



# Holy Family UNIVERSITY

June 2012  
Issue 4

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# Assessment Now

## Title III Grant Confirmed



<http://www2.ed.gov/programs/iduestitle3a/index.html>

Holy Family University received official notification last month from the Department of Education that the Title III grant *Strengthening Assessment of Institutional Effectiveness and Student Learning* received continued funding for Year 3; October 1, 2012 to September 30, 2013, without modification. This is an important milestone for anyone who has ever worked with a federal grant especially during difficult economic times. The Department of Education, like many federal and state agencies, has experienced budget cuts necessitating the subsequent reallocation or adjustment of previously earmarked funds. There is always the possibility that the priorities of the DoE could change even after a multiyear grant has been awarded. It is also possible that those responsible for the Title III grant program can question if Holy Family, as the recipient, is making substantial progress on the agreed upon goals and spending federal funds as detailed in the approved budget.

The Department of Education requires all grant recipients to report, on an annual basis, overall effectiveness and progress toward stated goals. Holy Family is on-target and, in some activities, ahead of schedule. At any point, the DoE grant administrator can audit and/or visit Holy Family to verify that the grant is being implemented appropriately. Below are some of the accomplishments of the Title III grant to date.

- Enhanced the infrastructure for assessment of student learning and institutional

effectiveness including purchasing the Blackboard Outcomes System

- Identified eight faculty members to serve as Faculty Assessment Coordinators in each School and several major academic divisions
- Sponsored OIRA staff and Faculty Assessment Coordinators to attend the IUPUI Assessment Institute, fall 2011
- Begun rolling Bb Outcomes Assessment out to Administrative and Educational Support units, the Career Center and the Library
- Developed an [OIRA website](#) and a [quarterly newsletter](#)
- Engaged in a strategic review of current assessment processes
- Developed framework and use for Curriculum Maps
- Developed and implemented protocol for mini-grants for program assessment and awarded first round of mini-grants

## Electronic Portfolio Training by Blackboard

A faculty group interested in learning more about developing electronic portfolios as a tool for teaching and assessment is looking at Blackboard to assist in this effort. Some departments within the University are already using e-portfolios; others are interested and would like more information on how useful e-portfolios can be, and the most

effective method for their implementation. E-portfolios will provide an opportunity for students to present examples of their work in a multimedia format which can include their own notes and self-reflections of the experiences represented in the academic work and projects selected. Blackboard e-portfolio consultant, Ruth Cabas, will be on-site to demonstrate the possibilities for creating e-portfolios in Blackboard in July. Ruth will have samples of e-portfolios created in Blackboard available for review and discussion modeled after three academic programs that currently use portfolios. One of the outcomes expected of the session is to learn how to build portfolio templates and to garner some current information on best e-portfolio practices and how our Blackboard Learn and Outcomes Assessment System can best be used to support the institution's use of e-portfolios.

Several resources for e-portfolios are available in the OIRA library including:

[Electronic Portfolios 2.0: Emergent Research on Implementation and Impact](#), edited by Darren Cambridge, Barbara Cambridge and Kathleen Blake Yancy, Stylus Publishing, 2009.

[Eportfolios for Lifelong Learning and Assessment](#) by Darren Cambridge, Jossey-Bass Publishing, 2010.

[Documenting Learning with ePortfolios: A Guide for College Instructors](#), by Tracy Penn Light, Helen L. Chen, and John C. Ittleson, Jossey-Bass Publishing, 2012.

## OIRA Library Open



During the summer months, why not borrow some books from the OIRA? The OIRA library now includes over 40 titles related to institutional and classroom assessment, electronic portfolios, and student services. A complete list of resources is available on the OIRA website. Suggestions for additional relevant publications are encouraged. To help you become more familiar with the resources available we have asked several people to provide short book reviews for this e-newsletter. The book reviews will also be archived on the OIRA website.

### [Book Review: E-portfolios 2.0 Emergent Research on Implementation and Impact \(2009\)](#)

Edited by Darren Cambridge, Barbara Cambridge, and Kathleen Yancey

*By Chad May*

Higher Education has been in a decade of growth and change on many levels, from increased calls for accountability, access and success issues, pedagogical changes like student-centered active and integrative learning, a growing and changing technological infrastructure from iPad's and cloud computing to an explosion of social media and device neutrality, as well as fluidity in employment and education. Multiple career shifts are increasingly common as well as a growing number of students who take classes at multiple institutions (student swirl as some analysts/researchers have referred to this phenomenon). Increasingly there is need for institutions, administrators, faculty, and students to create robust data systems to collect evidence of student learning at multiple levels, student, course, program, and institutional levels. These realities have created the fertile ground for the e-portfolio movement to explode and expand

across all institutional types and not only across the US but internationally as well. It is estimated that over 50% of public and private universities and public four-year colleges now offer some form of an e-portfolio option for their students use. A study by the Campus Computing project estimates that since 2003 the use of e-portfolios has tripled.

In the book **E-portfolios 2.0**, the editors garnered many authors to write short articles describing their institutions use and research on a broad array of e-portfolio projects that range from course to institutional use. The book is divided into five sections; Introduction: Reflection in Electronic Portfolio practice, Integrative Learning, Establishing Identities: Roles, Competencies, Values, and Outcomes, Organizational Learning, and Electronic Portfolio Technology and Design for Learning. The editors put the contributed articles into a salient and organized view of the most recent research and thoughts on e-portfolio practice and its impact on student learning, pedagogical practice, and program/institution accreditation and assessment. Each article is relatively short, but all are very concise and describe in detail one of the institutions in one of the five cohorts in the [Inter/National Coalition for Electronic Portfolio Research](#) that started in 2003. The first two cohorts honed in on reflection as a critical aspect to e-portfolio practice, while the third cohort focused on integration since this cohort had many joint academic and student affairs projects in the use of e-portfolios. Cohort IV was made up primarily of institutions in the United Kingdom, took up threshold concepts and effective practices as its two common themes. Cohort five revisited and furthered the work of the first two cohorts on practices in student reflection. Currently there is a cohort VI in progress with future cohorts being planned.

The book features results from 20 institutions of about 45 institutions that were in the first five cohorts of

the Coalitions projects. Final reports to the *Coalition* can be viewed/downloaded on the Coalitions [website](#) free of charge. This book would be good for practitioners and current users of e-portfolios as well as those that want to see some empirical evidence on the impact of the use of e-portfolios on teaching and learning within Higher Education across the world. I would highly recommend this book to anyone who wishes to use or further the use of e-portfolios in their courses or programs at Holy Family University. This book is available in the OIRA Library of resource materials and can be checked out by calling Cheryl Glover in the OIRA office at 267-341-3614.

## Upcoming Conferences



Dr. Rochelle Robbins and Chad May will be presenting posters at the upcoming Blackboard World Conference in New Orleans, July 10-12. Shelley Robbins will be presenting a poster on the work that has been done in implementing assessment plans in the social and behavioral sciences. Chad May's poster will highlight the progress of the Title III grant and the enhancements to the assessment of institutional effectiveness at Holy Family using the Bb Outcomes Assessment System.

## New FACs added for 2012-2013

The OIRA has worked with the Deans of each of the schools to identify the needs for additional Faculty Assessment Coordinators (FACs). As a result Dr. Mary Wombwell will be serving as FAC for the School of Nursing and Allied Health Professions to work on the assessment of the BSN to RSN program. In the School of Education, Dr. Kathleen Quinn will be

added to assist with the assessment of the large number of programs they offer. In addition to these formal FACs that will receive a one course per semester release, the program directors/coordinators of all masters programs will be working closely with the OIRA to ensure graduate programs are engaged in systematic student learning assessment cycles.

The current FACs have had a productive academic year. Revised program-level student learning objectives/outcomes for a number of programs across the four schools and Division of Extended Learning. Assessment plans have been created and are undergoing implementation within the School of Nursing and Allied Health Professions, a number of programs in the School of Arts and Sciences, and the School of Education. The School of Business is currently modifying its core business curriculum and a new assessment plan will be developed along with this curriculum revision. Some of these programs are already collecting data and should be able to act on that information for the coming academic year. As just a few examples, Nursing has mapped and created an assessment plan for both the current and newly revised curriculum and will be reporting on data collected from this year. In the Arts and Sciences, Biology, History, Psychology, Sociology, and the Counseling program are all collecting data within the Blackboard Outcomes system and will be able to report on that data in the coming months.

The OIRA would like to thank Jenai Grigg (SAS), Megan Meyer (SAS), Dian He (SAS), Dan Mankowski (SAS), Cathy Heilferty (Nursing), Joanne Ma (Business), Tony Applegate (Education), and Amy Drobile (DEL) for their continued work to help programs plan for assessment and continued improvement.

## Mini-Grant Update

A new call for mini-grants has been put forth and several applications are

already in. The deadline for submissions is June 30<sup>th</sup>. Email Adam Christensen ([achristensen@holyfamily.edu](mailto:achristensen@holyfamily.edu)) if you would like a link to submit your proposal.

The activities from the previous round of mini-grants have mostly been completed. So far these funds have helped support a series of workshops on effective classroom assessment techniques, a regional conference held on Holy Family's campus to discuss senior capstones and best practices in the sciences and mathematics, a series of workshops to develop a set of common assessments in the School of Education, a series of webinars to inform instructors of foreign languages in best practices in assessment techniques, and more detailed reports from the Major Field Tests used by a variety of programs across the university. Several other projects are still under way and we look forward to seeing the successful completion of each of these worthwhile activities.

## Holy Family Participating in IFCU Survey



<http://www.ifcu.org>

The International Federation of Catholic Universities (IFCU) has asked Holy Family students to participate in an international survey on student cultures at Catholic Colleges and Universities. The principal investigator from IFCU, Dr. Rosa Aparicio, has defined culture broadly and the survey covers topics ranging from time spent on various activities to attitudes and beliefs about a variety of social issues. Data are currently being collected from students enrolled in summer sessions. The data will help inform IFCU and the broader public about the issues and concerns that are

unique to students at Catholic institutions of higher education. The Federation will also be sharing the data and results with Holy Family so that the data can be used for decision making here at the University as well. Results from the study will be shared in the future once IFCU has had the opportunity to report on the data collected.

## Lu Qin to Wisconsin

Lu Qin's last day at Holy Family University was June 1, 2012. Lu Qin joined the OIRA in September 2012 as the Research Analyst. She came to us after completing her Master's degree program at California State

University-San Bernardino. Now she has the opportunity to begin a Ph.D. program in Educational Research and Statistics at the University of Wisconsin, Milwaukee.

We were pleased with her ability to fulfill the requirements of the research analyst position. Among her accomplishments; she implemented processes to help standardize the data collection for the Facts & Figures annual reports for the Schools of Arts and Sciences, Business, Education, and Nursing and Allied Health Professions. This will enable the reports to be completed in a more efficient and timely manner in the future. In the short time that Lu was here she became an important part of

our office and the mission of the OIRA to produce accurate data that can be used in the process of institutional planning and assessment.

Lu and her husband will return to Sichuan province, China for a short visit with family before relocating to Milwaukee later this summer. We wish them good luck and God's Blessings on their travels and as they begin this new chapter of their lives.

## AICUP Survey 2012



<http://www.aicup.org/>.

The Association of Independent Colleges and Universities of Pennsylvania, AICUP, has released the Spring 2011 data from the student satisfaction survey of its 87 member institutions. The survey is administered periodically to all first year students in the spring. The OIRA has prepared a summary report for Holy Family University of the 2011 results.

Here are some of the results from the AICUP Survey. The complete report is available on the OIRA Intranet page.

More of our first year students work while attending college and fewer of them live on-campus, than at other comparable institutions.

Almost half of our first year students needed an increase in their financial aid package, and a large percentage of students agreed that if PHEAA cut, they will be difficult to find other sources of funds.

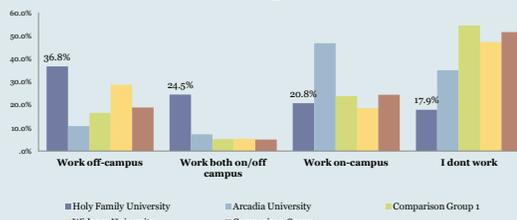
More than 80% of our first year students agreed that the money they pay to attend is a good investment in their future, and faculty and instruction at Holy Family University is of a higher quality than at SSHE or other public universities in PA.

## AICUP First-Year Student Survey Report of Results: Spring 2011

Holy Family University

Office of Institutional Research  
and Assessment

### Does student work while attending college?



More of our first year students work while attending college, and less of them live on-campus, than other comparable institutions.