

Community Connections Assessment

1. Goals: [Contribute to improved freshman-sophomore retention](#)

[Contribute to improved graduation rate](#)

NJIT 1/25/12 8:29 AM

Comment: Because LCs are not the only variable, LCs cannot be framed in a cause and effect fashion. LCs can contribute to an outcome, not solely cause it. This is an important distinction for you to make, Judith, in all contexts.

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2. Learning Outcomes

These incorporate the Institutional Level Learning Goals and Core Values of the Community Connections program

Cognitive:

[NJIT Core Competencies](#)

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1. [Writing, Reading, and Critical Thinking](#)
2. [Quantitative Reasoning](#)
3. [Information Literacy](#)

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Comment: Let's take these directly from <http://www.njit.edu/irp/assessment/index.php>

Affective:

[NJIT Institutional Learning Goals](#)

[Ethical Conduct](#)

[Collaboration](#)

Engagement

[NJIT Core Values](#)

[Diversity in all cultural contexts](#)

Community

[Additional affective value](#)

Tenacity

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Writing, Reading, Communication -
Quantitative Reasoning -
Information Literacy -
Integration /Critical Thinking/ Reflection

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Comment: Again, let's try to frame these out so folks can map them back to our institutional framework

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A. Assessment of Cognitive Outcomes: Achievement for AY 11-12 versus AY 10-11; where possible comparison with control (CE and CS cohorts)

	Experience	Measurement	When
Collaboration	Fresh seminar, FED 101, Hum course 101 and 102	LC student survey	End of semester
Writing, Reading, and Communication	FED, Hum, Writing Center	Hum 101/102 final grades HUM 101/102 Traditional and	End of semester

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Deleted: [Rubrics](#)

		EPortfolio Scores: Criterion (Automated Essay Assessment) scores ETS Proficiency Profile Scores FED final presentation grades	
Quantitative Reasoning	Math course, CS course	Common exams and final grades ETS Proficiency Profile Scores	Throughout/ end of semester
Information Literacy	FED and Hum courses	Hum –IL score, sSkills HUM IL Portfolio Scores (for ECE students, CSLA, SOM)	End of semester
Integration /Critical Thinking/Reflection	Across curriculum	ETS (Proficiency Profile Scores) Hum 101/102 Traditional and E-portfolio scores	End of semester

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- NJIT 1/25/12 8:18 AM
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- NJIT 1/25/12 8:18 AM
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- NJIT 1/25/12 8:29 AM
- Comment:** Let's just identify here—we can describe the limitations of each on other documents
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B. Affective: Delta over the course of AY 11-12; For NSSE and SSS, compare to AY 11-12)

	Experience	Measurement	When
5.Engagement	In-class participation:		
	peer-peer interactions	LC student survey NSSE	End of Semester End of AY11-12
	student-faculty interactions	NSSE, SSS	End of AY11-12
	completion of course assignments	HW grades in LC courses	End of Semester
	Out-of-class academic activities:		
	Study group participation	LC Student survey	End of semester
	Student-advisor interaction	SSS, NSSE	End of semester End of AY11-12
Involvement in professional societies/clubs/research-related activities	LC Student Survey NSSE or SSS	End of semester End of AY 11-12	

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	Course experiences	Course Evaluations (selected questions)	Mid-term End of semester
Ethical Conduct	Freshman seminar discussions Peer mentor training and mentor communication with students	SSS, NSSE, reported cheating incidents	End of AY11-12 End of semester
Tolerance	Collaboration in diverse groups, in and out of class	NSSE, SSS	End of AY11-12
Sense of belonging	In class and out of class interactions with peers, mentors, and student services	NSSE, SSS	End of AY11-12
Tenacity	Response to community: course experiences; out of class support (mentoring and advisement)	Analysis of grades in relationship to class attendance; Writing Center Attendance for students identified by Criterion as at risk; Class Attendance Study group attendance W rate iSkills/ETS Proficiency Profile completion rate Change of major	

- NJIT 1/25/12 8:21 AM
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- NJIT 1/25/12 8:29 AM
Comment: Let's stress the relationship of these two.
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Comment: Easier to measure
- NJIT 1/25/12 8:21 AM
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3. Process Evaluation [of LC Delivery:](#)

Process		Measurement	When
Peer mentoring	Student evaluation of mentoring/focus groups	FG reports	Mid-semester
		LC Student Survey	End of semester
Advisement	Student evaluation of advisors	LC Student Survey	End of semester
Faculty-student interactions	Student evaluation	FG reports/feedback sessions	Mid-semester
		Course evaluations	End of semester
Course experiences		Course evaluations	End of semester

CASEings(see current model below)		Attendance; reported interventions	End of semester
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Current CASEing model:

Who attends	Data discussed	Intended outcome	When
Advisor	Student tenacity:	Identify at-risk students and intervene. Possible interventions:	Weeks 1-3
Teaching faculty	class attendance		Weeks 5, 8, 12
Fresh seminar student affairs rep/counselor	assignment submittal	Advisor meeting	
	study group attendance reports (from advisor)	Tutoring	
	Common exam scores	Counseling	
	Other performance measures/best practices	Change of Major	

Analysis:

Identify Descriptive measures

Identify Cohort Descriptors

Test of significance

Correlation

Regression

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Deleted: Need feedback on classroom experiences that can help achieve learning outcomes: -
 See Classroom Assessment techniques: Minute Paper -
 + + + + + Group Instructional Feedback -
 Plus Delta -
 Goal Ranking and Matching (spring semester) -
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	Gender	Ethnic group	Commuter/Resident	...
<u>Survey questions: collaboration</u>	-	-	-	-
<u>Hum 101 final grades</u>	-	-	-	-
<u>Traditional and E-portfolio scores</u>	-	-	-	-
<u>ETS proficiency profile scores</u>	-	-	-	-
<u>FED final presentation grades</u>	-	-	-	-
<u>Math common exam grades</u>	-	-	-	-
<u>Math final grades</u>	-	-	-	-
<u>Hum 101 eskills score</u>	-	-	-	-
<u>Hum 101 IL portfolio scores</u>	-	-	-	-
-	-	-	-	-
<u>Survey questions: engagement</u>	-	-	-	-
<u>Hum 101 HW grades</u>	-	-	-	-
<u>Math 111 HW grades</u>	-	-	-	-
<u>Course evaluations: engagement</u>	-	-	-	-
<u>Course evaluations: F-S interactions</u>	-	-	-	-
<u>reported cheating incidents</u>	-	-	-	-
<u>Hum 101 class attendance</u>	-	-	-	-
<u>Math class attendance?</u>	-	-	-	-
<u>W rate</u>	-	-	-	-
<u>Change of major</u>	-	-	-	-
<u>Survey questions: mentoring</u>	-	-	-	-
<u>Survey questions: advisement</u>	-	-	-	-