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*Academic Excellence  
& Leadership Development*

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## Pace University's

## Assessment News

Volume 2, Issue 1

This issue of *Assessment News* is part of a joint communication, *Academic Excellence & Leadership Development*, that focuses not only on issues in assessment but on the collaboration between members and units of the Pace Academic community in support of learning, teaching, scholarship and innovation.

**Best Practices and an Alliance for Academic Excellence**

A comprehensive institution like Pace University is made of many divisions of dedicated staff, intricately woven together to provide a network of support for our faculty and students. I have the good fortune to work most closely with the teams of several vital units: The Center for Teaching, Learning and Technology (CTLT)/Pforzheimer Center for Faculty Development (PCFD), the Office of Planning, Assessment and Institutional Research (OPAIR), and the University Libraries. It is our shared vision and commitment to promote best practices in teaching and learning, technological application, research scholarship, academic leadership, and evidence-based institutional planning by forming an alliance for academic excellence at Pace. This eNewsletter is a part of our integrated communication effort under a new and larger umbrella of *Academic Excellence & Leadership Development* to incorporate our unit-based newsletters and serve as a communication tool for such an alliance.

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This inaugural issue of *Academic Excellence & Leadership Development* is led by OPAIR with an emphasis on assessment. We have intentionally kept the original title of OPAIR's newsletter in the hope to keep promoting a culture of assessment and continuous improvement throughout the University. In addition to various data collection (e.g., NSSE), benchmark analysis, and institutional assessment efforts, OPAIR is also leading the Bringing Theory to Practice Project as an important part of the University-wide effort for student success, along with various faculty surveys to help address faculty needs and enhance shared governance. By taking advantage of this joint issue, CTLT/PCFD places a call for proposals for the Faculty Institute 2011, and I strongly encourage our faculty to participate in this important event. On the other hand, faculty may find Library's piece, Swank's Digital Campus, of interest and there is a link containing more info about the resource.

With our best wishes.

**Sheying Chen, PhD**

**Associate Provost for Academic Affairs**

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## Pace University Assessment News

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## Bringing Theory to Practice Conference Day

On October 15, 2010, Pace faculty and staff braved stormy weather to attend the Bringing Theory to Practice Conference at one Pace Plaza. There the keynote speaker, Dr. Jillian Kinzie, Associate Director, Indiana University Center for Postsecondary Research and the NSSE Institute for Effective Educational Practice, shared research about high-impact teaching practices and the factors that influence student success. Her presentation focused on how institutions can ensure transformational learning experiences for their students by using high-impact, deep learning practices. Following Dr. Kinzie's presentation, a panel of Pace faculty shared their own transformational processes—both the challenges and rewards—when engaging in high-impact practice in the classroom. The panel, consisting of Jean Coppola (Seidenberg), Susan E. Gordon (Lienhard), Randi Priluck (Lubin), Jaimelee Rizzo (Dyson) and Roberta Wiener (Education) demonstrated that the adoption of high-impact practices is within the reach of all Pace faculty.

Later, an enthusiastic panel of Pace students regaled attendees with their experiences in high-impact practice courses. One student recounted her reactions as an undergraduate doing research: on her first day in the lab she thought her professor was crazy to put her among the test tubes, slides and equipment, but considering the professor's faith in her, she thought, "Why not give it a try?" Her fellow presenters corroborated her story with their own tales of initial trepidation and eventual reward. The student panel left no doubt that these high-impact practices had truly engaged the students in their learning. Both panels were followed by a luncheon and facilitated group discussion of each of the high-impact practices. Pace faculty experienced in using a high-impact practice provided information and support to other Pace faculty interested in exploring the practice.

By the end of the day, attendees had partaken in a collegial exchange of best practices, questions and ideas that emphasized a learning environment that is student-centered rather than teaching-centered. Faculty and

professional staff were invited to honestly explore the depth and quality of student learning, to identify weaknesses and to extend and strengthen the successful mechanisms of transformational learning already in place at Pace. Perhaps one takeaway message for the use of high-impact educational practices might be "Why not give it a try?"

For more information about high-impact educational practices, visit <http://www.aacu.org/leap/hip.cfm>. Our previous article about the Bringing Theory to Practice Project at Pace can be found in [Assessment News v1.2](#).

To view Dr. Jillian Kinzie's slides from the Bringing Theory to Practice conference, please click [here](#), and you may find her handouts [here](#).



Barbara Pennipede presents the Pace seal to Jillian Kinzie at the BTtoP Conference day

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## Bringing Theory to Practice Project Stipends

The Bringing Theory to Practice Conference Day was the product of nearly a year of planning, but it is not the end of the BTtoP Project at Pace University. Indeed, the conference day was intended as a forum to highlight and reinforce best practices in teaching, while potentially exposing some people to high-impact practices for the first time. The final goal for the BTtoP Project at Pace University is to establish mentoring relationships between those faculty who are experienced using high-impact practices and those faculty who would like to pilot a high-impact practice in a fall 2011 course.

High-impact educational practices in use at Pace include: capstone courses, collaborative assignments and projects, diversity/ global learning, first-year seminars, internships, learning communities, service learning, undergraduate research, and writing-enhanced courses.

Are you a high-impact practitioner who would like to share your know-how with other faculty? Or are you a faculty member who would like to expand his/her repertoire to include one of the HIEPs? The BTtoP Project at Pace invites submissions from experienced high-impact practice technicians to become mentors to faculty interested in trying high-impact practices in their classrooms. Furthermore, faculty who would like to incorporate one of these practices for the first time in a fall 2011 course also are invited to submit their names. In essence, the BTtoP at Pace Project would like to serve as “matchmaker” to both parties.

The Bringing Theory to Practice Project at Pace University has been funded in part by a grant from the American Association of Colleges and Universities/Bringing Theory to Practice Project. Thanks to additional funding from the Verizon Thinkfinity grant, we are pleased to offer stipends of **\$500** to each mentor as well as to each mentee.



For more information, please contact Barbara Pennipede, Assistant Vice President, Planning, Assessment & Institutional Research at [bpennipede@pace.edu](mailto:bpennipede@pace.edu), 914.923.2699 or Joy Tatusko, Administrative Coordinator, Planning, Assessment & Institutional Research at [jtatusko@pace.edu](mailto:jtatusko@pace.edu), 914.923.2633.

The Bringing Theory to Practice Project at Pace University is part of the national Bringing Theory to Practice Project sponsored by the American Association of Colleges and Universities. For more information, please visit

[http://www.aacu.org/bringing\\_theory/index.cfm](http://www.aacu.org/bringing_theory/index.cfm)

### Bringing Theory to Practice Project at Pace University Planning Committee:

Lisa Bardill Moscaritolo ◇ Karen Berger ◇ Jean Coppola ◇ Claudia Green ◇ Karen Hagenbeck ◇ Nira Herrmann  
Bernice Houle ◇ Anthony Joseph ◇ Constance Knapp ◇ Barbara Pennipede ◇ Marijo Russell-O'Grady  
◇ James Stenerson ◇ Joy Tatusko ◇ Joan Walker ◇ Adelia Williams-Lubitz



### Under construction: the Pace University Academic Commons

A team of faculty and staff, co-chaired by Dr. Sheying Chen and Interim CIO Matt Bonilla, has been working since fall 2010 to develop the Pace University Academic Commons, a virtual environment that compiles in one place resources useful to faculty, such as BlackBoard, Digital Commons, ePortfolios, RSS feeds, etc., while providing a professional social space for faculty as scholars through forums and blogs. View the template at <http://academiccommons.pace.edu> and send comments and suggestions to Dr. Chen at [schen@pace.edu](mailto:schen@pace.edu). The team would love to hear from you!

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## Higher Education Research Institute Faculty Survey

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*How do faculty perceive Pace University's institutional priorities?*

*How do faculty spend their time inside and outside the classroom?*

*What kinds of goals and expectations do faculty have for students?*

*What pedagogical strategies are Pace faculty using to engage students to meet those goals and expectations?*

*What are the biggest sources of stress and satisfaction among Pace University faculty?*

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These questions are being answered right now by Pace University full-time faculty who participate in the Higher Education Research Institute (HERI) Faculty Survey. This survey, sponsored through UCLA, has been administered to faculty on a nationwide basis every three years since 1989. Pace University has participated in the survey in 2004-2005 and 2007-2008. The current administration is an opportunity for Pace to collect some rich longitudinal data that can highlight differences in faculty responses over these years. For instance, in the 2007-2008 administration, the extent to which faculty were satisfied with the quality of students and clerical/administrative support was strongly related to wanting to come to Pace if beginning their career again. However, the quality of students and clerical/administrative support was not related to the career choice of becoming a college professor. Will we see a similar result when data is compiled from the 2011 Administration?

In 2007-2008, 103 full-time faculty members responded to the HERI Faculty Survey. This represented 25% of the full-time faculty at that time. 43 males (41.7%) and 59 females (57.3%) completed the survey. 57.3% identified the New York Downtown Campus as the location where most of their courses were taught; 29.1% identified the Pleasantville Campus in this way followed by 6.8% at the White Plains Graduate Center Campus; 5.8% at the White Plains Law School Campus and 1.0% at the New York Midtown Campus. The respondents reported being appointed to the following schools/college: 46.6% Dyson; 17.5% Lubin; 10.7% Seidenberg; 9.7% Lienhard; 9.7% School of Education and 5.8% Law School.

The respondents held the following ranks: Professor 39.8%; Associate Professor 33.0%; Assistant Professor 15.5%; Lecturer 7.8% and Instructor 3.9%. In responding to the question on the role of research, teaching and service in their careers, 97.1% cited teaching as essential or very important; 75.7% cited service as essential or very important and 67.9% cited research as essential or very important.

In the area of faculty teaching and student engagement, 44.7% of faculty reported team-teaching a course; 42.7% reported teaching an interdisciplinary course; 32% reported teaching an honors course; 25.2% reported teaching a service-learning course; 25.2% also reported teaching a seminar for first-year students and 35% taught a course exclusively on the Internet. Pace faculty also indicated working with undergraduates on research projects. 38.8% worked with undergraduates on a research project and 23.3% engaged undergraduates in their own research projects. Faculty were interested in developing their own teaching, with 68.9% reporting participation in a teaching enhancement workshop. 68.9% of faculty also reported developing a new course.

The HERI Survey addresses **faculty retention** at their institution through three questions. The questions and Pace faculty responses:

- During the past two years, have you considered leaving academe for another job? 36.9% replied "yes" to this question.

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## Higher Education Research Institute Faculty Survey, continued

- During the past two years, have you considered leaving this institution for another? 51.5% replied “yes” to this question.
- During the past two years, have you received at least one firm job offer? 24.3% replied “yes” to this question.

A special feature of the HERI Faculty Survey allows Pace to add 20 **local questions**. Some responses to the Pace local questions that were asked in the 2007-2008 Administration:

- 67% agree strongly or somewhat that New York and Pleasantville undergraduate program offerings should be differentiated to appeal to different audiences
- 62.1% agree strongly or somewhat that New York and Pleasantville graduate program offerings should be differentiated to appeal to different audiences
- 87.4% agree strongly or somewhat that Theory informed by practice should be a hallmark of a Pace University education
- 90.3% agree strongly or somewhat that co-op opportunities and internships should be a hallmark of a Pace University education
- 73.7% agree strongly or somewhat that Pace’s motto of *Opportunitas* is still appropriate today

The 2011 Administration also includes 20 local Pace questions that were created as a result of suggestions by faculty, the University Assessment Committee and the Provost’s Office. Participate in the HERI Faculty Survey to share your thoughts on several topics such as whether the multi-campus nature of Pace University affects faculty governance issues; whether faculty should have an opportunity to evaluate administrative leadership and Pace offices; whether you are satisfied with the annual faculty review evaluation process in your school/college and other questions specific to Pace University.

As of this writing, 62 faculty members have responded to the 2011 HERI Faculty Survey for a response rate of 14% thus far. Won’t you please join your colleagues and provide answers to meaningful Pace questions as well as the broad HERI questions that address your experiences, priorities and satisfaction with your teaching career both in general and here at Pace? Your answers are valuable and can assist Pace University in shaping its academic agenda.

The HERI Faculty Survey will be open through March 31. Please participate. If you have any questions relating to the survey, please contact Barbara Pennipede at x22699 or [bpennipede@pace.edu](mailto:bpennipede@pace.edu)

A broader summary of the 2007-2008 HERI Faculty Survey will be circulated to all faculty.

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Discussion is underway for the proposed **Center for Excellence in Academic and Pedagogical Innovation**. Led by Dr. Joseph Pastore, a team of faculty and staff is weighing the issues involved in creating a center to address the need for academic program and process innovation. In response to emerging trends in higher education, the Center would promote interdisciplinary initiatives, robust faculty development programs, and cutting-edge plans for experiential learning and professional development.

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## Swank's Digital Campus

Pace University Library, in its efforts to support teaching and learning, is currently piloting Swank's Digital Campus that legally allows students to view course-relative movies remotely. Swank's Digital Campus offers interactivity that enables faculty to create multiple lesson objectives, and highlight scenes with the time-stamped tool, drawing students' attention to specific scenes. The feature Student Notes, located below the movie frame, allows students to take notes and respond to faculty discussion points or questions while viewing the movie. Faculty can share lesson plans with each other, a plus with interdisciplinary courses.

Pace University Library is piloting Digital Campus through WALDO (Westchester Academic Library Directors Organization), the consortia through which it purchases its databases. To see and interact with Digital Campus interactive platform visit, <http://www.swankdigitalcampus.com/waldo>, use **waldo** as the login; the Pace site is customized with its logo. When you click "Create Lesson" you're presented with a blank template to create your lesson objectives and timelines. Clicking "View Lesson" presents a completed lesson plan with the edit features. Once you're satisfied with your lesson plan, you inform Medaline Philbert and she will email you the student view link for posting in your Blackboard course shell. To see the student view platform click on the poster corresponding to a View Lesson, then scroll up to copy the URL below the movie, paste it in Blackboard to view what students will see. We strongly recommend that you do not give the link to students, rather embed the link in your Blackboard course shell by going through the Control Panel. To ensure faculty do not change other faculty lesson plans, the master file will not be shared; rather the blank templates will be emailed to faculty.

To utilize this service for your courses, please contact Medaline Philbert, [mphilbert@pace.edu](mailto:mphilbert@pace.edu), 914-773-3945. Joe Seijo, [jseijo@pace.edu](mailto:jseijo@pace.edu), will assist with the Blackboard embed. If you experience technical difficulties, you're encouraged to contact the Help Desk, <http://help.pace.edu>, 914-773-3648.

## Faculty Institute 2011 Needs You!

The celebration of this year's 10th Anniversary Faculty Institute will take place on May 24th and 25th on the *New York City Campus*. This year's Institute will look back at past achievements, address current trends and look forward to where we hope to be. Day One will celebrate institutional accomplishments over the past ten years. Day Two will address the visionary trajectories that Pace anticipates will pave the way for the future of Higher Education.

The primary purpose of the Faculty Institute is to promote collaboration and create partnerships among faculty, staff, administrators and students. To help us recognize and appreciate our accomplishments and achievements, on Day One we have assembled a panel of experts to review the direction Pace, and Higher Education in general, have taken over the past ten years, including a retrospective of Pace's placement in the National Survey of Student Engagement over the past nine years. On Day Two Dr. W. Gardner Campbell, Director of Professional Development and Innovative Initiatives in the Division of Learning Technologies at Virginia Tech, will address future trends in Higher Education.

We invite and encourage your participation at this year's Faculty Institute. For Day One, we are seeking presentations that highlight and demonstrate research activities, pedagogical styles, and/or activities that have contributed to the University advancements during the past ten years. For Day Two we encourage you to submit a proposal for a presentation that demonstrates the new direction for the University or offers insight into areas that need to be addressed.

Visit the Faculty Institute 2011 site, <http://www.pace.edu/faculty-institute> for more tips and instructions for submitting a proposal. We hope to see you at Faculty Institute 2011!

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## National Survey of Student Engagement 2010 Results: Peer Comparisons

The spring 2010 administration of the National Survey of Student Engagement represented the ninth year of Pace University's participation in the NSSE. Each year, the NSSE is administered to all first-year and senior students; the 2010 response rate was a healthy 23%, with 21% of eligible first-year students and 28% of seniors responding.

The questions on the NSSE correspond to five Benchmarks of Effective Educational Practice: Active and Collaborative Learning (ACL); Level of Academic Challenge (LAC); Student-Faculty Interaction (SFI); Enriching Educational Experiences (EEE); and Supportive Campus Environment (SCE). Pace students' responses are compared to those of three different groups of peer institutions: the Urban Consortium; Carnegie Classification Peers (those classified as DRU, Doctoral Research University); and a customized group of peers. In 2010, Pace was able to select eight of its nine Metropolitan Benchmark institutions, which consist of similar private universities in metropolitan areas; the only Metropolitan peer not participating in 2010 was Northeastern University. Pace first-year students responded more positively on all five educational benchmarks than their peers in the Urban group, while Pace seniors responded more positively on the first four benchmarks and similarly on SCE. Compared to the Carnegie peer group, Pace responses were more even, with Pace seniors responding similarly on all the benchmarks except for EEE, on which Pace responded significantly more positively. The Pace first-year students responded more positively than their Carnegie peers on the SFI and EEE benchmarks, similarly on the ACL and LAC, and more negatively on SCE. The table below illustrates Pace responses versus those of the Selected NSSE 2010 Peer Group.

### Pace University's Selected NSSE 2010 Peer Group:

Adelphi University, DePaul University, Drexel University, Fordham University, Hofstra University, The New School, Seton Hall University and Saint John's University

**Table: Pace University vs. Selected NSSE 2010 Peer Group**

	Pace First-Year Students	Selected 2010 Peers FY
Active and Collaborative Learning	45.7	46.1
Level of Academic Challenge	54.5	57.7***
Student-Faculty Interaction	36.6	36.6
Enriching Educational Experiences	33.8	31.4**
Supportive Campus Environment	58.1	60.9*
	Pace Senior Students	Selected 2010 Peers SR
Active and Collaborative Learning	52.8	52.5
Level of Academic Challenge	57.6	59.4*
Student-Faculty Interaction	43.5	43.8
Enriching Educational Experiences	47.5	45.7
Supportive Campus Environment	58.2	58.1

NOTE: \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

NOTE: Green highlighted cells represent areas where Pace students responded significantly higher on average than the students in that peer group. Red highlighted cells represent areas where Pace students responded significantly lower on average than the students in that peer group.

*Continued on p.8* →

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## National Survey of Student Engagement 2010 Results: Peer Comparisons, continued

Comparisons between Pace University and the Urban Consortium peer group tend to net an “easy A” for Pace. The institutions in this group include four-year institutions from urban areas across the nation, no matter their socio-cultural and economic environments. The Carnegie Classification peers have degree offerings more similar to Pace’s, but this group represents urban, suburban and rural areas. The 2010 selected group of eight institutions allows Pace to compare itself to schools whose structures and programs we know well, and whose names appear frequently on our transfer-in and transfer-out lists. This group is more similar to Pace than any peer group ever made available on the NSSE. The Level of Academic Challenge at Pace University was rated lower by both first-year and senior Pace students than their peers rated the academic challenge at the other eight schools. What does this mean to you? What should this mean for Pace University?

**NSSE 2011 is underway! Urge your first-year and senior students to check their inboxes for the survey link!**

### NOTES AND RESOURCES

The Letters to the Editor in response to the *New York Times* January 21st article “Take a Test to Really Learn, Research Suggests” includes a response from Randi Priluck, Lubin School of Business.

<http://www.nytimes.com/2011/01/26/opinion/126test.html>



**M** **AAC&U General Education and Assessment 3.0**, March 3-5, Chicago, IL: Adelia Williams and Linda Anstendig, both of Dyson College of Arts & Sciences, and Barbara Pennipede, Planning, Assessment & Institutional Research, will chair the workshop “Using High-Impact Practices to Transform Campus Culture and Advance Integrative Learning.”

**e** **Society for Personality Assessment Annual Meeting 2011**, March 9-13, Boston, MA: John Stokes, Dyson College of Arts & Sciences, will chair a session and present “Exploration of the Mutuality of Autonomy Scale in a Pre-Adolescent Inpatient Population,” co-written with Joyce Dweck, also Dyson College of Arts & Sciences and David L. Pogge, Four Winds Hospital, Katonah and “Establishing the Psychometric Properties of the Children’s Psychiatric Symptom Rating,” co-written with Derek Nagy, Fairleigh Dickinson University and David L. Pogge, Four Winds Hospital.

**t** Brownell, J. & Swaner, L. (2010). *Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality*. Washington, DC: AAC&U Publications.

**i** Dunn, D., McCarthy, M., Baker, S., & Halonen, J. (2010). *Using Quality Benchmarks for Assessing and Developing Undergraduate Programs*. San Francisco: Jossey-Bass.



### CONTACT ASSESSMENT NEWS



Pace University’s *Assessment News* welcomes comments and suggestions. To reach the editors, please send an email to [jtatusko@pace.edu](mailto:jtatusko@pace.edu), including **Assessment News** in the subject line. Paper may be sent via interoffice mail to OPAIR/Assessment News, Dow Hall, BRC or via commercial carriers to Planning, Assessment and Institutional Research, Pace University, Dow Hall S115A, 235 Elm Road, Briarcliff Manor, NY 10510.

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