ASSESSMENT DOCUMENTATION

Designing and implementing an online system
OBJECTIVES FOR TODAY’S TALK

1. Introduce framework for implementing an online assessment documentation system
2. Raise awareness of institution-level assessment issues
3. Spark conversation within the assessment community to strengthen the culture of assessment
FRAMING THE CONVERSATION
REPORTING ASSESSMENT ACTIVITY
HOW IS ASSESSMENT ACTIVITY COLLECTED/REPORTED AT THE INSTITUTION LEVEL?

- Centralized or Decentralized
- Online documentation system
- Submitted reports about assessment activity (paper or electronic)
- Survey of assessment activity (paper or electronic)
- Component of an annual report
- Component of program review
- Only at the course level
- Other
WHY WOULD AN INSTITUTION USE AN ONLINE DOCUMENTATION SYSTEM?

- To comply with accreditation
- To centralize assessment information
- To standardize assessment information
- To facilitate assessment reporting
- Historical archive of assessment information
- Analysis of assessment activity
- To support the framework of assessment
CAL STATE FULLERTON ROLLS OUT COMPLIANCE ASSIST
Fall 2013
IMPLEMENTATION AND EXPECTATIONS

- Why did we implement Compliance Assist?
- How did we go about it?
- What did we expect?
WHAT REALLY HAPPENED?

Implementation failed!
CAL STATE FULLERTON GOES BACK TO THE DRAWING BOARD

Spring 2014
PLANNING

- Leadership
- Transparency at all levels
- Clear expectations
- Resources
- Structure
- Plan of execution
PHASE 1 EXECUTION

- Consulted
- Customized
- Cultured assessment practice
- Trained
- Evaluated
- Fine-tuned
WHAT HAPPENED?

A peek at Compliance Assist and results of our efforts
Metrics

- Users in the system: 350
- Users through training: 133
- Outcomes in Compliance Assist: 399
- Utilization rate: 68%
## Analysis of Training Practices

<table>
<thead>
<tr>
<th>Survey questions</th>
<th>Audience</th>
<th>Format</th>
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</thead>
<tbody>
<tr>
<td>Useful introduction to Compliance Assist</td>
<td>Targeted</td>
<td>Hands-on</td>
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<tr>
<td>Effective increasing knowledge of how to enter data</td>
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<td>Comfort level entering data</td>
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USER’S RESPOND

“It’s very straightforward. I’m looking forward to using the system!”

“Working hands on was very helpful.”

“Positive and relaxed introduction to it – makes it feel do-able.”

“Handouts to use back in my office.”

“Clear, straightforward, & presented in a relaxed & user-oriented manner.”

“Very informative & easy to follow!!!”
OBSERVATIONS & CHALLENGES

- Users want their hand held
- Sometimes they lack assessment proficiency
- Sometimes they just don’t get it
- Sometimes they just won’t use it
WHAT'S NEXT
Where do we go from here?
CLOSING THE LOOP AT THE INSTITUTION LEVEL

- Actually read the assessment activities
- Give gentle feedback to the individual units about their assessment practice
- Provide a summary of campus-wide assessment activities to the campus and stakeholders
- Take stock and implement improvement actions for next year
IMPLEMENTATION CONSIDERATIONS

✓ Create a strong culture of assessment
✓ Be strategic / Have a plan
✓ Get buy-in / Communicate transparently
✓ Set appropriate expectations
✓ Customize and integrate into existing practices
✓ Close the loop by using the data at campus level

In the end, it’s not about the tool you use, just that you use a thoughtful, inclusive approach to implement it with clear expectations about its function and a shared understanding of its ultimate use.
LET’S DISCUSS!

Office of Assessment & Educational Effectiveness
Jyenny Babcock, Assessment & Research Analyst
Su Swarat, Director
Academic Programs
Peter Nwosu, Associate Vice President