

**Office of Educational Assessment (OEA)
The University of Scranton
Intersession Institute 2016
Final Report**

Background

Based on the success of the 2015 Intersession Institute, the OEA chose the same format for the 2016 Institute. Building on the framework of our new *Comprehensive Plan* for assessment of student learning, we decided to create a theme for this year's Institute around the Ignatian Pedagogical Paradigm and entitled this year's Institute, *Excellence and Evaluation in Jesuit Education: Ignatian Discernment and Program Practice*. We endeavored to incorporate themes of attentiveness, reflection, and imagination throughout the offerings. Specifically, we asked participants to think about how they might apply the examples and ideas presented during workshops to their own programs.

Implementation

Once again, we planned and delivered Institute offerings on each of the four Fridays during Intersession. The final Friday's offering had an afternoon component.

Week 1: Creating Assessment Tools in Real Time by Mr. Richard Walsh, OEA Assessment Analyst & Mr. Brian Snapp, Associate Director, CTLE.

Week 2: Evidence-Based Program and Course Improvements by Prof. Bonnie Oldham (Weinberg Memorial Library); Dr. Murli Rajan, (KSOM); Prof. Nicholas Truncale (CAS); Dr. Kevin Wilkerson (PCPS).

Week 3: Connecting Assessment Planning with Data Management Processes by Dr. Brett Everhart, Special Assistant to the Provost for Assessment & Accreditation, Lock Haven University.

Week 4: Attention, Ignatian Pedagogy, and Practice—How the 5 Key Aspects of the Ignatian Pedagogical Paradigm can be Reimagined in Light of Documentary Film-making by Julia Haslett, documentary film-maker.

Outcomes:

Workshop attendance and attendance by college/division are presented in Tables 1 and 2. Survey feedback by workshop is presented in Appendix A.

Summary & Analysis:

At the conclusion of the Institute, we surveyed participants electronically, asking them to comment on what they learned during the offerings. We received 13 responses to the survey. Participants indicated that the first three sessions provided some useful information, but they expressed a desire for assessment workshops geared toward particular audiences or programs. One respondent noted that while programs with external accreditation have outstanding assessment practices in place, programs without external accreditation may need more help creating a culture of assessment. The fourth and most well-attended session was found by all but one respondent to have drawn the most explicit connections between assessment and the Ignatian pedagogical practice of reflection. Suggestions

for future workshops indicated a desire for practical information such as how to use Desire to Learn for assessment, as well as more philosophical content such as how to connect our humanity to assessment of student learning.

The Institute was successful overall, but fewer and “targetted” workshops might be more helpful moving forward. Because this was only our second Institute using the workshop format, and because survey data might not be representative, major changes will be contingent upon additional data collected after future offerings.

Table 1: January 2016 Assessment Institute Participation Overview

Date	Title	Presenter	Attendees
1/8/2016	Creating Assessment Tools in Real Time	Presenters: Richard Walsh (OEA Assessment Analyst), Cyrus Olsen (Director, General Education Assessment), & Brian Snapp (CTLE)	24
1/15/2016	Evidence-Based Program and Course Improvements	Presenters: Dr. Murli Rajan (KSOM), Dr. Bonnie Oldham (WML), Prof. Nick Truncala (CAS), Dr. Kevin Wilkerson (PCPS)	13
1/22/2016	Connecting Assessment Planning with Data Management Processes	Dr. Brett Everhart, Special Assistant to the Provost for Assessment & Accreditation, Lock Haven University	13
1/29/2016	Attention, Ignatian Pedagogy, and Practice - How the 5 key aspects of the Ignatian Pedagogical Paradigm can be reimagined in light of documentary filmmaking.	Ms. Julia Haslett	36

Table 2: Totals by College or Division

PCPS	
Education	1
Exercise Science	1
Nursing	4
Occupational Therapy	2
HA/HR	1
Counseling and Human Services	3
PCP Total	12

CAS	
Theology/RS	4
English/Theatre	6

Physics/EE	3
Computing Science	0
Sociology/CJ	2
History	0
Mathematics	0
World Lang/Cult	1
Political Science	2
Philosophy	2
Chemistry	1
Biology	1
CAS Total	22

KSOM	
Man/Mkt	3
Eco/Finance	2
KSOM Total	5

Library	
Library Faculty	1
Library Total	1

Non-academic Departments	
Public Safety	1
Career Services	2
Mission And Ministry	1
Global Initiatives	1
Student Form& Campus Life	1

Table 3: Number of sessions attended by survey respondents

One session	12
Two sessions	0
Three sessions	0
All four sessions	1

Appendix A
Survey Responses ($n = 13$) by Workshop

Week 1:

Title	Presenters	Survey respondents
Creating Assessment Tools in Real Time	Mr. Richard Walsh, Mr. Brian Snapp	4 (31%)

Summary:

Two respondents indicated they learned about the range of technology available on campus for assessment purposes. One respondent noted that neither they nor their department colleagues are likely or willing to use these tools. Also, one respondent indicated that the title of the session suggested something different than what was delivered in the workshop and would recommend a more careful selection of titles going forward.

Week 2:

Title	Presenters	Survey respondents
Evidence-Based Program and Course Improvements	Prof. Bonnie Oldham (Weinberg Memorial Library); Dr. Murli Rajan, (KSOM); Prof. Nicholas Truncale (CAS); Dr. Kevin Wilkerson (PCPS).	2 (15%)

Summary:

One respondent noted learning how successful assessment occurs; another responded recognizing that programs with external accreditation can do an outstanding job but is seeking ways to incentivize faculty in a program that does not have external accreditation as well as ways to create a culture of assessment.

Week 3

Title	Presenters	Survey respondents
Connecting Assessment Planning with Data Management Processes	Dr. Brett Everhart, Special Assistant to the Provost for Assessment & Accreditation, Lock Haven University.	1 (8%)

Summary:

Respondent found early access to comprehensive plan for sustaining assessment to be helpful. The guest speaker was well informed; suggested targeting assessment workshops to particular audiences.

Week 4

Title	Presenters	Survey respondents
Attention, Ignatian Pedagogy, and Practice—How the 5 Key Aspects of the Ignatian Pedagogical Paradigm can be Reimagined in Light of Documentary Film-Making	Julia Haslett, documentary filmmaker.	9 (69%)

Summary:

Most respondents appreciated and enjoyed this session and saw connection between aspects of Ignatian pedagogy and assessment, particularly in terms of “paying attention” and reflection. One respondent thought the documentary was aesthetically beautiful, but found the subject of the documentary to be self-absorbed, and did not apprehend the link between the documentary and assessment or Ignatian pedagogy.

Suggestions for future workshops:

One respondent recommended more workshops connecting our humanity to assessment of student learning; another asked of more practical ways to use Desire to Learn (D2L) for assessment. Another thought hearing what works for others is very helpful. There was one comment that more faculty should participate in the workshops. Finally, one respondent questioned how it is possible to assess learning that may take years to occur.

Scheduling comments:

One respondent recommended having 2 workshops in January; another suggested June workshops for departments on a rotating basis; a third respondent recommended holding workshops throughout the year.

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