Assessment & Accreditation:
2016-2017 Outlook

Office of Assessment and Educational Effectiveness
Office of Academic Programs

09.07.16 | 09.08.16
Save the Dates

ASSESSMENT: Basics & Outlook

OUTLOOK

Learn details regarding upcoming WASC accreditation, assessment updates, expectations, and support
For anyone who is involved in assessment planning, implementation, reporting or oversight
Sep. 7 & Sep. 8
11:30am-1pm

BASICS:

Student Learning Outcomes
Learn how to carry out the university six-step assessment process for Student Learning Outcomes
For anyone who is new to assessment or needs a refresher, AND interested in assessing student learning
Sep. 19 & Sep. 20
11:30am-1pm

BASICS:

Performance Outcomes
Learn how to carry out the university six-step assessment process for Performance Outcomes
For anyone who is new to assessment or needs a refresher, AND interested in assessing operation effectiveness
Sep. 22 & Sep. 23
11:30am-1pm

Location & Registration Details will be sent via email soon

Lunch will be served

Office of Assessment & Educational Effectiveness
assessment@fullerton.edu  657-278-2593
Agenda

- AVPAP Remark
- Upcoming WASC Reaccreditation
- 2015-2016 Assessment Updates
- 2016-2017 Assessment Expectations & Support
WSCUC is coming

A voluntary, non-governmental, peer-based form of quality assurance at the institutional level.

To receive or reaffirm accredited status, institutions demonstrate that they are in compliance with state and federal law and meet the accrediting association’s standard (WASC 2013 Handbook)
Why do we bother

- Certification, validation, and recognition by peers
- Student and parents’ confidence in the institution
- Student ability to transfer credits
- Competitiveness in grant applications
- Eligibility for federal financing options (e.g. financial aid)
- Disciplinary accreditation ≠ University accreditation
Our history with WSCUC

Areas of Concern:
- Integrated strategic plan
- Assessment
- Student success
- Funding
Getting ready for 2019

June 2015
WASC Interim Report Review:
“The panel praised CSUF for creating a well-crafted assessment process; developing, aligning and assessing student learning outcomes; conducting robust program reviews; and integrating quality assurance procedures into the fabric of the

May 2016
WASC Mid-Cycle Report:
A comprehensive Inventory of Educational Effectiveness Indicators (IEEIs) for 37 programs was submitted

3 Core Commitments:
- Core commitment to student learning and success
- Core commitment to quality and improvement
- Core commitment to institutional integrity, sustainability, and accountability

- 2 standards and several CFTs focused on student learning and quality assurance/improvement
Example CFRs

**CFR 2.2**
All degrees - undergraduate and graduate - awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.

**CFR 2.6**
The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance.

**CFR 4.1**
The institution employs a deliberate set of quality-assurance processes...including periodic program review, assessment of student learning, and other forms of ongoing evaluation...
Emphasis on Learning Results

FROM:
Expecting programs to describe assessment processes

TO:
Asking for the results of these assessments

FROM:
Expecting programs to set standards for student learning

TO:
Asking for evidence that students achieve those standards

FROM:
Evidence that the institution acts on findings and shows improvement

TO:
Also asking “Is this good enough? How do we know?”

Adapted from M. Booth May 2015 presentation on Core Competencies
The “Big 5” Core Competencies

Critical Thinking
Information Literacy
Quantitative Reasoning
Oral Communication
Written Communication
Institution’s responsibility

- Define each competency or outcome

- Establish an institutional standard of performance at or near graduation: “Appropriately ambitious”

- Assess, (dis)aggregate findings

- Show extent to which students’ performance meets the institution’s standard of performance

- If improvement is needed, create a plan, with criteria, timeline, metrics, for judging progress

- Report to WSCUC

Adapted from M. Booth May 2015 presentation on Core Competencies
Another set of assessment?!

Awards recognize colleges that excel in assessing learning campuswide

Submitted by Doug Lederman on August 22, 2016 - 3:00am

Guest • 2 days ago

The best assessment is no assessment.
Integrate & align assessment at multiple levels

WSCUC CORE COMPETENCIES

- Critical Thinking
- Quantitative Reasoning
- Information Literacy
- Oral Communication
- Written Communication

PROGRAM OR UNIT

STUDENT LEARNING OUTCOMES

UNIVERSITY LEARNING GOALS

- Intellectual Literacy
- Critical Thinking
- Communication
- Team Work
- Community
- Global
Where We Are:
2015-2016 Updates
Institution-wide assessment

Five Divisions & the Office of the President participated in 2015-2016

- Academic Affairs
- Student Affairs
- Information Technology
- Administration and Finance
- University Advancement

- Undergraduate and graduate programs
- Library
- UEE/IPGE
- Irvine campus
- Office of Academic Programs

Assessment Report:
Due Nov. 15, 2016
(Degree programs only)

Assessment Report:
Submitted on June 30, 2016
(Also including non-degree programs in Academic Affairs)
Shared & uniform process
### 35 Non-Academic Units Submitted
2015-2016 Assessment Reports

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<th># of Units Submitted Report</th>
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2015-2016 Non-Academic Only

*Based on simple feedback for rubric items 1.1, 2.2, 2.3, 3.1, 4.2, 5.1 & 5.2.  **Step 6 is inherently reflected in longitudinal data documented in Steps 4-5.
Where We are Heading:
2016-2017 Expectations
Expectations for 2016-2017

- **Required**: One outcome per program/unit
- “Close the loop” on 15-16 outcome(s)
- **Recommended**: Re-assess one outcome

Monitor outcomes
- Develop
  - Student Learning/Program Performance Outcomes
- Identify
  - Methods & Measures
- Determine
  - Criteria for Success
- Plan & Execute
  - Improvement Actions
- Collect & Analyze
  - Data
- Document
  - Assessment Activities

Details!
- Embedded measures
- Direct & indirect measures
- Pre-determined
- One criteria per measure

Share & use results

Details!
- Irvine & online sections?
General Education (GE) assessment in 2016-2017

- GE as an integrated program
- Focus on one GE goal & upper level GE courses
- GE Faculty Learning Community
- Comparable assignments & common rubrics
- Faculty as agents to disseminate findings and determine change
Considering new processes

**Academic Affairs:**
- Explore Performance Outcomes

**Other Divisions:**
- Explore a PPR-equivalent process
Program Performance Review (PPR) as part of educational effectiveness
PPR: Required by WASC

The entire PPR process takes over 2 years:

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<th>DEC</th>
<th>JAN</th>
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<td>PPR culmination meeting</td>
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2015-2016 PPR Overview

35 Programs went through PPR in 2015-2016

19 PPRs completed with Culmination Meetings concluded

16 PPRs completed with Culmination Meetings scheduled

19 Programs scheduled for PPR in AY 14-15

16 Programs scheduled for PPR in AY 15-16
### 2014-2015 PPR Major Themes

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<td>Curriculum (42%)</td>
<td>Faculty Scholarly Productivity (42%)</td>
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<td>Class size management (42%)</td>
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<tr>
<td>Space Addition &amp; Renovation (27%)</td>
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*Reference frequency based on PPR summaries, which integrate the major discussion points of all PPR documents.*
Help & Support

**On-Campus Training & Support**
- Assessment workshops: Institution-wide or customized by unit
- Assessment Forum
- Assessment Liaisons
- Annual report feedback
- OAEE

**Off-Campus Workshops & Conferences**
- WASC workshops & annual conference
- AACU conferences & institutes
- Discipline-specific training

**Online Resources**
- [www.fullerton.edu/assessment](http://www.fullerton.edu/assessment)
Assessment Inquiry Grant

- Go beyond basic program-level assessment
- Strengthen the connection between assessment and teaching/learning
- Focus on diagnosis, improvement, and impact
- Support the scholarship of assessment
- Five $1,000 grants for 2016-2017

*More details to come soon*
## Special thanks: Assessment Liaisons

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assessment@fullerton.edu

www.fullerton.edu/assessment