

ASSESSMENT ACTIVITIES

Throughout students' educational journey, there is no single question asked with greater frequency by more members of the Bay Path community or that warrants greater consideration and effort than the question, "how are students progressing in their learning?" The central goal of assessment is to address this question through the evaluation, documentation, exchange, and reporting of the achievement of student learning outcomes.

Students know that the successful completion of a course or a term does not conclude learning and that learning is not confined to the classroom. Similarly, the responsibility for assessment does not end with the tracking of students through courses. Rather, the larger purpose of assessment is to continuously enhance the Bay Path experience by amplifying the voices and experiences of students as key sources of institutional learning. By placing students at the center of the assessment experience, student consensus readily emerges regarding the aspects of the Bay Path experience that both exceed student expectations and require attention. Consensus perspectives are highly actionable, thereby enabling Bay Path to build upon program successes and pursue improvements.

Surveys – Placing Students at the Center of the Assessment Experience

Bay Path undertakes assessment from a holistic perspective, combining analyses of student performance by faculty with student self-report information obtained via a variety of surveys (e.g., nationally normed and locally developed). Bay Path encourages students provide input through the following sample of surveys administered at Bay Path:

Advising Questionnaire

Bay Path administers this survey to all incoming traditional undergraduate students on an annual basis. Responses are used by a team of advisors to assist students in achieving their educational, personal, and career goals. A follow up survey is distributed to first year students in week four of the fall semester.

Alumni Outcomes Survey

Approximately 9 months following May commencement, Bay Path contacts alumni by email and/or phone to identify their first destination employment and/or graduate program pursuits. Through a brief series of questions, Bay Path collects information regarding their employer, position, graduate school, and program of study.

Cooperative Institutional Research Program (CIRP)

The CIRP Freshman Survey is designed for administration to incoming first-year students. Survey items address student values, peer interactions, and academic preparedness among other considerations.

Diverse Learning Environments Survey (DLE)

The Diverse Learning Environments Survey captures student perceptions regarding the institutional climate, campus practices as experienced with faculty, staff, and peers, and student learning outcomes.

Graduating Student Survey (GSS)

Graduating students across divisions complete the Graduating Student Survey prior to Commencement. The survey solicits students' perspectives and qualitative suggestions regarding the Bay Path experience and post-graduate outcomes.

National Survey of Student Engagement (NSSE)

The NSSE assesses the extent to which students engage in educational practices associated with high levels of learning and development. Information is gathered about institutional requirements and the challenging nature of coursework, perceptions of the college environment, and estimates of educational and personal growth since starting college.

Women Empowered as Learners & Leaders (WELL) Survey

Bay Path administers this survey to all traditional undergraduate students during their participation in WEL 100, the first of a brief series of courses designed to cultivate leadership and position students for career success.

Student Learning Outcomes Assessment

Assessment of student learning in academic programs, inclusive of the Core Curriculum, forms the foundation of the University's efforts to ensure that students are achieving the outcomes of a Bay Path education. Each academic program at Bay Path has articulated student learning outcomes that reflect the knowledge, skills and abilities that students are expected to possess during and at the conclusion of a course or program of study. The student learning outcomes for each program are included in this Catalog. Students' academic performance in courses, assessed in the aggregate, is summarized annually and compared to established criteria for acceptable levels of knowledge or skill acquisition. The results of these annual assessments are used by Bay Path faculty to enhance the University's curriculum and delivery of instruction.