

# **William Paterson University Assessment Plans and Activities**

## **Preface**

This report serves as the primary source for documenting William Paterson University's efforts in describing and implementing its assessment and effectiveness outcomes over the past year (2009-2010). As in the previous report, Part 1 gives an overview of the University's assessment process and summarizes the assessment efforts for academic programs and other academic affairs areas at the University. Part 2 presents the University's administrative assessment and institutional effectiveness planning efforts. Here the extensive assessment and effectiveness efforts of the division of student development and enrollment management and the division of institutional advancement's newly submitted efforts reside.

Assessment at the University has very much been a bottom-up approach embracing and respecting faculty and divisional efforts and approaches. This has led to a diversity of ways for reporting assessment activities and uses of assessment findings. The reporting of assessment information has been addressed in the Middle States Self Study the University prepared during the academic year and those suggestions will become part of the upcoming year's institutional effectiveness efforts.

## **Introduction**

At William Paterson University assessment of student learning outcomes serves as a means of improving and strengthening educational programs and practices; of gaining and maintaining the accreditation of voluntary associations of peers; and of assuring ourselves, our constituents, and those who fund our work, that what we do makes a difference and affects the minds and lives of students. When conducted in the spirit of self-study and self-improvement, assessment is the surest way of protecting and increasing the freedom and creativity of the faculty, professional staff, students, and all those who may benefit from the work of the University.

Thus, the core of assessment, within the framework of University governance, is guided self study and inquiry, originating in the determination of desired outcomes and culminating in an understanding of what we do best and where and how we can and should seek to improve programs and practices. Assessment provides us with the means to respond to our own questions about our effectiveness and to those of others and to guide program development and improvement.

The responsibility for the assessment of the outcomes of academic programs – for the student learning outcomes in particular courses, to those outcomes pertinent to major, minor, certification, and licensure programs, to the total undergraduate and graduate programs – resides with the faculty within the total plan of assessment. The development of forms of assessment and the determination of desired outcomes issues from the faculty, subject to the review of administration and the requirements of accrediting bodies.

The responsibility for assessment is everyone's and does not pertain to academic programs alone. Each administrative, educational support and advancement unit is responsible as well for the outcomes of its activities in support of the University's mission under the guidelines of the Student Success Plan and the primary goals of Student Success and Academic Excellence.

As reflected in University policy, assessment is formative and constructive. It takes as a given the worthiness of the program assessed and is distinct from evaluation, which is a summative process in which a judgment is rendered about whether an employee or a program is worthy to be sustained by and included in the University community. Evaluation involves necessary and obligatory, but distinct, processes and functions from assessment, governed by policies, contracts, and laws that are also distinct from the processes and functions of assessment.

The University's assessment plan structures the efforts and presents the evidence and results of assessment.

### **Goals and Objectives of the Assessment Plan**

The primary goal of the University Assessment Plan is to provide a framework for assessment activities at the University and ensure that these activities are directed toward one central goal: demonstrating student learning and the efficient and effective delivery of student and administrative services for the attainment of the University's mission and the goals of the Student Success and Academic Plans.

A second subordinate but important goal of the University Assessment Plan is to assure the public and our accrediting agencies of our institutional commitment to the continuous improvement of programs, processes and service at the University. This second goal is particularly evident in Part 2 of the assessment plan which also incorporates institutional effectiveness indicators (many of them derived from the Student Success Plan).

The assessment plan:

- delineates the scope of assessment and establishes timelines for ongoing and recurrent University assessment activities;
- provides a framework for implementation of assessment activities that supports lateral and vertical integration of these activities;
- provides guidelines for the assignment of responsibilities for the coordination of assessment activities;
- ensures the privacy of individuals is respected (per University policy) and the integrity and reliability of reporting is upheld.

The assessment plan is **NOT** an end in itself but rather a means for the University to provide reliable evidence that will lead to improvements in the way students learn, how we teach and how we deliver services. It will enable us to effectively answer for ourselves and external constituencies,

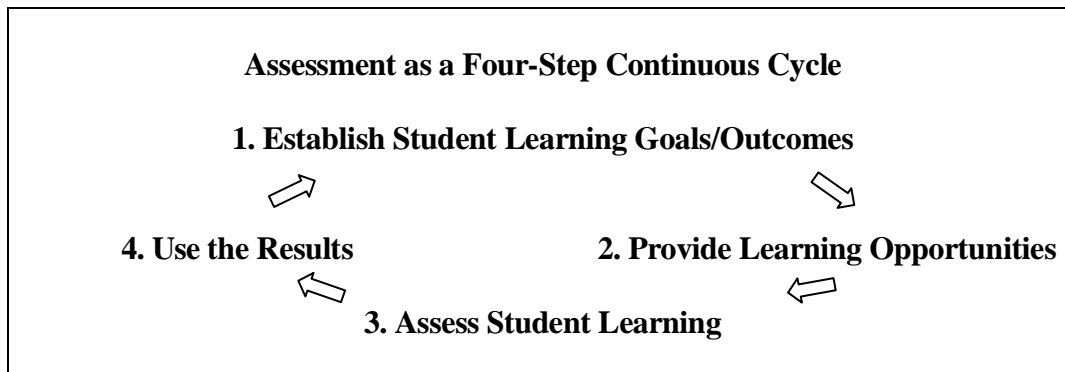
*What are we trying to do?*

*How well are we doing it? and*

*How are we using these answers to help us improve what we do?*

In summary, William Paterson University's Assessment Plan provides the evidence that the University's mission and its Student Success goals are being met. The following diagram from

Linda Suskie's book *Assessing Student Learning: A Common Sense Guide* (page 4) succinctly summarizes the assessment process.



### **The Scope of Assessment**

Assessment activities are found at various levels throughout the University.

#### *A) Courses: Student Learning Outcomes*

Initial efforts (around 2000) were extensive and focused on the course level. All course outlines are required to have statements of student learning outcome objectives (SLOOs). Course learning outcomes reflect program and University learning outcomes and are posted in WP Connect in the Faculty tab in the Faculty Quick Links section.

#### *B) Programmatic Outcomes: Program Review/Accreditation*

Within a few years the focus of assessment at the University shifted towards an emphasis on program level outcomes. Undergraduate and graduate academic programs are expected to have statements of student learning outcomes, which express the desired outcomes students can expect to gain by studying in the major, minor, certificate or certification program. As well, undergraduate program outcomes build on the stated University Core Curriculum (formally general education) learning outcomes. Program outcomes also reflect the mission and goals of the College in which they reside. Academic programs also reflect the appropriate goals of the Academic Plan and when accreditation bodies are involved their standards are also incorporated in the program's goals, objectives and learning outcomes. The Middle States Commission's accreditation standards, especially 14, are particularly interested in academic program assessment efforts.

While assessment is an ongoing activity and occurs through a continuous process and not just at particular periods it is important to note that assessment of program learning outcomes is an integral part of cyclical Program Review and/or Accreditation Review. (The Seven-Year Program review, for instance, provides an opportunity to reflect deliberately on the ongoing assessments and outcomes. This is an opportunity to demonstrate how results from the assessment activities are being used to improve the program, teaching and learning).

*C) College Plans: Mission and Outcomes*

Each College has the opportunity to have a Mission based on its identity and the composite of its academic programs. Outcomes in each college reflect coordination between University outcomes and the disciplinary bases of the College. As well, College outcomes build on the University Core Curriculum (general education) and University learning outcomes. When accreditation bodies are involved their standards should also be reflected in the College's goals, objectives and learning outcomes.

*D) University*

University level assessment activities are guided by the University's mission especially as it is articulated in the Student Success Plan (SSP), a major University planning document (found at <http://www.wpunj.edu/dotAsset/110091.pdf>). Briefly, the major goals of the SSP are:

**Goal 1 Student Achievement**

**William Paterson University will make the academic and professional success of students its defining characteristic with programs and strategies that reflect best practices.**

- Objective S1*      *Develop and implement enrollment management practices that are effective in improving recruitment and retention, and time-to-degree for undergraduate and graduate students.*
- Objective S2*      *Use admissions criteria that are effective in identifying students with the potential to succeed at both the undergraduate and graduate level.*
- Objective S3*      *Help students make a successful transition into the academic community.*
- Objective S4*      *Offer programs and curricula that reflect best practices and that prepare students for productive lives in contemporary society and for life-long intellectual growth.*
- Objective S5*      *Through teaching/mentoring strategies that reflect best practices (e.g., Seven Principles of Good Practice in Undergraduate Education), help students achieve high levels of intellectual and personal growth.*
- Objective S6*      *Provide effective academic support services to help students with diverse needs achieve academic success.*
- Objective S8*      *Offer co-curricular experiences that complement academic programs in helping students achieve high levels of personal and intellectual growth.*
- Objective S9*      *Help students make a successful transition from the University community to graduate or professional study and/or career.*
- ObjectiveS10*      *Integrate systematic assessment into all programs and services that contribute to student success.*

## **Goal 2 Faculty and Staff Development**

**William Paterson University will increase efforts to develop the knowledge and skills of its faculty and staff.**

- Objective D1*      *Improve and expand strategies for faculty and staff recruitment.*
- Objective D2*      *Expand efforts to help new faculty become distinguished teachers and scholars.*
- Objective D3*      *Expand efforts to help adjunct faculty become effective contributors to student success.*
- Objective D4*      *Expand and enhance programs to help tenured faculty maintain vitality over their careers at the University.*
- Objective D5*      *Provide a wide range of faculty development opportunities to help faculty hone their teaching/mentoring strategies, particularly in the areas noted in Objective S5, above.*
- Objective D6*      *Provide an effective array of services and opportunities to enhance faculty productivity in research, scholarship, and creative activities.*
- Objective D7*      *Enhance programs to help employees in all job categories increase their skills and knowledge.*
- Objective D8*      *Develop programs to assist employees in developing career paths for advancement and/or lateral moves into new areas at the University*

## **Goal 3 Campus Climate**

**William Paterson University will foster a sense of common purpose, pride, and community among all employees and students.**

- Objective C1*      *Expand efforts to create a sense of community among students, faculty and staff.*
- Objective C2*      *Expand efforts to develop a sense of pride in the University among students, faculty and staff.*
- Objective C3*      *Foster a campus community where interaction and collaboration among its diverse members contributes to enhanced appreciation and respect for diversity.*
- Objective C4*      *Create a safe and secure campus environment where the health and wellness of employees and students are valued and supported.*

## **Goal 4 Resource Development and Management**

**William Paterson University will develop physical and fiscal resources appropriate for achieving its goals, and will manage those resources effectively.**

- Objective R1*      *Increase the effectiveness and efficiency with which the University manages all of its resources*

- Objective R3*                      *Develop and maintain state-of-the-art technology facilities, equipment, and infrastructure appropriate to support academic programs and administrative functions.*
- Objective R4*                      *Create and maintain facilities and grounds that make a strong, positive contribution to achieving the University's mission.*
- Objective R5*                      *Offer effective auxiliary services that make a strong positive contribution to achieving the University's mission.*

**Goal 5 Community Outreach and External Relations**

**Through educational, cultural, and service programs, William Paterson University will contribute significantly to the quality of life in the community, region and state, and achieve public recognition as an excellent university.**

- Objective O1*                      *Develop a continuing education program that offers an array of educational courses, programs and services in a variety of formats and venues that meet the educational needs of the community, region, and state and are consistent with the University's mission.*
- Objective O2*                      *Offer an array of Distance Learning courses that expand educational opportunities to students who are unable to enroll in classes on campus.*
- Objective O3*                      *Develop a comprehensive and coordinated array of programs, services and collaborative relationships, consistent with the University's mission, that meet the needs of the community, state, region and private sector while providing reciprocal benefit for the institution*
- Objective O4*                      *Contribute to the quality of life in the region through excellent and innovative cultural activities that complement the University's academic mission.*
- Objective O5*                      *Enhance public recognition of William Paterson University: the strengths of its academic programs, faculty, and students, and the contributions it makes to the region.*

The Student Success Plan acknowledges and incorporates the earlier efforts of the Faculty Senate which stated:

Upon completing a degree at William Paterson University students will be able to:

- *Effectively express themselves in written and oral form*
- *Demonstrate ability to think critically*
- *Locate and use information*
- *Demonstrate ability to integrate knowledge and ideas in a coherent and meaningful manner*
- *Work effectively with others.*

Each Vice President will develop a divisional assessment/effectiveness plan that reflects and brings to fruition the goals and objectives as put forth in the Student Success Plan. Units or offices within a division will reflect the objectives or effectiveness indicators of the division in which they reside. Student support units (including those in charge of experiential activities) will continue to work closely with academic units to insure student learning outcomes are being achieved. It is expected that plans will reflect the interdependency of the divisions to successfully meet objectives.

### **Responsibility for Directing and Coordinating Assessment**

The Office of Institutional Research and Assessment (IR&A) directs and coordinates the development and evolution of the University Assessment Plan, and encourages and provides guidance to individual units in the development of departmental, college, and administrative and educational support plans for assessment. IR&A does not determine the outcomes to be assessed, but it does play the principal role of oversight for the integrity, thoroughness, and coherence of plans within the overall scope of the University Plan.

It is the responsibility of the Institutional Research and Assessment Office to:

- Ensure that all departments, programs, and units have the resources to participate actively in coordinated assessment activities

- Educate and inform the University community about ways and means of assessment, conducting workshops and forums as needed and desired

- Develop and disseminate statistical and other reports and interpretations that may be useful in assessment, program improvement, and accreditation activities

- Ensure that all instruments and means of assessment meet professional standards such as those of reliability, respect for the confidentiality and well being of subjects, integrity of data, etc.

- Report to the University community and to the administration on progress in matters of assessment and accreditation.

The majority of the reporting will be done through the office's web page which acts as a repository of assessment activities and fosters the sharing of assessment resources and activities across the campus.

## Timeline

### DATE and ACTIVITIES

#### 2000-2004

**Academic Departments** initiate course level student learning outcomes and objectives (SLOOs).  
**Academic Colleges** establish Assessment Committees and appoint assessment coordinators.

#### 2004-2005

**Administrative Offices and Units** initiate the development of assessment plans.

#### **Office of Institutional Research and Assessment**

Begins work with Deans to insure programs have learning outcomes by the end of the spring semester

Work with administrative offices through the Director's Council

Review surveys in use by the University and programs for application to assessment planning

Develops University Assessment page and posts:

- Resource list

- FAQs (Frequently Asked Questions)

- Assessment Definitions

- Examples of Evidence

General Education Survey refined by **GE Senate Committee** and administered to a larger number of GE courses

#### **Academic Departments**

Chairs and faculty review or develop program goals and undergraduate and graduate program level student learning outcomes. Learning outcomes are linked to general education courses. Courses are mapped to the program student outcomes.

**IR & A** coordinates NSSE to begin documenting baseline information about student engagement at WPUNJ and comparable universities.

**Within each Academic College at least a third of the Academic Departments** submit assessment plans to the Dean

#### **Senate Assessment Forum held**

#### **Directors Council Assessment workshops held**

**Deans'** year End Reports to Provost include assessment updates

**Student Development** divisional retreat focuses on assessment planning and forms assessment committee and adopts Student Voice for its assessment efforts

#### 2005-2006

**Next Third of Academic Departments** submit full assessment plans with program learning outcomes and begin assessment activities

**Senate General Education and Assessment Committees** Review findings from already collected data and expand the activities to more fully assess GE

#### **Submit Periodic Review Report**

**Student Development division leadership team** begins planning process to incorporate student learning outcomes into divisional assessment plan



**2006-2007**

Final third of undergraduate programs submit assessment plans. All programs have activated assessment programs.

**Student Development division** conducts division-wide retreat focusing on assessment to identify student learning outcomes of work within the division which ties directly to university mission statement and Student Success plan. Departments then developed individual assessment plans to be carried out for academic year 2007-2008. The division also formed division-wide Assessment Team with professional staff members from across the division.

**2007-2008**

University-wide assessment process solidified and actively engaged with numerous and varied assessment instruments. Results from assessment activities, in numerous cases, used for program improvements.

**Student Development division** departments carried out initial assessment plans with ongoing feedback and assistance from Assessment Team. Learning outcomes from assessment activities monitored; departments learned what worked in assessment and what needed modification for next year’s assessment plans.

**2008-2009**

Review and refine **Program Review Process** for academic departments as part of the newly approved academic plan

A seven part series of reports focusing on **NSSE benchmarks** are distributed and discussed campus-wide **Student Development** departments utilize previous year’s initial experience with assessment to develop more evolved and varied assessment plans. Comprehensively, a broader scope of the division’s activities undergo assessment. Departments explicitly utilize outcomes for program modification (“closing the loop”). Student Development division adopts Student Voice to use in its assessment efforts.

**2009-2010**

Development of new **University Core Curriculum** and related assessment plans begins

Provost forms the **NSSE task force** to translate findings from reports into actions

**Student Development** division adds Key Performance Indicators (KPIs) to its assessment and effectiveness efforts. The Division also joined the NASPA Assessment and Knowledge Consortium to facilitate the administration of campus wide surveys on key topics (e.g., student perceptions of safety, engagement) which can be benchmarked with comparable campuses.

**2010-2011**

Submit **Middle States Commission on Higher Education Self-Study Report** including an analysis of meeting Standards 7 and 14.

**Student Development** division reaffirms its commitment to and broadens use of CAS Higher Education standards in its assessment and effectiveness activities.

**Institutional Advancement** division develops and begins to implement its divisional assessment plan.

**2011-2012**

First **UCC assessment** project launched

University standardizes assessment reporting forms

## **Assessment Inventory for Academic Programs and Areas**

The University's academic assessment plans address the goals, objectives and learning outcomes set forward in the Student Success Plan, which in turn reflects the University's mission and Student Success goals. Critical to these plans are the learning outcomes set for each program. Thus, all academic departments finalized and submitted to the Provost program-level learning outcomes during the Spring 2005 semester as the first step in drafting a University-wide assessment plan. After several years of implementation, areas were asked to review, confirm and update their learning objectives.

### **THE UNIVERSITY CORE CURRICULUM (formerly general education)**

This past year the faculty senate led efforts to revise the University's 30 year old general education program. The University's new program reduces the number of credits required of students as well as refocusing the program's goals and learning outcomes. The Core Curriculum (WPUCC or the Core) is a general education curriculum that develops foundational skills, knowledge and literacies necessary for all students in an increasingly diverse, unequal and interdependent global age. Designed to be a user-friendly curriculum for students, advisors and administrators, the WPUCC integrates student choice without compromising intellectual integrity. Students choose a sequence of courses from a diverse set of course offerings in each of the following six areas of study:

- Personal Well-Being for appreciating individual and public wellness
- Expression for exploring and interpreting diverse modes of expression and communication
- Ways of Knowing for learning about diverse and competing modes of knowledge
- Diversity & Justice for engaging with challenges of difference, pluralism, inequality and justice
- Community & Civic Engagement for participating effectively as responsible citizens
- Global Awareness for becoming conscious of complex local, regional and global connectivity

Of note, writing-intensive and technology-intensive courses are an important part of the new curricula (<http://www.wpunj.edu/ucc/>).

#### *GE Assessment Findings and the New UCC*

*Past assessment efforts* helped guide the current UCC development efforts. Several years ago the HSS GE coordinators developed an assessment instrument with the help of then director of the Office of Planning, Research and Evaluation, Dr. Dona Fountoukidis, and the Dean's active involvement. The assessment tool was based on the NSSE model and its categories. Specifically, the instrument was based on the University-wide Learning Outcomes Objectives for the GE Program. The instrument sought the students' perspective on the effectiveness of the particular course in meeting the University's goals for the program as a whole.

The Dean of the College of Humanities and Social Sciences is always heavily involved in general education assessment since so many general education/UCC courses reside in this College. The following comments are taken from an earlier Dean's Assessment Report:

“In recent HSS surveys, we have learned that three-quarters of all students surveyed were of the opinion that they had learned very much or quite a bit from their General Education courses. According to the surveys, the courses met the University goal of helping students develop critical thinking skills. Approximately two-thirds of all students reported that the courses contributed to their ability to evaluate information critically, to pick out the most important points from a large quantity of information, and to organize facts in order to support a point of view. In students' estimation, the courses emphasized analysis of the basic elements in an idea, experience or theory, and making judgments about the value of information, arguments or methods. Another two-thirds were of the opinion that the courses helped them understand the basics of the particular discipline and that they helped them learn to listen to the views of others with an open mind.

The surveys also showed persistently troubling areas. Students gave the lowest scores to questions dealing with the courses' success in helping them develop skills in the following areas: familiarity with current events and civic engagement, library and research skills, oral presentations, and team work..... “ Additional data from the NSSE survey, mapped to pertinent MSCHE Standards, as well as comments from the One-Year-Out Alumni survey helped to set the stage for the development of the new UCC curriculum.

#### *Assessment and the new UCC*

The Assessment Working Group applied for and was accepted to an institute on general education and assessment sponsored by AACU this past June. The Provost's Office supported the participation of a six-member team that will work on components of an assessment plan for the UCC to be presented to the Senate during the upcoming year, 2010-2011. The group has developed a draft assessment plan for the UCC and is in the process of identifying possible assessment measures for each of the ten programmatic outcomes of the UCC and a suggested timetable for the assessment process. Tasks planned for the Spring 2011 semester include meeting with College Assessment Coordinators to obtain feedback on the draft plan, discuss methods of “rolling up” course-embedded assessments with department and/or college assessment coordinators; analyze alignment of UCC courses with the Core's program outcomes. An E-Portfolio Pilot of two sections of College Writing is being planned by the English Department. This represents an initial step in investigating the potential use of portfolios for the assessment of some components of the general education program.

## **ACADEMIC COLLEGES AND DEPARTMENTS**

### **College of Arts and Communication**

#### **Mission**

The mission of the College of the Arts and Communication at William Paterson University is to provide leadership by ensuring a lively and significant presence and integral role for the fine, liberal, communicative, and performing arts in

- the education of students who seek to become professionals in the fields of arts and communication,
- the education of all students, in the best tradition of liberal education, and
- the cultural life of the university and of the broader surrounding community.

The unifying mission for the various departments of the college is the provision of a high-level, expert and productive ground for learning and a supporting environment for insightful creativity.

The College serves the educational mission of the University in a particular way. Students who enter the professional degrees in art, communication and music benefit from a competitive curriculum; dedicated studios, labs, equipment and instruments; and faculty greatly involved in their professional fields. At the same time, these students benefit from the resources (personnel, library, facilities and ambience) of a full and comprehensive university. They are able to hone their skills and understanding of their chosen fields in the context of a learning community, which can provide and expect both substance and relevance in a setting that also demonstrates what it teaches, by exhibitions, performances, and broadcasts.

#### **Vision**

The College of the Arts and Communication is a dynamic community dedicated to knowledge of, production in, and communication about and through the fine, liberal, performing and communicative arts. This College is ‘the creative face of the university’ towards the community: with a joint purpose of university participation and community outreach, it offers innovative and comprehensive programming of outstanding quality and multicultural reach that represents a variety of artistic disciplines and modes of expression.

Creativity is of value in a university setting for the insight it provides into the human condition, into the culture and values that inspire and sustain society and into the context in which learning, discoveries and technological advances are judged and promoted. Creativity is also important in its forward-leaning purpose, of showing what may be.

While creativity is evident in the work of the University as a whole and in all of its academic units, knowledge is their primary focus, through a dedication to teaching and learning. The

academic departments in the College of the Arts and Communication are similarly dedicated to knowledge, but with an equivalent focus on creativity. This emphasis on creativity places the College in a unique position in the university.

Creativity and knowledge are also characteristic of the presenting departments. But while knowledge plays an important role in programming choices, in the professional presentation of programs, and indeed as an intended result, the efforts of the presenting departments are directed towards insight: giving ‘body’ or ‘presence’ to knowledge, in its broadest sense. Because the arts offer individuals new insight into the familiar and the possible, the role of the arts and communication in society is one of leadership. In that sense, the mission of the College is also one of leadership.

### **Goals**

Complementary learning objectives and educational outcomes as well as administrative policies bind Visual Art, Music, and Communication into a coherent whole. In regards to the fine, liberal, communicative and performing arts, the goals of the College of the Arts and Communication are:

- To foster creativity and excellence throughout the William Paterson University community.
- To encourage communication in, through, and about these disciplines
- To provide the educational community and the general public with opportunities to learn about, experience, and participate in these disciplines
- To assure the future of these disciplines by supporting and training leaders
- To ensure that opportunities for these disciplines are available to and reflective of members of diverse communities and cultures.

The College’s assessment efforts are found at: [College of Arts and Communication.pdf](#).

### **Cotsakos College of Business**

The *Mission* of the Christos M. Cotsakos College of Business Undergraduate Program is to provide an educational environment that fosters the development of graduates with skills, knowledge, and values necessary for success in an increasingly diversifying, technologically enabled, and globally competitive environment.

The undergraduate program is guided by a framework that embraces effective teaching guided by goals and objectives that adhere to the Dean’s Four Stars:

- Student Professional Enrichment
- Technological Enhancements
- Academic Excellence
- Reading, Writing, and Speaking, Across the Curriculum

The Mission of the Christos M. Cotsakos College of Business Graduate Program is to prepare students as effective organizational contributors in an increasingly diversified environment.

The College has both general and management-specific goals and objectives. General education embodies those skills related to:

- Oral and written communications skills, listening skills, and electronic communications,
- Problem-solving ability and analytical reasoning,
- Ethical, behavioral, and moral reasoning, and
- Cultural perspectives, tolerance and flexibility, and social systems, among other things.

Management-specific goals focus specifically on knowledge and skills consistent with expectations for students obtaining or advancing in careers related to the area concentration or major. Hence these goals focus on issues that might relate to:

- The creation of value through the production and distribution of goods and services
- Global, political, economic, legal, and the regulatory context for business
- Organizational dynamics and managerial competencies
- Information acquisition and utilization as it applies to effective decision and collaborative and competitive interaction skills and
- Individual societal responsibilities and issues of diversity in organizations

The College's Assurance of Learning statement describes the College's assessment efforts. The main assessment tool in the Cotsakos College of Business is rubrics-based course-embedded assessment. Instructors in a representative cross section of courses use rubrics every semester to determine whether students' work is "Below Expectations," "Meeting Expectations," or "Exceeding Expectations." After assessing individual student work in such a fashion vis-à-vis the faculty-determined student learning outcomes, the data are analyzed to identify systematic weaknesses in our students' skills and knowledge. If necessary, the College faculty devise appropriate curricular changes to address such weaknesses.

A variety of surveys is carried out on a semester basis. Specifically, the surveys that are being carried out are exit survey, alumni survey, advising survey, and a survey on facilities/technology.

Another useful assessment tool in the Cotsakos College of Business has been the Stakeholders' Conference. Current and past students (undergraduate and graduate), business leaders, and other members of the academic community have provided input on student learning that has resulted in numerous curricular changes over time.

Other sources of input concerning student learning outcomes are industry experts, outside assessors in the RBI Annual Sales Triathlon, and faculty members. Such input has resulted in curricular changes such as the revision of course contents, changes in prerequisites, and the development of new courses.

An overview of the College's assessment practices can be found at: [Cotsakos College of Business.pdf](#).

## College of Education

### PREPARING INQUIRING EDUCATORS: KNOWLEDGE, UNDERSTANDING, APPLICATION

The College's student learning outcomes reflect: William Paterson University's Student Learning Outcomes; the College of Education's (Preparing Inquiring Educators: Knowledge, Understanding, Application) conceptual framework; the Standards for School Leaders from the ELCC/ISLLC; and the standards from these organizations that are included in the NJ DOE licensure code

#### *Knowledge*

- Adapts instruction to individual differences in needs, learning styles and multiple intelligences
- Demonstrates mastery of content knowledge
- Translates NJ Core Curriculum Standards into developmentally appropriate content
- Incorporates appropriate pedagogical knowledge in planning lessons
- Selects a variety of traditional and authentic assessments to evaluate student progress
- Employs the lesson planning process appropriately

#### *Understanding*

- Holds high expectations for all students
- Respects diversity and cultural differences by treating all students equitably
- Demonstrates an openness to learning new ideas and becoming a life long learner
- Reflects upon teaching: *What do I do? Why do I do it? How can I do it better?*
- Exemplifies high professional and ethical standards

#### *Application*

- Demonstrates effective communication skills
- Creates a physically and psychologically safe environment
- Manages the learning environment
- Develops a sense of community in the learning environment
- Poses questions if it fits problems and issues which require inquiry and critical thinking
- Teaches for understanding
- Works collaboratively with colleagues and families
- Demonstrates resourcefulness
- Demonstrates an interest in applying new technologies to teaching and learning

The College's assessment efforts are found at: <http://www.wpunj.edu/coe/NCATE>. (Please sign in using your WPUNJ login)

## College of Humanities and Social Sciences

### Mission Statement

The College of Humanities and Social Sciences, dedicated to the primacy of the liberal arts in higher education and committed to excellence, prepares students to be responsible citizens and self-directed learners and to lead productive lives in a diverse world.

With its scholarly expertise and breadth, its strong service to general education, its tradition of pedagogical innovation, and its increasing use of new technologies, the College aims to build outstanding cross-cultural, interdisciplinary, and global studies programs, while maintaining the strength of its individual programs.

### Assessment Activities

The College's assessment efforts are found at: [College of Humanities and Social Sciences.pdf](#).

## College of Science and Health

The College of Science and Health has developed an assessment plan designed to enhance student learning. It is comprised of the following objectives:

- **Objective 1:** To assist academic departments in developing valid measures of student learning outcomes, in developing assessment time lines and in using outcome data to enhance their programs
- **Objective 2:** To assess progress made toward the College's strategic goals of Undergraduate Student Research and Inquiry-Based Learning that were adopted in 1998
- **Objective 3:** To assess progress made toward the University mission of academic excellence
- **Objective 4:** To assess progress made toward the University mission of diversity
- **Objective 5:** To assess progress made toward the University mission of community outreach
- **Objective 6:** To assess student internships and field experiences
- **Objective 7:** To assess enrollment trends in the College (new admissions, present enrollment and retention)

### Assessment Activities

The College's assessment efforts are found at: [College of Science and Health.pdf](#).



## Assessment Inventory for Other Academic Affairs Areas

The assessment work of other areas and offices in Academic Affairs are found at:

<b>Office /Area</b>	<b>Plans and Activities</b>
<b>Academic Support Offices</b>	<a href="#"><u>Academic Support Services.pdf</u></a>
<b>The David and Lorraine Cheng Library</b>	<a href="#"><u>Library Assessment Inventory.pdf</u></a>
<b>Graduate Admissions &amp; Enrollment Services</b>	<a href="#"><u>Graduate Admissions and Enrollment Services.pdf</u></a>
<b>Instruction and Research Technology</b>	<a href="#"><u>Instruction &amp; Research Techonogy.pdf</u></a>
<b>Information Systems/Network &amp; Hardware Services</b>	
<b>Institutional Research and Assessment</b>	<a href="#"><u>IR&amp;A Assessment Plan.pdf</u></a>
<b>The Center for Continuing and Professional Development</b>	

### Part 2: Administrative Assessment and Institutional Effectiveness Planning

William Paterson feels the responsibility for assessment is everyone's and does not pertain to academic programs alone. Each administrative, educational support and advancement unit is responsible for the outcomes of its activities in support of the University's mission under the guidelines of the Student Success Plan and the primary goals of Student Success and Academic Excellence. Part 2 lays out these unit plans.

Over the last several years the Division of Student Development has taken the lead in developing and implementing a broad and comprehensive assessment plan of all its divisions and offices. This plan incorporates both student learning outcomes as well as effectiveness indicators. Their work is found at: <http://www.wpunj.edu/enrolled/assessment/index.dot>

This past year also saw the addition of an assessment plan and activities for the University's institutional advancement division. Their efforts are found at: [Institutional Advancement.pdf](#).