**Final Report of the Ad Hoc Committee for the Assessment of Transformation (AHCAT)**

**Introduction**

AHCAT was formed by the Steering Committee at the request of the Faculty Senate. The charges assigned to the committee are:

1. Articulate the goals of transformation
2. Determine the appropriate means for assessing those goals
3. Design ongoing mechanisms for assessment and oversee these assessments
4. Report its findings

Since April 20, 2011 AHCAT has been working on its charges and the following report contains the results of efforts to date. The goals of transformation are articulated based on the analysis of several documents widely circulated during the time of transformation and based on consultations with several of the principals who were highly involved in the process. Four means are also identified which are deemed necessary to fully achieve the goals and vision provided by transformation. Additionally, an extensive list of criteria are tied to each of the means and possible measures are identified that may be used to either set benchmarks going forward or, where appropriate, measure either the success or failure of transformation in improving the quality of our undergraduate experience. Valued input was received from a focus group of campus stakeholders and from an open forum where the preliminary findings of the committee were presented and discussed.

This report represents the work of the committee over a six month period. Additionally, AHCAT has two recommendations. First, it is recommended that the mechanism identified in charge 3) be accomplished through the establishment of a Task Force that will oversee the collection and analysis of suggested measures. The membership of this Task Force should include representatives from Academic Affairs, Schools/Departments/Programs, Student Affairs, Institutional Research, Office of the Treasurer, Library, Residence and Facilities. It is also recommended that the expertise and experience of AHCAT membership be drawn upon when forming the Task Force. Second, AHCAT recommends that a Standing Committee for Assessment be constituted as an integral part of shared governance system at TCNJ. This standing committee should provide continuous input to the Steering Committee and the Cabinet and inform the development of a Strategic Plan. The Standing Committee of Assessment would be responsible for the implementation of an assessment strategy of activities and initiatives that go beyond the scope of the assessment efforts undertaken by the different schools, departments, and programs.

### MISSION OF THE COLLEGE OF NEW JERSEY

*Approved by the Board of Trustees (12/00)*

The College of New Jersey, founded in 1855 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ's exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve and transmit knowledge, arts and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, The College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.

**Goal of Transformation** (adapted from S. Briggs, 1/24/01, “The Nature of Faculty Work.”)

The goal of Transformation is to fulfill the College’s mission by improving dramatically the quality of our undergraduate experience through the construction of an intensive educational experience that acknowledges and respects the abilities of our students and challenges all members of the community to high levels of achievement and independent learning.

The following interdependent means will lead to this goal:

* Redesign of faculty work to ensure a faculty of accomplished and engaged teacher-scholars **(M1)**
* Redesign of student work to ensure a student body of accomplished and engaged learners **(M2)**
* Redesign of curricula to support a community of accomplished and engaged faculty and students **(M3)**
* Redesign of a supportive infrastructure and the furthering of relations to develop a community of accomplished and engaged learners **(M4)**

**Assessment Criteria**

The following are some of the criteria that could help the assessment committee to evaluate the outcomes of Transformation:

1. Faculty research and grant productivity
2. Faculty retention and promotion, separately for Associate and Full
3. Faculty recruitment
4. Faculty integration of scholarship into teaching
5. Faculty external recognition
6. Four- and six-year graduation rates
7. Student academic achievement
8. Time spent on student collaborative work
9. Student intensity of learning
10. Student research productivity
11. Internship/practical/applied experiences off campus
12. Participation in study abroad
13. Student post-graduate intentions by program/school, wherever available
14. First-year experience learning outcomes
15. Learning community outcomes
16. Community Engaged learning outcomes
17. Time spent on academic work
18. Amount and quality of writing
19. Opportunities for and enrollment in multidisciplinary experiences
20. Expanded programs for students and student participation
21. Use of the fourth hour
22. Program assessment and ongoing improvement
23. Library usage for student research
24. Financial support and facilities utilization
25. Recognition as a national exemplar in education for those who seek to sustain and advance the communities in which they live

**General Guidelines for Collecting and Reporting Assessment Data**

**Pre- and Post-Transformation Data** – in general, and wherever available, data prior to transformation and after transformation will be compared.

* 1. Pre-transformation data should cover academic years 2003/04 and 2004/05.
  2. Post-transformation data should cover academic years 2009/10 and 2010/11.
  3. NSSE data should be reported for 2000, 2002, 2005, 2006, and 2009 where possible.

**Assessment Criteria and Measures by Area**

The following list of assessment outcomes and measures is indicative of the potential scope of the College’s combined efforts to assess Transformation. AHCAT and the Administration will engage the different College stakeholders in order to determine the essential outcomes and measures, given the purpose and time constraints of the assessment, and allocate the necessary resources.

**Assessment Criteria and Measures for M1**

1. Faculty research and grant productivity

* Brief description of qualitative changes in discipline-based scholarship standards
* Quality and quantity of faculty scholarship (e.g., data from Digital Measures)
* Percentage of faculty affirmed by chairs/deans as “researching” (FPA forms)
* Faculty conference presentations
* Internal grants – (SOSA, department mini-grants)
* External grants
* Lab/research budgets
* Faculty start-up costs

1. Faculty retention and promotion, separately for Associate and Full

* Number and percentage of promotions
* Average time to promotion

1. Faculty recruitment

* Number and percentage of successful searches
* Number and percentage of 1st or 2nd choice hired
* Quality of new hires, as evidenced by curriculum, post-doc work, awards, etc.
* Percentage of faculty with terminal degrees in appropriate field

1. Faculty integration of scholarship into teaching

* Examples of activities, initiatives, outcomes

1. Faculty external recognition

* Editor duties (position and journal)
* Awards/Recognition (organization and scope)
* Leadership positions (position and organization; professional and community)

**Assessment Criteria and Measures for M2**

1. Four- and six-year graduation rates
2. Student academic achievement

* Critical thinking, reading, writing, math (ETS Proficiency Profile)
* Scores on national exams

1. Time spent on student collaborative work

* Frequency of collaboration with other students on projects during class
* Frequency of work with classmates outside of class to prepare class assignments

1. Student intensity of learning

* Number of courses with an intensive writing component
* Percent of students who have completed an independent study or self-designed major
* Percent of students who have had a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
* Number of students in the College Honors program
* Brief analysis of the changes in the College Honors program

1. Student research productivity

* Number of students taking lab courses
* Number of students participating in the MUSE program
* Number of faculty participating in the MUSE program, by department
* Number of courses with research or thesis designation by program
* Number of students taking research courses (research seminars, senior thesis, independent study with research component)
* Percent of students who have worked on a research project with a faculty member outside of course or program requirements
* Student conference presentations
* Celebration of Student Achievement
* TCNJ Student Journal publications (number of articles, number of students involved)
* External publications

1. Internship/practical/applied experiences off campus

* Number of courses with internship/practicum designation in each program or school
* Number of students taking internship/practicum courses for credit
* Number of students taking internships not for credit
* Percent of students who have participated in a practicum, internship, field experience, co-op experience, or clinical assignment
* Quality and number of employers contacting Career Center for TCNJ students (interns/hires)
* Brief analysis of the changes in the nature of experiences, in the application requirements, and in the control procedures

1. Participation in study abroad

* Number of students studying abroad each semester
* Number of scholarships and awards to study abroad
* Brief analysis of changes in location, and in the type and length of study abroad
* Brief analysis of changes in the type of agreements with schools and programs abroad

1. Student post-graduate intentions by program/school, wherever available

* Percent of students seeking higher academic degrees (TCNJ and EBI graduation surveys)

**Assessment Criteria and Measures for M3**

1. First-year experience learning outcomes

* Articulated learning goals
* Percent participation in FSP
* Analysis of findings from focus groups
* Brief description of changes in the program since Athens to NY

1. Learning community outcomes

* Statement of program goals
* Percent of students who have participated in a learning community or some other formal program where groups of students take two or more classes together

1. Community Engaged learning outcomes

* Analysis of assessments available from the Bonner Center
* Percentage of students who have participated in community service or volunteer work
* Frequency of participation in a community-based project (e.g., service learning) as part of a regular course
* Number of organizations participating

1. Time spent on academic work

* Hours per week preparing for class
* Use of reading days prior to the exam period

1. Amount and quality of writing

* Writing Center and FSP Assessments
* Frequency of working on a paper or project that required integrating ideas or information from various sources
* Frequency of including diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussion or writing assignments
* Number of written papers of 20 pages or more
* Number of written papers or reports between 5 and 19 pages
* Number of written papers or reports of fewer than 5 pages
* Extent to which the TCNJ experience contributed to one’s ability to write clearly and effectively
* Writing Center utilization: students employed, student hours paid, students helped
* Quality of writing samples
* Goals of the writing program

1. Opportunities for expanded programs and multidisciplinary experiences

* New majors
* New minors
* New concentrations
* Newly accredited programs
* Interdisciplinary concentrations
* Cross-listed courses
* Self-designed majors
* Co-taught courses
* Faculty joint appointments

1. Student participation in minors and multidisciplinary experiences

* Double majors
* Minors (by School/program)
* Self-designed majors
* Interdisciplinary concentrations

1. Use of the fourth hour

* Frequency and examples of use of the fourth hour (faculty and students)

1. Program assessment and ongoing improvement

* Brief description of program assessment activities and improvement initiatives, by school
* Status of department learning outcomes matrices
* Brief analysis of the role of external reviewers in programs without external accreditation
* Brief analysis of the reviews from external accrediting agencies, where appropriate

**Assessment Criteria and Measures for M4**

1. Library usage for student research

* Library head count and /or book-periodical transaction count
* Library usage of the late-night services provided
* Count of the usage of the databases (JSTOR, EBSCO host, etc.) provided through the library

1. Financial support and facilities utilization

* Annual percentage of the overall College budget spent on core business of teaching and research
* Dollars invested in facilities (new facilities for teaching, research and on-campus living )
* Classroom and laboratory utilization

**Assessment Criteria and Measures of Overall Success and Recognition**

1. Example metrics to assess success related to being a national exemplar in education for those who seek to sustain and advance the communities in which they live
   * Number of nationally recognized academic honor societies established on campus
   * The change in institutional ranking in nationally or regionally accepted college and university review publications (e.g., US News, Fisk, Kiplingers, Princeton Review, others)
   * Number of applicants
   * Fall acceptance rate
   * Enrollment rate
   * Peer Assessment Score
   * Average freshman retention rate
   * 4 and 6-year graduation rate
   * SAT/ACT 25th – 75th percentiles
   * Freshmen in Top 10 percent of high school classes
   * Number of classes with under 20 students

The following table summarizes the criteria to be used in assessing the goals of Transformation. In addition, proposed measures, potential sources, and benchmarks are provided.

**Table1. Transformation Outcomes and Assessment Measures**

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| **Means** | **Criteria** | **Measures** | **Benchmarks** |
| **M1** | 1. Faculty research and grant productivity | * Brief description of qualitative changes in discipline-based scholarship standards (Academic Affairs) | 2010>2003 |
| * Quality and quantity of faculty scholarship (e.g., data from Digital Measures) | 2010>2003 |
| * Percentage of faculty affirmed by chairs/deans as “researching” (FPA forms) | 2010>2003 |
| * Faculty conference presentations (Budget office for # traveling, $ awards, and unfunded requests) | 2010>2003 |
| * Internal grants – (SOSA, department mini-grants)(SOSA committee for %applied, % awarded) (Deans/depts.. for mini-grants, # depts., # faculty, % awarded, $ requested, $ awarded | 2010>2003 |
| * External grants (GSR for #applied, % awarded, $ amount, average grant size, names of departments) | 2010>2003 |
| * Lab/research budgets (Chairs or Deans, # depts. having, # faculty using, $ awarded) | 2010>2003 |
| * Faculty start-up costs (Treasurer or Academic Affairs, $ requested, $ awarded) | 2010>2003 |
| 1. Faculty retention and promotion, separately for Associate and Full | * Number and percentage of promotions | 2010>2003 |
| * Average time to promotion | 2010>2003 |
| 1. Faculty recruitment | * Number and percentage of successful searches | 2010>2003 |
| * Number and percentage of 1st or 2nd choice hired | 2010>2003 |
| * Quality of new hires, as evidenced by curriculum, post-doc work, awards, etc. | 2010>2003 |
| * Percentage of faculty with terminal degrees in appropriate field | 2010>2003 |
| 1. Faculty integration of scholarship into teaching | * Examples of activities, initiatives, outcomes | 2010>2003 |
| 1. Faculty external recognition | * Editor duties (position and journal) | 2010>2003 |
| * Awards/Recognition (organization and scope) | 2010>2003 |
| * Leadership positions (position and organization; professional and community) | 2010>2003 |

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| **Means** | **Criteria** | **Measures** | **Benchmarks** |
| **M2** | 1. Four- and six-year graduation rates | * Four- and six-year graduation rates (Center for Institutional Effectiveness, CIE) | 2010>2003 |
| 1. Student academic achievement | * Critical thinking, reading, writing, math (ETS Proficiency Profile) | First-year vs. Senior year |
| * Scores on national exams | 2010>2003 |
| 1. Time spent on student collaborative work | * Frequency of collaboration with other students on projects during class (NSSE) | 2009>2002 |
| * Frequency of work with classmates outside of class to prepare class assignments (NSSE) | 2009>2002 |
| 1. Student intensity of learning | * Number of courses with an intensive writing component | 2010>2003 |
| * Percent of students who have done an independent study or self-designed major (NSSE) | 2009>2002 |
| * Percent of students who have had a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) (NSSE) | 2009>2002 |
| * Number of students in the College Honors program | 2010>2003 |
| * Brief analysis of the changes in the College Honors program | 2010>2003 |
| 1. Student research productivity | * Number of students taking lab courses | 2010>2003 |
| * Number of students participating in the MUSE program | 2010>2003 |
| * Number of faculty participating in the MUSE program, by department | 2010>2003 |
| * Number of courses with research or thesis designation by program | 2010>2003 |
| * Number of students taking research courses (research seminars, senior thesis, independent study with research component) | 2010>2003 |
| * Percent of students who have worked on a research project with a faculty member outside of course or program requirements (NSSE) | 2010>2003 |
| * Student conference presentations | 2010>2003 |
| * Celebration of Student Achievement | 2010>2003 |
| * TCNJ Student Journal publications (number of articles, number of students involved) | 2009>2002 |
| * External publications | 2010>2003 |
| 1. Internship/practical/applied experiences off campus | * Number of courses with internship/practicum designation in each program or school | 2010>2003 |
| * Number of students taking internship/practicum courses for credit |  |
| * Number of students taking internships not for credit | 2010>2003 |
| * Percent of students who have participated in a practicum, internship, field experience, co-op experience, or clinical assignment (NSSE) | 2010>2003 |
| * Quality and number of employers contacting Career Center for TCNJ students (interns/hires) | 2009>2002 |
| * Brief analysis of the changes in the nature of experiences, in the application requirements, and in the control procedures | 2010>2003 |
| 1. Participation in study abroad | * Number of students studying abroad each semester | 2010>2003 |
| * Number of scholarships and awards to study abroad | 2010>2003 |
| * Brief analysis of changes in location, and in the type and length of study abroad | 2010>2003 |
| * Brief analysis of changes in the type of agreements with schools and programs abroad | 2010>2003 |
| 1. Student post-graduate intentions by program/school, wherever available | * Percent students seeking higher academic degrees (TCNJ and EBI graduation surveys) |  |

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| **Means** | **Criteria** | **Measures** | **Benchmarks** |
| **M3** | 1. First-year experience learning outcomes | * Articulated learning goals |  |
| * Percent participation in FSP |  |
| * Analysis of findings from focus groups |  |
| * Brief description of changes in the program since Athens to NY |  |
| 1. Learning community outcomes | * Statement of program goals |  |
| * Percent of students who have participated in a learning community or some other formal program where groups of students take two or more classes together (NSSE) | 2009>2002 |
| 1. Community Engaged learning outcomes | * Analysis of assessments available from the Bonner Center |  |
| * Percentage of students who have participated in community service or volunteer work (NSSE) | 2009>2002 |
| * Frequency of participation in a community-based project (e.g., service learning) as part of a regular course (NSSE) | 2009>2002 |
| * Number of organizations participating |  |
| 1. Time spent on academic work | * Hours per week preparing for class (NSSE) | 2009>2002 |
| * Use of reading days prior to the exam period |  |
|  | 1. Amount and quality of writing | * Writing Center and FSP Assessments |  |
| * Frequency of preparing two or more drafts of a paper or an assignment before turning it in (NSSE) | 2009>2002 |
| * Frequency of working on a paper or project that required integrating ideas or information from various sources (NSSE) | 2009>2002 |
| * Frequency on including diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussion or writing assignments (NSSE) | 2009>2002 |
| * Number of written papers of 20 pages or more (NSSE) | 2009>2002 |
| * Number of written papers or reports between 5 and 19 pages (NSSE) | 2009>2002 |
| * Number of written papers or reports of fewer than 5 pages (NSSE) | 2009>2002 |
| * Extent to which the TCNJ experience contributed to one’s ability to write clearly and effectively (TCNJ graduation survey) |  |
| * Writing Center utilization: students employed, student hours paid, students helped |  |
| * Quality of writing samples |  |
| * Goals of the writing program |  |
| 1. Opportunities for expanded programs and multidisciplinary experiences | * New majors | 2010>2003 |
| * New minors | 2010>2003 |
| * New concentrations | 2010>2003 |
| * Newly accredited programs | 2010>2003 |
| * Interdisciplinary concentrations | 2010>2003 |
| * Cross-listed courses | 2010>2003 |
| * Self-designed majors | 2010>2003 |
| * Co-taught courses | 2010>2003 |
| * Faculty joint appointments | 2010>2003 |
| 1. Student participation in minors and multidisciplinary experiences | * Double majors | 2010>2003 |
| * Minors (by School/program) | 2010>2003 |
| * Self-designed majors | 2010>2003 |
| * Interdisciplinary concentrations | 2010>2003 |
| 1. Use of the fourth hour | * Frequency and examples of use of the fourth hour (faculty and students) |  |
| 1. Program assessment and ongoing improvement | * Brief description of program assessment activities and improvement initiatives, by school |  |
| * Status of department learning outcomes matrices |  |
| * Brief analysis of the role of external reviewers in programs without external accreditation |  |
| * Brief analysis of the reviews from external accrediting agencies, where appropriate |  |

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| **Means** | **Criteria** | **Measures** | **Benchmarks** |
| **M4** | 1. Library usage for student research | * Library head count and /or book-periodical transaction count | 2011>2005 |
| * Library usage of the late-night services provided | 2011>2005 |
| * Count of the usage of the databases (JSTOR, EBSCO host, etc.) provided through the library | 2011>2005 |
| 1. Financial support and facilities utilization | * Annual percentage of the overall College budget spent on core business of teaching and research | 2011>2005 |
| * Dollars invested in facilities in support of transformation (new facilities for teaching, research and on-campus living ) | Average of 5 years before and 5 years after 2005 |
| * Classroom and laboratory utilization | 2011>2005 |

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| --- | --- | --- | --- |
| **Means** | **Criteria** | **Measures** | **Benchmarks** |
| **Overall** | 1. Example metrics to assess success related to being a national exemplar in education for those who seek to sustain and advance the communities in which they live | * Number of nationally recognized academic honor societies established on campus | 2011>2005 |
| * The change in institutional ranking in nationally or regionally accepted college and university review publications (e.g., US News, Fisk, Kiplingers, Princeton Review, others) | 2011>2005 |
| * Number of applicants | 2011>2005 |
| * Fall acceptance rate | 2011>2005 |
| * Enrollment rate | 2011>2005 |
| * Peer Assessment Score | 2011>2005 |
| * Average freshman retention rate | 2011>2005 |
| * 4 and 6-year graduation rate | 2011>2005 |
| * SAT/ACT 25th –75th percentiles | 2011>2005 |
| * Freshmen in Top 10 percent of high school classes | 2011>2005 |
| * Number of classes with under 20 students | 2011>2005 |

**Appendices**

1. NSSE Items for Assessment of Transformation

2. Potential Sources for Assessment Data

3. Definition of Acronyms

**Appendix 1 Examples of NSSE Items for Assessment of Transformation**

1. Academic and Intellectual Experiences

c. Prepared two or more drafts of a paper or assignment before turning it in

d. Worked on a paper or project that required integrating ideas or information from various sources

e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.

g. Worked with other students on projects during class

h. Worked with classmates outside of class to prepare class assignments

i. Put together ideas or concepts from different courses when completing assignments or during class discussions

k. Participated in a community-based project as a part of a regular course

p. Discussed ideas from readings or classes with faculty members outside of class

t. Discussed ideas from readings or classes with others outside of class (students, family members, co-workers, etc.)

3. Reading and Writing

c. Number of written papers or reports of 20 pages or more

d. Number of written papers or reports between 5 and 19 pages

e. Number of written papers or reports of fewer than 5 pages

6. Enriching Educational Experiences

a. Practicum, internship, field experience, co-op experience, or clinical assignment

b. Community service or volunteer work

c. Participate in a learning community or some other formal program where groups of students take two or more classes together

d. Work on a research project with a faculty member outside of course or program requirements

f. Study abroad

g. Independent study or self-designed major

h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)

7. Time Usage

a. Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)

8. Educational and Personal Growth

a. Acquiring a broad general education

b. Acquiring job or work-related knowledge and skills

c. Writing clearly and effectively

d. Speaking clearly and effectively

8. Educational and Personal Growth (continued)

a. Thinking critically and analytically

9. Institutional Environment

a. Spending significant amounts of time studying and on academic work

**Appendix 2 Potential Sources for Assessment Data**

1. NSSE (National Survey of Student Engagement)
2. BCSSE (Beginning College Survey of Student Engagement)
3. EBI Graduation Survey (Business , Nursing)
4. EBI Fraternity/Sorority Survey
5. EBI Housing Survey
6. National Exams
   1. School of Education (PRAXIS)
   2. School of Business
   3. School of Nursing
   4. School of Engineering
7. ETS Proficiency Profile
8. Student Travel Data (conferences, shared presentations, publications, etc.)
9. TCNJ Graduating Student Survey
10. PAWS reporting
11. TCNJ CIE
12. Individual Departmental Data
13. Self-Reporting
14. Human Resources Data
15. Information Technology Support Services Usage Survey
16. Career Center Data
17. Writing Center Usage Data
18. Center for Academic Support Usage Data
19. Bonner Center Data

**Appendix 3 Definition of Acronyms**

AHCAT Ad Hoc Committee for the Assessment of Transformation

EBI Educational Benchmarking Inc.

MUSE Mentored Undergraduate Summer Experience

NSSE National Survey of Student Engagement

CIE Center for Institutional Effectiveness