies and in May for UC disciplines. Assessment activities will be coordinated by the Director of Strategic Planning and Assessment, working with the Deans. In the Undergraduate College, Discipline Chairs will be directly responsible for collecting data and completing reports. In the Schools of Graduate and Professional Studies, this responsibility will be carried out by the Program Directors.

Every three years, all disciplines and programs of study will complete a full cycle of assessment to include all of the programs goals, learning outcomes, and objectives.

The assessment of the General Education curriculum will follow a similar timeline, with a complete evaluation of the program taking place every three years. In the Schools of Graduate and Professional Studies and in the Undergraduate College, assessment of General Education will be coordinated by the Assessment Committee(s). Faculty members from the Undergraduate College on the Assessment Committee will work with Division Chairs to collect and analyze data and complete a report. In the Schools of Graduate and Professional Studies, the Directors of the undergraduate programs will work with SGPS representatives on the Assessment Committee to collect and analyze

data and prepare the report. Assessment of General Education will also incorporate data from various courses.

The Assessment Committee endorses the AAC&U “VALUE” rubrics and expects that they will be used by all disciplines and programs of study in programmatic assessment as well as in assessing the requirements for General Education.

### **Electronic Portfolios**

Since electronic portfolios are new to Rosemont College, the following guidelines are suggested to regularize and govern their use by students and faculty throughout the College.

1. The content of electronic portfolios should include evidence of learning from both the General Education and major/programs, and that evidence should specifically address the established learning outcomes for each.
2. Students are responsible for placing the evidence supporting their contention that they have attained these outcomes into their portfolios.
3. Program outcomes tied to specific courses will be reviewed by the instructor mid-way through the course and formally evaluated at the end of the course. These evaluations will become part of discipline/program assessments.
4. Outcomes linked to the overall assessment of a major or program of study should be reviewed when a student has completed half of the program and again just prior to graduation. These assessments should include faculty (advisor or chair/director) and student reflections.

### **Discipline and Program Effectiveness**

Discipline and Program effectiveness assessments are broader in scope than the plans that directly assess majors or programs of study. These types of assessments seek to provide a review of the disciplines and programs of study beyond the scope of learning outcomes.

All Disciplines and Programs will be assessed on a three-year cycle. These assessments will include:

1. Enrollment Trends
2. Syllabi Reviews for Individual Classes
3. Reviews of Academic Majors/Programs of Study
4. Survey of Recent Graduates

Enrollment Trends will include the number of declared majors and the number of graduates in a discipline or program of study. This information will be provided annually by the Registrar/Institutional Researcher to the Deans who will share information with Chairs and Program Directors.

Syllabi for all courses taught at Rosemont College will be reviewed according to an agreed upon matrix in the Undergraduate College and in the Schools of Graduate and Professional Studies. The purpose of this review is to make sure that guidelines for syllabus content and information are followed. These reviews will be conducted for new hires when they start teaching at Rosemont College and otherwise included as part of the review procedures in SGPS and the UC.

Regular, comprehensive reviews of all majors and programs of study will be conducted on a five year cycle in the Undergraduate College and the Schools of Graduate and Professional Studies. These reviews will use departmental assessment plans to determine how well students are meeting outcomes as well as external standards set by various agencies (e.g., Pennsylvania Department of Education) and professional organizations. They will also include enrollment trends, a review of staffing patterns in the majors/programs of study, and data from surveys of recent graduates. Disciplines and Programs will be encouraged to use an outside evaluator.

Students graduating from all programs at Rosemont will receive an exit survey to complete during their final semester/session at the College. Graduates of Rosemont College who have completed their degree no more than 8 years ago and no less than three years ago will be surveyed through the Alumni Office working with Career Services and the Registrar's/Institutional Researcher's Office. These surveys will focus on how well Rosemont has prepared them for work or further study in graduate and professional programs.