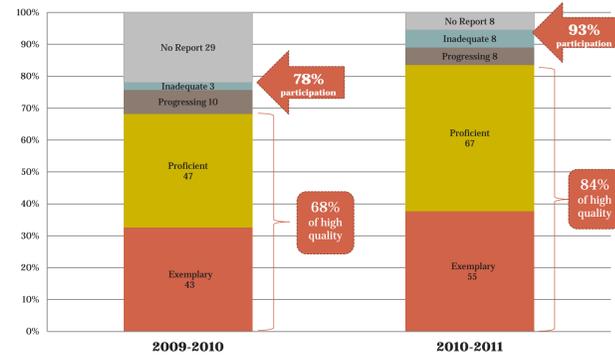
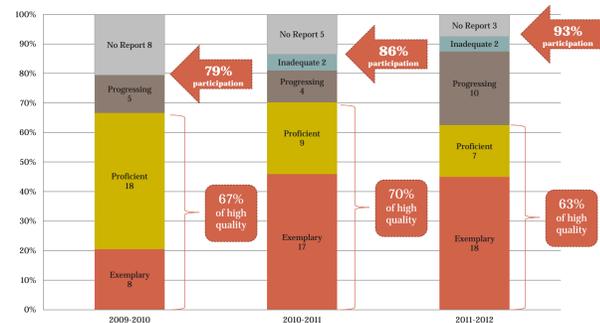


## Program Assessment ACADEMIC PROGRAMS



The upward trend in the quality of reporting for both academic and non-academic units is very promising, since the Assessment Council has used progressively stricter criteria for evaluating reports and plans each year. The tables in this summary provide a snapshot of participation rates and quality of reporting for over 140 academic programs at YSU. Academic programs did not submit reports or plans in the 2011-12 academic year; instead, upon the advice of our HLC mentor, academic departments reviewed learning outcomes and created curricular maps. Reporting resumes fall 2012. The total number of programs reviewed was 132 in 2009-10 and 145 in 2010-11. The number differs because of program additions and because plans were scored beginning in 2010-11.

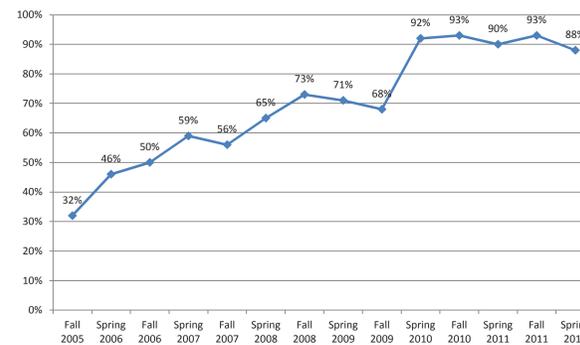
## NON-ACADEMIC PROGRAMS



The total number of non-academic units has varied from year to year, as more units are brought onboard and divisions reorganize. The total number of plans and reports was 39 in 2009-10, 37 in 2010-11 and 40 in 2011-12.

## Gen Ed Assessment

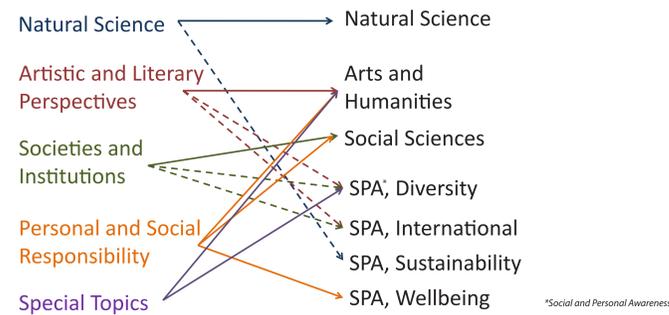
### GENERAL EDUCATION COMPLIANCE



The 2008 review of YSU's accreditation report expressed concern about the percentage of YSU students who graduated without completing all of the University's General Education requirements. Students were required to take a total of five upper-division "intensive" courses beyond the fourteen required skill and knowledge domain courses. In the spring semester of 2010, the Academic Senate eliminated the intensives requirement, simplifying the general education program. Individual programs will embed in their curriculum the skills formerly covered in the intensive courses.

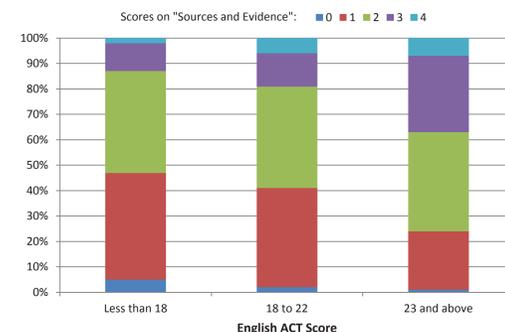
## KNOWLEDGE DOMAIN REVISION

### Mapping Current to Proposed



The Academic Senate approved a second major revision of the General Education program in the spring of 2011. This revision reorganized the knowledge domains and adopted new learning outcomes for the domains. The reorganization makes YSU's General Education model more consistent with models at other public universities in Ohio and will make it easier to assess the knowledge domains by grouping courses that have more in common. Under the previous model, two domains—Personal and Social Responsibility and Special Topics—were included courses with very different learning outcomes. The chart above shows how courses from the old model map into the new knowledge domains.

## THE ROAD PROJECT: RUBRIC RESULTS AND ACT SCORES



The Repository of Assessment Documents (ROAD) project will allow YSU to evaluate writing both early in our students' academic career and in upper-division courses. The project involved the creation of a user-friendly system for storing and evaluating student writing samples. To date, just under 700 writing samples have been evaluated. The results show almost no relationship between the reviewers' scores and demographic variables. However, there is strong evidence of a relationship between the students' scores on the English portion of the ACT exam and the scores for the writing samples. For example, in the chart above students with ACT scores above 22 were more likely to receive higher ratings on the rubric item "Sources and Evidence." The results from the project have prompted discussion of how to encourage greater consistency in the assignments given in the second English composition course.

## Building a Culture of Assessment

YSU used numerous strategies to build authentic engagement in assessment processes. Our strategies included hosting discussion forums, recognizing best practices in assessment, establishing college-wide assessment committees, and adopting individualized approaches for reporting. Dialogue improved; and, as enough people became actively involved, we reached a critical mass and the process of continuous improvement gained its own momentum. Below are several major activities supported by YSU and the Academy team.



### APPRECIATION CEREMONY

YSU's Academy Team hosted annual Appreciation Ceremonies in 2011 and 2012 to recognize publicly individuals and groups who have made valuable contributions to YSU's ongoing improvement in the assessment of student learning.



### POSTER COMPETITION

In April 2012, the Appreciation Ceremony included a poster competition to showcase best practices in assessment as well as poster displays of 2010-11 mini-grant award results. The winners of the poster and mini-grant competitions were announced, with recipients obtaining monetary funds to support future assessment activities.



### WORKSHOPS AND ROUNDTABLE SESSIONS

Participation in workshops and Roundtable Sessions continues to be strong. Over 1,000 participants attended seventy-three workshops in the last four years. YSU's Academy Team hosted six Roundtable Sessions to discuss ways to enhance student learning and teaching. Milton Cox, a nationally recognized expert in learning communities, visited YSU in August 2012 to assist with upcoming assessment of the new General Education program. Students attended many of our workshops.



### Contact Information:

Hillary Fuhrman, Director of Assessment [hlfuhrman@ysu.edu](mailto:hlfuhrman@ysu.edu)  
 Joe Palardy, Coordinator of General Education [jpaldardy@ysu.edu](mailto:jpaldardy@ysu.edu)  
 Office of Assessment 330-941-2453  
 General Education 330-941-2983  
<http://web.yosu.edu/assessment>  
<http://web.yosu.edu/ger>



This poster and other information about Youngstown State University's Academy participation are available at <http://web.yosu.edu/assessment/hlccademy>.

