

## **Special Update Issue** **CHEA Announces Winners of its 2008** **Award for Institutional Progress in Student Learning Outcomes**

The winners of the Council for Higher Education Accreditation (CHEA) 2008 *Award for Institutional Progress in Student Learning Outcomes* are the Hocking College Academic Affairs Department, the Kennesaw State University Center for Excellence in Teaching and Learning and the Seton Hall University Stillman School of Business.

CHEA established this award to acknowledge outstanding institutional progress in developing and applying evidence of student learning outcomes as part of the ongoing evaluation and improvement of college and university programs of study. Applications are selected by CHEA and reviewed by an Award Selection Committee, using four award criteria:

- Articulation and evidence of outcomes
- Success with regard to outcomes
- Information to the public about outcomes
- Using outcomes for improvement

Applications are also reviewed for attention to outcomes embedded in an institutional culture, good use of current technology in the methods and tools to track outcomes, extensive use of faculty and strong faculty support, institutional leadership that is dedicated to the importance of outcomes and approaches to outcomes that can be replicated at other institutions.

Thirty-one applications were received and three were selected for the 2008 awards. A brief description of the successful applicants and contact information for awardees are presented here.

### **Hocking College, Ohio** **Academic Affairs Department**

Hocking College, located in Nelsonville, Ohio, is a state-assisted institution of higher education that prepares learners for technical careers or transfer to other institutions of higher learning. The college addresses student learning outcomes through its Outcomes-Based

Education model of curriculum development. Each program at Hocking College annually reviews multiple measures of student academic achievement and makes instructional and curricular improvements.

General education outcomes (Success Skills) are integrated, assessed and documented in student e-portfolios. Documents from student e-portfolios are used to measure achievement of Success Skills for institutional assessment. Assessment results are posted on Hocking's Assessment Website ([www.hocking.edu/assessment\\_center](http://www.hocking.edu/assessment_center)) and are linked to Ohio's Gateway Website (<http://regents.ohio.gov/StudentSuccess/>).

Hocking College's model of integrated outcomes-based curriculum development, general skills integration and program and institutional assessment has received state and national attention.

#### **For more information, please contact:**

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### **Kennesaw State University, Georgia** **Center for Excellence in Teaching and Learning (CETL)**

Kennesaw State University (KSU) is a public, doctorate-granting institution in Kennesaw, Georgia. In 2003, KSU established its ongoing Assurance of Learning (AOL) Initiative to enhance assessment of both general education and discipline-specific student learning outcomes within each academic degree program.

The AOL Initiative is strategically integrated with other university initiatives including Comprehensive Program Review, faculty development in the Scholarship of Teaching and Learning and the university's Quality Enhancement Plan, "Global Learning for Engaged Citizenship." The AOL Initiative is coordinated by KSU's Center for Excellence in Teaching and Learning.

Each degree program's AOL report of student learning outcomes, assessments and improvements is updated annually and published on the CETL Website ([www.kennesaw.edu/cetl/aol](http://www.kennesaw.edu/cetl/aol)).

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**Seton Hall University, New Jersey  
Stillman School of Business**

Seton Hall University is a Catholic, doctorate-granting institution in South Orange, New Jersey. The Stillman School of Business, an AACSB-accredited program, developed an innovative undergraduate assessment process with three distinct elements: pre-assessment, Sophomore and Senior Assessment Panels and post-assessment. The process includes student presentations before business professionals (assessors) and provides comprehensive and robust information on the degree to which program learning goals have been met.

The process, in place since 2000, has also been the catalyst for significant curriculum improvements. These, in turn, have positively impacted almost every aspect of business students' educational experiences at Stillman.

Stillman has a strong track record of publicly sharing its assessment process and results with all stakeholders: student participants, faculty and administrators, external assessors, Stillman alumni and peer institutions. It also assists other institutions in developing their own assurance of learning processes ([www.shu.edu/academics/business/undergraduate-assessment.cfm](http://www.shu.edu/academics/business/undergraduate-assessment.cfm)).

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## CHEA AWARD SELECTION COMMITTEE

The selection committee includes individuals from higher education institutions, accreditation organizations and the public.

- Roger Benjamin, President and Chief Executive Officer, Council for Aid to Education
- John Dill, Deputy Chancellor for Education and Professional Development, U.S. Department of Defense
- Peter Ewell, Vice President, National Center for Higher Education Management Systems
- Bret Eynon, Assistant Dean for Academic Affairs and Founding Director for the Center for Teaching and Learning, LaGuardia Community College
- Debra Humphreys, Vice President, Communications and Public Affairs, Association of American Colleges and Universities
- Laura Palmer Noone, President Emerita, University of Phoenix
- Kathleen O'Brien, Senior Vice President for Academic Affairs, Alverno College
- Jerry Trapnell, Executive Vice President and Chief Accreditation Officer, The Association to Advance Collegiate Schools of Business International
- Belle Wheelan, President, Southern Association of Colleges and Schools