

## **Intersession Institute 2015 Final Report**

### **Background**

In January 2015, the OEA offered a campus-wide Institute on Assessment. The goal of the Institute was not only to continue the momentum generated during the pilot Intersession Institute of 2014 but also to expand upon that work by planning broader offerings not limited to faculty teaching Intersession Courses. In particular, we identified the need to address assessment at the program level.

### **Implementation**

We planned and delivered the following four offerings during Fridays in Intersession:

#### **Week 1: Assessment: Checking the Temperature: Where We Are and Where We Need to Be.**

Assessment: Checking the Temperature by Dr. Mary Jane K. DiMattio, Director OEA

General Education as a Program by Dr. Linda Ledford-Miller, Faculty Assessment Fellow

#### **Week 2: How Do my Student Learning Outcomes Contribute to Program Assessment?** by Dr. Mary Goldschmidt, Faculty Development Specialist, Center for Teaching and Learning Excellence

#### **Week 3: Indirect Measures of Student Learning** by Valerie Taylor and Jordan Knicely, Office of Institutional Research

#### **Week 4: Understanding and Using Assessment Results to Improve Programs** by Dr. Jodi Levine Laufgraben, Vice Provost for Academic Affairs, Assessment, & Institutional Research at Temple University

We scheduled the first three Institute offerings in the mornings only. For the fourth offering, we asked Dr. Laufgraben to give a presentation in the morning and to facilitate an afternoon workshop after lunch. We provided a small, monetary stipend for registrants in the afternoon workshop (n = 20) and asked these individuals to bring a project plan (see attachment 1) and to submit a follow up report.

### **Outcomes**

Tables 1 and 2 provide the numbers of attendees at workshops and totals by college or division. Table 3 displays the number of participants who attended more than one offering, along with a breakdown of participants according to status (full time/part time faculty and staff). After the conclusion of the Institute, we surveyed participants electronically, asking

them to comment on what they learned during the offerings. We received 27 responses to the survey (data are available upon request). Participants indicated that they learned the following from the first three presentations: the status of assessment on our campus; the difference between direct and indirect assessment; and possibilities for working more closely with Institutional Research on indirect assessment measures. In addition, there were many positive comments about the fourth presentation/workshop by Dr. Levine Laufgraben, from which participants took away a variety of new ideas and information. Several expressed appreciation for having Dr. Laufgraben answer their questions, and one respondent noted receiving “validation” on assessment practices already underway. Another commented on recognizing more possibilities for capstone courses. Perhaps most importantly, one respondent found the workshop “stimulating” and another felt “motivated” to try assessment afterward. One attendee reported still experiencing confusion about the difference between course and program level assessment, and there was one who thought the workshop was enjoyable overall but “smacked of group think.” A helpful suggestion was for OEA to offer assessment workshops at “different levels,” which is an interesting idea for us to take under advisement because we have encountered this practice at assessment conferences, such as Drexel and IUPUI. Finally, Dr. Laufgraben provided affirming feedback on her experiences during that workshop (attachment 2).

During the spring of 2015, just over half of the participants in the afternoon workshops with Dr. Laufgraben (n = 12) submitted a follow-up report. These reports are archived in the OEA.

### **Analysis**

The 2015 Intersession Institute was a success overall. The number of attendees at Dr. Laufgraben’s presentation and workshop was encouraging to the OEA. In addition, we received mostly positive feedback in our follow-up survey and will keep the same format and types of offerings for next year. We were disappointed that not all of the workshop participants submitted follow up reports, however, and will revisit whether or not providing monetary stipends is an effective use of resources.

**Table 1: January 2015 Assessment Institute Participation Overview**

Date	Title	Presenter	Attendees
1/9/2015	Office of Educational Assessment Plenary Presentation	OEA-Dr.Mary Jane DiMattio and OEA-Dr.Linda Ledford- Miller	11
1/16/2015	How Do My Student Learning Outcomes Contribute to Program Assessment?	CTLE-Dr.Mary Goldschmidt	9
1/23/2015	Indirect vs Direct Evidence National Survey Overview	Institutional Research-Jordan Knicely and Val Taylor	20
1/29/2015- 1	Understanding Student Learning Assessment Results	Temple University Dr. Jodi Levine Laufgraben	31
1/29/2015- 2	Using Student Learning Assessment Results		20

**Table 2: Totals by College or Area**

PCPS	
Education	1
Exercise Science	2
Nursing	4
Occupational Therapy	2
HA/HR	2
Physical Therapy	3
<b>PCP Total</b>	<b>14</b>

CAS	
Theology/RS	3
English/Theatre	2
Physics/EE	1
Computing Science	1
Sociology/CJ	1
History	2
Mathematics	3
World Lang/Cult	1
Psychology	1
History/LAWS	1
Communication	1
Biology	1
<b>CAS Total</b>	<b>18</b>

KSOM	
Man/Mkt	1

Eco/Finance	1
<b>KSOM Total</b>	<b>2</b>

Non-academic Departments	
Public Safety	1
Career Services	1
IR	3
CTLE	2
Jesuit Fellow	1
Student Engagement	1
Student Conduct Assessment	1
Mission And Ministry	1
Student Health Serv	1
Student Form& Campus Life	1
<b>Non-academic Departments Total</b>	<b>13</b>

**Table 3: Other Participant Analysis**

Attendance at one or more presentations	Number Participants
All Four	<b>6</b>
Three	<b>8</b>
Two	<b>16</b>
One	<b>19</b>

Participation by	Total
Full-Time Faculty	<b>30</b>
Part-Time Faculty	<b>7</b>
Full-Time Staff	<b>10</b>

Attachment 1  
Worksheet for Workshop with Dr. Laufgraben

Attachment 2  
Email Report on Workshop by Dr. Laufgraben

The University of Scranton  
The 2015 Intersession Assessment Institute  
Worksheet in Preparation for Workshop with Dr. Jodi Levine Laufgraben

**Please complete this worksheet in advance of attending the workshop on 1/29/15.**

**If you have any questions regarding the workshop or in completing this form, please email: [assessment@scranton.edu](mailto:assessment@scranton.edu)**

***Formulate Programmatic Learning Outcomes and Assessment Measures***

What are your PLOs<sup>1</sup>?

1.

2.

3.

4.

5.

*Use additional space herein as needed OR attach on separate paper.*

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<sup>1</sup> PLO is an abbreviation for Program Learning Outcomes.

<p>What do you most want to discover about what your students know, do, or value by the time they complete your program?</p>	
<p>Which PLOs most closely align with what you most want to discover about your students by the time they complete your program (recommendation: do not select too many)</p>	
<p>Which kind of evidence (indirect or direct)<sup>2</sup> would best assess the PLOs that most closely align with what you most want to find out?</p>	<p><i>Examples: Standardized Tests (direct measure); particular exam item or cluster of items (direct measure); paper or thesis (direct measure); capstone project (direct measure); portfolio (direct measure); surveys (indirect measure)</i></p>
<p>What can you use as evidence of student achievement of these PLOs?</p>	

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<sup>2</sup> Actual student outputs are used in direct assessment. The results of these can be analyzed using quantitative or qualitative methods. Secondary evidence, such as perceptions, opinions, or ratings is used in indirect assessment.

Identify the course or courses in which this evidence is collected or can be collected in spring or fall 2015.	
Having completed the table above, please describe your goal for participating in the Workshop with Dr. Jodi Levine Laufgraben.	
When you leave at the end of the session, what do you hope to have accomplished?	
<p><b><i>For consideration and reflection prior to and during the workshop. We will seek your feedback on these questions AFTER the workshop.</i></b></p> <ul style="list-style-type: none"><li>• What do you plan to do in spring or fall 2015 to integrate what you have learned during this workshop?</li><li>• What support or resources do you need for this?</li><li>• What faculty collaboration is possible?</li></ul>	

## Ms. Kathryn A. Yerkes

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**From:** Dr. Mary Jane K. DiMattio R.N., Ph.D.  
**Sent:** Tuesday, March 22, 2016 11:58 AM  
**To:** Ms. Kathryn A. Yerkes  
**Subject:** FW: following up U of Scranton visit  
**Attachments:** Intersession Institute January 2015.docx; Pre-Jodi Levine Laufgraben Workshop Spreadsheet\_revised\_2.pdf

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**From:** Jodi Levine Laufgraben <[jodih@temple.edu](mailto:jodih@temple.edu)>  
**Date:** Tuesday, February 17, 2015 at 5:29 PM  
**To:** Mary Jane DiMattio <[maryjane.dimattio@scranton.edu](mailto:maryjane.dimattio@scranton.edu)>  
**Subject:** RE: following up U of Scranton visit

Yes, I received the payment thank you.

During my brief visit to campus, I observed the following:

- The Provost fully supports, values and understands assessment of student learning
- There is assessment support in terms of staff and programs to assist academic programs in assessing student learning
- There is interest in the recently announced grant opportunity
- Faculty participants in the morning workshop asked questions that demonstrated a clear understanding of both the importance and challenges of assessment
- Faculty participants in the afternoon consultation provided good examples of assessments underway or being planned. Programs that are less far along were able to learn from others.
- Faculty are trying to better understand the connection between assessment of your general education courses (I forget the name they used for these courses) and the assessment of courses in their majors/programs.

Let me know if you need anything else. Thank you,

Jodi

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**From:** Dr. Mary Jane K. DiMattio R.N., Ph.D. [<mailto:maryjane.dimattio@scranton.edu>]  
**Sent:** Tuesday, February 17, 2015 4:21 PM  
**To:** Jodi Levine Laufgraben  
**Subject:** following up U of Scranton visit

Dear Jodi,

I want to ensure that you received payment for your visit to our campus.

Also, I would appreciate your impressions of assessment readiness and receptivity on our campus, based on your brief time with us.

Thank you,

Mary Jane



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