Event Report

The University Assessment Roundtable was the final event held in spring 2008. The roundtable was held in the Grand Ballroom on March 20. The roundtable lasted for three hours. The roundtable was broken into two sessions. The first session provided insight into “Systematic General Education Assessment is making a Difference”. The second session was filled with informational presentations regarding “Best Practices in Documenting Evidence of Improvements.”

Session Summaries
The morning session, “Systematic General Education Assessment is making a Difference”, was held from 11:00 a.m. to 12:00 p.m. This session focused recommendations for improving the Gen Ed Curriculum based on the results of the Measure of Academic Proficiency and Progress (MAPP) Test. Focus Groups, and the Institutional Portfolio.

The moderator for the spring 2008 roundtable was Dr. Reginald Perry. The presenters during the morning session were the General Education Assessment Committee (GEAC). The roundtable breakout session was done by Dr. Thomas. Students formed groups to discuss the GEAC recommendations for Enhancing the General Education Program. There were recommendations done for communication, critical thinking, ethical values, and quantitative reasoning. There were a number of recommendations made by the students. This included class size reduction, more instruction from teacher, as well as motivation. They also wanted to see more opportunity for debate and opportunity for peer interaction. The students felt that there should be more real-world examples and that there needs to be improvements done about teacher language barriers that exist. Making subjects such as reading and math mandatory was also brought to attention.

The afternoon session, “Best Practices in Documenting Evidence of Improvements”, was held from 12:15 p.m. to 1:45 p.m. The purpose of this session was to share best practices in documenting improvements made in ADES Units as a result of assessment information.

There were four speakers during the afternoon session: Dr. Yolanda Bogan, Dr. Reva Myers, Dr. Ruth Swan, and Attorney Ruth Campbell. Dr. Yolanda Bogan from Counseling Services gave insight on crisis intervention training and working with law enforcement to create a crisis report team. There needs to be more awareness to services
offered to students. Dr. Reva Myers from new Beginnings presented on enhancing quality of student life. New Beginnings has developed a project called Project STAARS (Students That Access Affordable Resources Succeed). She addressed expanding and enhancing academic programs and training that is provided for staff. Dr. Ruth Swan from the University Library presented on the Assessment Tool-Kit and TEAM Leadership. She addresses evaluation, customer survey, rewarding survey, and FAMOUS Model. Survey need to be analyzed and a continuance of sending staff out for training. The entire segment needs to be reached. Attorney Ruth Campbell of University Ombuds addressed being the first and last resource for students. This office answers questions; help develop options, and referrals to appropriate person. They can not give out legal advice and they make sure staff is trained with policies. Overall, the capstone proved to be effective and beneficial to students and faculty. To close out the day, a wrap up was given by Dr. Reginald Perry and closing remarks and thanks were done by Dr. Ohia.

Roundtable Evaluation
This report gives a summary of the responses from those who attended the roundtable. Out of the 73 faculty, staff, and students who participated in the session, 8 responded to the roundtable evaluation survey that was distributed at the end of the session.

The evaluation form centered on specific questions addressing the most beneficial information received by the respondents and the effects of the information relative to their teaching activities. Members were also asked to provide any information they would have liked to receive.

Below is a breakdown of specific responses for each question for the morning session.

Question 1: The most beneficial pieces of information received
- Listening to student comments, particularly those regarding motivation.
- Feed-back from students with regard to the recommendations
- Ethical values are important
- Tutoring to be mandatory
- Hire full-time faculty to replace adjuncts
- Cap class size at 22 students per class
- Require tutorials for all math classes
- Education of student perceptions
- Education of university activities

Question 2: Affects of the information on teaching or learning
- Provide tutoring opportunities
- I am teaching more courses and more students in a single class which affects time available to help students achieve their goals. If the recommendations in the above item are followed it will improve student performance and retention.
- I know more about what motivates student to partake in learning exercises
- Very good information

Question 3: Suggestions for what the participants would have liked to receive
Any requirements and suggestions for improving performance in sciences
Roundtable discussion for graduate students

Question 4: Suggestions of topics for future assessment roundtables
Undergraduate retention
More info to faculty in curriculum development and creating active learning exercises.
Advisement
Talk to students in pockets by colleges to gauze at how the college can be more beneficial to their students

Below is a breakdown of specific responses for each question for the afternoon session.

Question 1: The most beneficial information received
- Assessment is a tool that spans the academic and service entities on campus.
- Creativity is a must
- Reward survey responders; Offer a prize for participating in survey
- Awareness on making inform available online
- Importance of making connection in various ways
- Everyone, every department is beginning to look at evaluating their services
- Assessment at the library
- Ombudsman

Question 2: Effects of the information on teaching or learning
- Gives a broader perspective on how a service entity can obtain feedback.
- No colleges or schools doesn’t affect me very much
- It primarily affects my efforts in ascertaining how students feel about the learning process and their academic experiences on campus.
- Help me do my assessment
- I can now direct students that have problems in the 4 areas discussed.
- Provided necessary information

Question 3: Suggestions for what the participants would have liked to receive
- What are academic departments doing for assessment?
- More tangible information on improvements experienced.
- Other relevant activities pertaining to student support and development

Question 4: Suggestions of topics for future assessment roundtables
- Law enforcement
- Budget of university