

CORE ASSESSMENT PLAN

**Developed by
Core Assessment Committee (CAC)**

Approved by CIS on

December 13th, 2005

Modified : December, 2006

Core Assessment's Primary Purpose

To facilitate the collection, analysis, and interpretation of institutional data and the provision of information to support planning and decision-making regarding core issues.

Daemen College Core Assessment Philosophy

- Core assessment at Daemen College is course-embedded and evaluated within courses.
- It is aimed at enhancing student learning rather than at only measuring and documenting for others.
- It is subject to ongoing revision based on the faculty's experience of student performance.
- The philosophy and design of the core assessment plan is presented to enhance student learning by emphasizing the essential competencies and requirements listed in the core.

Core Assessment Committee Members: Members Include:

Dean HH Division, Dean AS Division, two faculty from each division, Core Director, Director of Institutional Assessment, and the IND 101 coordinator, Chairperson of CIS. The committee is chaired by the Core director and co-chaired by Director of Institutional Assessment.

The Assessment Committee Responsibility

- Schedule workshops on assessment for all faculty.
- Review the core assessment plan and provide feedback.
- Follow up and monitor the assessment plan.
- Help in data analysis and interpretation of the data.
- Make sure that the process is an ongoing one.
- Oversee that data was used to modify assessment plans when needed.
- Make sure that there is an ongoing discussion of the results of the core assessment for the purpose of sharing, learning, and improving the students' learning.
- Link the core assessment plan of the students' learning in courses taken in the core with their major courses.
- Make assessment plans and analyses available for review by the campus community.
- Adjust membership periodically when needed and include/engage several Daemen College community members as per expertise.
- Alert the administration so they can provide help regarding issues and needs that may arise in implementing the core assessment plan.

Core Assessment: Assessment of the Core Competencies

At the center of the College's Core Curriculum are the seven competencies which all students should acquire by the time they graduate from Daemen College. These competencies include:

- **Critical Thinking and Creative Problem Solving**
- **Literacy in Information and Multimedia Technology**
- **Communication Skills**
- **Affective Judgment**
- **Moral and Ethical Discernment**

- **Contextual Competency**
- **Civic Responsibility**

The competencies are currently defined in the College catalog and literature in relatively broad terms, with some descriptions more amenable to assessment than others. In order to facilitate assessment, the key objectives of each competency need to be more simply stated in the form of a measurable learning outcome that clearly expresses the expectations of student learning. In other words, the competencies must be restated so that their achievement can be more readily documented.

The Core Assessment Committee (CAC) is proposing the following list of non-discipline, specific learning objectives which may be used to assess each competency. CAC wishes to thank Patricia Beaman and Mary Fox for their contributions to the creation of this document.

Critical Thinking and Creative Problem Solving

Learning Outcome

Daemen College Students will be able to:

- *Synthesize, analyze, evaluate, and apply the general models, concepts, and definitions that are discipline-appropriate in order to solve problems.*

Measures:

- **Class reporting:** Instructors of core courses approved under this competency will provide CAC with the scored results and the rubric and/or scoring criteria of an **assignment assessing critical thinking and creative problem solving**. The rubric or scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. (75% of students meet the standard set by the instructor.)
- Results of Your First College Year survey (spring), Question # 11: Freshmen self-rating of Critical Thinking Skills and Analytical/Problem-Solving Skills. Expected percentage of students rating themselves “above average” in measure is 75%.
- Rubric to be developed to measure mastery of this competency by using specific information in randomly selected students’ Portfolio Phase I and Phase II.

● Literacy in Information and Multimedia Technology

Learning Outcomes

Daemen College Students will be able to:

- *Locate, identify, and access information appropriately both in print and in electronic or digital form.*
- *Effectively organize, manage, and present data/information, using contemporary software applications such as spreadsheets, word processing, databases, and electronic presentation software.*

Measures:

- **Class reporting:** Instructors of core courses approved under this competency will provide CAC with the scored results and the rubric and/or scoring criteria of an **assignment assessing Literacy in Information and Multimedia Technology**. The rubric or scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. (75% of students meet the standard set by the instructor.)
- **NSSE** survey items: Seniors report using electronic medium to complete assignment and seniors report college emphasizes using computers in academic work “quite a bit” to “very much”; seniors report that their college experience contributed to their skill in using computing and information technology “quite a bit” to “very much.” Percentage of seniors should respond to “quite a bit” or higher: more than 50% to reflect acceptable attainment of skill.
- Results of Your First College Year survey (spring), Question #11: Freshmen self-rating of computer skills; and Question #12: Freshman reported use of internet and library for homework. The percentage of students responding positively to this question should be at 75% or higher.
- Rubric to be developed to measure mastery of this competency by using specific information in randomly selected students’ Portfolio Phase I and Phase II.

5. Results of a questionnaire that will be given after every library demonstration.

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results will be tabulated and kept in a software program.

The questions will be based on the content of the demonstration. The content of the demonstration will be based on the Association of College and Research Libraries Information Literacy Standards and outcomes recommended by the Reference Librarians.

Communication Skills

Learning Outcome

Daemen College Students will be able to:

- *Write and speak to specific purposes, contexts, and audiences.*

Measures:

- Class reporting: Instructors of core courses approved under this competency will provide CAC with scored results of a class assignment and criteria used for judging proficiency in communication skills. (75% of students meet the standard set by the instructor.)
- A midpoint writing assessment based on a sample of the writing in Portfolios Phase I and Phase II: The samples of writing would be assessed by faculty using a common rubric for judging writing proficiency. Comparison of freshman/junior and senior works make it possible to examine change or improvement in writing skills. Also, a self-reflection essay could be assigned to rising juniors (including transfer students) to assess achievement of a certain level of writing proficiency. Instructions for a self-reflection essay will be developed for Portfolio Phase I and/or Phase II and could change from one graduation class to another.
- Results of Your First College Year survey (spring), Question # 11: Freshman self-rating of writing ability (target: 50% above average).
- Oral Presentation will be assessed during the Oral Presentation portion in the Research and Presentation course through classroom reporting. This also could be assessed through classes that has student presentation component. Such classes need to be identified. In addition, the presentation done during the annual academic festival could be used as a sample to measure mastery of the oral presentation skills.

Affective Judgment

Learning Outcomes

Daemen College Students will be able to:

- *Articulate a personal response to literary, performance, and visual arts in terms of formal elements and his or her own affective experience.*
- *Recognize and evaluate values expressed in philosophical, political, artistic, and humanistic works.*

Measures:

- Class reporting: Instructors of core courses approved under this competency will provide CAC with the scored results and the rubric and/or scoring criteria of an **assignment assessing affective judgment**. The rubric or scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. (75% of students meet the standard set by the instructor.)
- Works included in student portfolios indicate growth and improvement in *affective judgment*.

Moral and Ethical Discernment

Learning Outcome

Daemen College Students will be able to:

- *Discern moral and ethical issues and apply this knowledge to an understanding of public discourse, policy, and contemporary problems.*

Measures:

- Class reporting: Instructors of core courses approved under this competency will provide CAC with the scored results and the rubric and/or scoring criteria of an **assignment assessing moral and ethical discernment**. The rubric or scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. (75% of students meet the standard set by the instructor.)
- Reflective narratives (or a sample of the narratives) prepared in service-learning courses indicate that 60% or more of the students articulate moral and ethical issues related to their service-learning experience.
- Self-reflection essays in students' Portfolio Phase I and Phase II could be used for the purpose of assessing this competency.

Contextual Competency

Learning Outcome

Daemen College Students will be able to:

- *Interpret events and relate works to their philosophical, historical, legal, social, political, or cultural context.*

Measures:

- Class reporting: Instructors of core courses approved under this competency will provide CAC with the scored results and the rubric and/or scoring criteria of an **assignment assessing contextual competency**. The rubric or scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. (75% of students meet the standard set by the instructor.)
- Developed rubric to analyze the self-reflection essays in students' Portfolio Phase I and Phase II could be used for the purpose of assessing this competency.

Civic Responsibility

Learning Outcome:

Daemen College Students will be able to:

- *Appreciate the values of civic involvement and the responsibilities which attend the privilege of citizenship or membership in a community.*

Measures:

- Reflective narratives of students (or sample of students) indicating increase in civic knowledge and skills or improved academic learning. Competency is assessed in core courses approved as service learning and also under the civic responsibility competency. Unduplicated headcount and percentage of senior class that participated in a service-learning experience prior to graduation (Service Learning Center annual report).
- NSSE survey items: Self-reports of graduating seniors on civic responsibility.
 - During the current school year, how often they participated in a community-based activity (target: 50% above average).
 - Before graduating, percentage who did community service or volunteer work (target: 50% above average).
 - The extent to which experience at Daemen contributed to knowledge, skills, and personal development in *voting in local, state, or national elections* (target: 50% above average).
 - The extent to which experience at Daemen contributed to knowledge, skills, and personal development in *contributing to the welfare of your community* (target: 50% above average).

3. Rubric to be developed to measure mastery of this competency by using specific information in randomly selected students' Portfolio Phase I and Phase II. In particular, the self-reflection essay that was produced during the Service Learning course.
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**Core Assessment:
Assessment of the Core Requirements**

In addition, Daemen College Core has a set of core requirements that consists of:

- **Service Learning**
- **Learning Communities**
- **Quantitative Literacy**

- **Research and Presentation**

In order to assess these requirements, a set of learning outcomes are listed below each requirement, together with a set of measures.

Learning Community Requirement

Learning Outcomes

Daemen College Students will be able to:

- *Develop a sense of community through collaborative work.*
- *Identify connections among various disciplines.*

Measures:

- Junior/Senior transfer students GPA with no learning community (LC) requirement in their records versus those with LC in their records.
- LC classroom reporting on the common assignment and the extent in which the linking of the two disciplines was achieved.
- A rubric to evaluate the common assignment in LC and the extent of the linkage between the two disciplines. This will be done for randomly selected students' Portfolio Phase I.

Quantitative Literacy Requirement

Learning Outcome

Daemen College Students will be able to:

- *Apply quantitative reasoning and mathematical or statistical methods to build knowledge and/or solve problems.*

Measures:

- Class reporting: Instructors in the following courses will provide CAC with the scored results and the rubric and/or scoring criteria of an **assignment assessing the learning objective listed under the QL**. The rubric or scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. (60% of students meet the standard set by the instructor.)
- The QL level will be evaluated using a rubric developed to be used for evaluating the components in the student portfolio that relate to quantitative literacy information.

• Service Learning Requirement

Learning Outcome

Daemen College Students will be able to:

- *Exhibit awareness and understanding of the responsibilities of citizenship through community outreach and engagement in real community problems.*

Measures:

- Reflective narratives of students (or sample of students) indicating evidence of civic knowledge and skills or improved academic learning. Competency is assessed in core courses approved as service learning and also under the civic responsibility competency. Unduplicated headcount and percentage of senior class that participated in a service-learning experience prior to graduation (Service Learning Center annual report).
- NSSE survey items: Self-reports of graduating seniors on civic responsibility.
 - During the current school year, how often they participated in a community-based program (target: 50% above average).
 - Before graduating, percentage who did community service or volunteer work (target: 50% above average).
 - The extent to which experience at Daemen contributed to knowledge, skills, and

personal development in *voting in local, state, or national elections* (target: 50% above average).

■ The extent to which experience at Daemen contributed to knowledge, skills, and personal development in *contributing to the welfare of your community* (target: 50% above average).

3. Rubric to be developed to measure mastery of this competency by using specific information in randomly selected students' Portfolio Phase I and Phase II. In particular, the self-reflection essay that was produced during the Service Learning course.

Research and Presentation Requirement

Learning Outcome

Daemen College Students will be able to:

N. Read, write, speak, and listen effectively to acquire, develop, and convey ideas within a discipline.

O. Increase knowledge within the discipline through theory, investigation and application.

Measures:

1. Class reporting: Instructors of core courses approved as RP courses will provide CAC with the scored results and the rubric and/or scoring criteria of an **oral presentation assignment**. The rubric or scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. (75% of students meet the standard set by the instructor.)
2. Class reporting: Instructors of core courses approved as RP courses will provide CAC with the scored results and the rubric and/or scoring criteria of research **assignment**. The rubric or scoring criteria establish standards of acceptable performance and the instructor uses these to report the proportion of students in the class who perform at various levels. (75% of students meet the research standard set by the instructor.)

Timeline
Core Assessment Competencies (CM) and Requirement (RQ)

Competencies/Requirements	2006	2007	2008	2009	2010	2011	2012	2013	2014
Learning Outcome CM									
Critical Thinking CM	A			A			A		
Literacy Info and Multi Media Tech. CM			B, C			B, C			B, C
Communication Skills CM			D			D			D
Affective Judgment CM		E, F			E, F			E, F	
Moral and Ethical Discernment CM	G			G			G		
Contextual CM		H			H			H	
Civic Responsibility CM			I			I			I
Learning Community RQ	J, K			J, K			J, K		
Quantitative Literacy RQ		L			L			L	
Service Learning RQ			M			M			M
Research and Presentation				N		0		N	

Key:

A. Synthesize, analyze, evaluate, and apply the general models, concepts, and definitions that are discipline-appropriate in order to solve problems.

B. Locate, identify, and access information appropriately both in print and in electronic or digital form.

C. Effectively organize, manage, and present data/information, using contemporary software applications such as spreadsheets, word processing, databases, and electronic presentation software.

D. Write and speak to specific purposes, contexts, and audiences.

E. Articulate a personal response to literary, performance, and visual arts in terms of formal elements and his or her own affective experience.

F. Recognize and evaluate values expressed in philosophical, political, artistic, and humanistic works.

G. Discern moral and ethical issues and apply this knowledge to an understanding of public discourse, policy, and contemporary problems.

H. Interpret events and relate works to their philosophical, historical, legal, social, political, or cultural context.

I. Appreciate the values of civic involvement and the responsibilities which attend the privilege of citizenship or membership in a community.

J. Develop a sense of community through collaborative work.

K. Identify connections among various disciplines.

- Apply quantitative reasoning and mathematical or statistical methods to build knowledge and/or solve problems.

- Exhibit awareness and understanding of the responsibilities of citizenship through community outreach and engagement in real community problems.
- Read, write, speak, and listen effectively to acquire, develop, and convey ideas within a discipline.
- Increase knowledge within the discipline through theory, investigation and application.

Data Collection

Procedure for Data Collection

- Every semester, rubrics and forms will be developed by CAC and mailed to the instructors teaching core courses that semester. The instructors will fill the rubric/form for the primary core competency of that course. The instructor will indicate the learning objective that was used to fill the rubric/form and will send the completed form to the core director. These forms/rubrics will be used to measure the extent of mastery of a core competency/requirement by the students.
- NSSE and Your First College Year survey items will be collected from the appropriate offices on campus.
- Portfolios are collected by each department for their students' major. Each year, each department will designate a faculty member that is responsible for guiding the students through the different stages of the portfolios. That faculty member will also be responsible for collecting and storing the portfolio for the students in that department. Rubrics/forms will be created and used each year to evaluate the targeted learning objectives A to M, using items in the portfolios. These completed rubrics/forms will form a set of data that need to be analyzed.

The following is a list of components of the students' portfolio that will be used to produce data on the core competencies and requirements.

Portfolio Phase I Components

- A list of all competency and the courses taken under each such competency.
- A web page developed in IND 101 and updated.
- A self-reflection essay, Part I, to be developed by CAC annually. The essay will answer specific questions to be created and it will vary from year to year, based on targeted learning objectives for that year.
- Material for application to upper division.
- Two papers from LC I and II class that connect two or more disciplines.
- One or two writing sample(s) from writing intensive core courses.

Portfolio Phase II Components

- All of the information in Portfolio I.
- Self-reflection essay, Part II. The essay will answer specific questions to be developed by CAC annually and it will vary from year to year, based on targeted learning objectives for that year.
- The self narrative that was created as part of the service learning course.
- The research paper that was produced as part of the Research and Presentation core requirement course.
- Other information that could vary from year to year.

The following is a brief description of the procedure that will be used to obtain data from the portfolio:

- A. Every year, CAC will create lists of items that needed to be included in the portfolio for each undergraduate student in the college. The lists will be distributed to all departments. There will be four different lists: one for each graduating class, a list for each of the freshman, sophomore, junior and senior classes. The purpose is to allow the students to update their portfolios annually.
- B. Student will submit a portfolio to their department in two phases: Phase I application to the upper division, and Phase II senior portfolio. For students in sophomore status and senior status, a self-reflection essay will need to be included in the student portfolio. The set of questions for the self reflection essay will be designed by CAC and based on targeted assessment items for a particular year.
- C. CAC will have access to any of the students' portfolio.
- D. For each targeted assessment item, rubrics/forms will be developed by CAC to be used for evaluation of the portfolio.
- E. A selected number of faculty will meet on set dates to evaluate randomly selected portfolios. Those faculty will fill the developed rubrics/forms in order to evaluate certain learning objectives, A through M. An example of that is to fill a developed rubric in order to measure the student improvement in writing from freshman to senior year. The collection of these rubrics will form a set of data for the targeted item.

Data Analysis

Every three years as per the schedule attached.

- Classroom reporting information will be assembled for the competencies under study for that year. A report will be produced to indicate how students mastery of the competency compare to the benchmark level of acceptance that is set by CAC (currently at 75%). This will be done by the core director at this time, but the possibility of someone being assigned to analyze such data will be more appropriate and should be investigated.
- The number of items in NSSE and YFCY surveys that are related to the competency under study will be gathered and compared to the benchmark set by CAS committee for each item under study.

- Rubrics/forms filled from analyzing and evaluating the portfolios for each item will be summarized and compared to a targeted benchmark set by CAC for the targeted learning objective under study. The data will be analyzed by core director at this time, but the possibility of someone being assigned to analyze such data will be more appropriate and should be investigated.

Recommendation

Analyzed data will be sent to CAC for review and recommendation.

Each year before July 1st, CAC will meet after receiving the data analysis and they will issue a report that will include, but not be limited to:

- The list of core competencies and requirements learning objectives targeted that year for assessment and to what extent did the data indicate that students met the expectation set by CAC.
- Reasons that the students did not meet the expectation, if applicable.
- Suggestions for improvement in all area under study for that year.
- The report might also include items of concern that arise during the analysis and data gathering but was not intended initially to be part of the study for the targeted year.

Copies of the recommendation will be distributed to all departments, the CIS, the divisional deans, and the academic dean for use in curriculum and program improvement.