

Charges to Working Group 6

MSA Standard 14 (Assessment of Student Learning)

Membership

Patricia E. Erickson, Associate Professor of Sociology and Criminal Justice, co-chair
Sandra P. Cookson, Professor and chair of English Department, co-chair
Gail A. Reddington, Director of Student Teaching
Craig D. Rogers, Assistant Professor of Economics and Finance
Nancy J. Rosenbloom, Professor and chair of History Department
Melissa B. Wanzer, Associate Professor of Communication Studies

CHARGE STATEMENT

The assessment of student learning reflects a change in emphasis of the Middle States Commission from a detailed study of institutional resources and other input measures to a more precise analysis of student learning outcomes. The purpose of our assessment of student learning is to gather and evaluate quantitative and/or qualitative information regarding the congruence between the mission, goals, and objectives of Canisius College and the actual outcomes of its educational activities. The working group will review the plan of the college for the assessment of student learning as well as the actual learning experiences of our students.

The assessment of student learning will examine: (1) the extent to which students have achieved the knowledge, skills and competencies appropriate to higher education and (2) the extent to which students have the knowledge, skills and competencies consistent with an education in the Catholic Jesuit tradition.

Assessment of student learning will include analysis of learning goals at the course, program, and institutional level. We will also examine modifications in educational activities that occurred resulting from the assessment of learning at each of these levels. The following questions will guide our review and analysis of information.

Standard 14: Assessment of Student Learning

1. To what extent does the assessment plan of Canisius College translate its mission into learning goals and objectives? What are these learning goals and objectives?
2. What evidence exists that Canisius College effectively communicates these learning goals and objectives to administrators, faculty, and students?
3. To what extent does the assessment plan of Canisius College require assessment of student learning at the course, program/departmental, and institutional level?
4. What evidence exists that administrators, faculty, and students know that the college requires assessment of student learning at the course, program/departmental, and institutional level?
5. What assessment programs are currently in place at Canisius College at the course, program/departmental, institutional level?
6. What evidence exists that resources are available for the assessment of learning at the course, program/departmental, and institutional level? What evidence exists that the resources available are adequate for the assessment needs of the college at the course, program/department, and institutional level?
7. How is information on the assessment of learning analyzed? Who analyzes the information and who receives the information?
8. Do we demonstrate that we utilize the feedback received from our assessment of student learning to make improvements at the course level, the program level, and the institutional level?
9. To what extent is the assessment of student learning a part of the mentoring of faculty?
10. To what extent will emphasis on assessment of student learning change Canisius College?