Developing Assessment Outcomes

University Extended Education & International Programs

Office of Assessment and Educational Effectiveness
CSUF
03.10.15
University Strategic Plan

Implement a sustainable University-wide assessment process that includes curricular and co-curricular components.
Why do assessment...really

• To improve practice

• To inform decision-making

• To demonstrate effectiveness

• To support accountability/compliance requirements
Assessment ≠ Evaluation

to inquire, demonstrate, and improve student learning or unit performance

to determine the merit, value and worth of someone or something
Assessment ≥ Satisfaction

• Survey is one type of measure

• Customer satisfaction is one type of data

• Multiple measures: Direct + Indirect
Six-step assessment process

1. Develop Student Learning/Program Performance Outcomes
2. Identify Methods & Measures
3. Determine Criteria of Success
4. Collect & Analyze Data
5. Plan & Execute Improvement Actions
6. Document Assessment Activities

How are we documenting the assessment AND improvement activities/results?

How are we doing? How do we know?

What changes are we making? Are the changes working?

What evidence do we need to know to determine whether we are successful?

How do we use data to confirm/improve our practices?

What do we want our students to learn and/or our units to accomplish?
Today…

What do we want our students to learn and/or our units to accomplish?

Develop Student Learning/Program Performance Outcomes

How are we documenting the assessment AND improvement activities/results?

Document Assessment Activities

How are we doing? How do we know?

Identify Methods & Measures

What changes are we making? Are the changes working?

Plan & Execute Improvement Actions

What evidence do we need to know to determine whether we are successful?

Determine Criteria of Success

How do we use data to confirm/improve our practices?

Collect & Analyze Data

*Note that the examples are not meant to be ACTUAL outcomes, as they may not accurately reflect the nature of UEE/IP’s functions.
Where do outcomes come from

Institution
Division
Program/Unit
Stakeholders

Institution Mission
Institution Strategic Goals
Division Strategic Goals
Program/Unit SLOs/POs
Opinions & Feedback

Alignment
<table>
<thead>
<tr>
<th>Mission</th>
<th>Vision; Values; Philosophy</th>
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<tbody>
<tr>
<td>Goal</td>
<td>Broad statement of general aims or purpose; Program/Unit centered</td>
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<tr>
<td>Outcome</td>
<td>Specific and precise operational definition of goals; Learner/Beneficiary centered</td>
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SLO vs. PO

- SLO: Significant and essential learning that students achieve at the end of a course or program
- Knowledge; Skill; Attitude

- PO: Measurable end results or consequences of activities, services, or program
- Variety of results

SLO or PO? Depends on the nature of the outcome
Sound outcomes are...

• Learner/customer centered, not instructor/unit centered
• Aligned with division/university goals and missions
• Specific, clear and concise
• Measurable
• Discrete (no “double-barrel” statements)
• Manageable
Example outcome I

**Goal Area 1: Organizational Structure**

**Goal B: Develop systems to support mission and priorities of UEE/IP and the University**

<table>
<thead>
<tr>
<th>Step 1: Outcome - PO (HR)</th>
<th>UEE/IP units will utilize metrics-based systems to make personnel hiring decisions.</th>
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</thead>
</table>
| Step 2: Methods & Measures | - Conduct baseline study of current personnel classifications  
- Establish appropriate metrics for personnel hiring decision-making (Personnel cost/total revenue ratio, turnover rate, classification count, etc.)  
- Document the established metrics and their rationales  
- Calculate the percentage of units that utilizes the metrics to make personnel hiring decisions |
| Step 3: Criteria of Success | - Successful development of the metrics  
- 90% of the units appropriate utilize the metrics to make personnel hiring decisions |
Example outcome 2

Goal Area 2: Curriculum/Assessment

**Goal C:** Develop and begin to implement assessment plans within and across UEE/IP units

<table>
<thead>
<tr>
<th>Step 1: Outcome - SLO (ALP)</th>
<th>ALP students will demonstrate English language proficiency necessary for success in university academic activities and communities.</th>
</tr>
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</table>
| Step 2: Methods & Measures | - Conduct analysis of historical data from English 99 to identify sources of misalignment between ALP curriculum and English 99, and strategies to better prepare ALP students for English 99  
- Adjust ALP curriculum based on the data analysis results  
- Document the ALP curriculum adjustment efforts and their rationales  
- Calculate the percentage of ALP students who successfully pass English 99  
- Conduct a focus group of ALP students while they are enrolled in English 99 |
| Step 3: Criteria of Success | - Completion of adjustment to ALP curriculum to better align with English 99  
- 80% of ALP students successfully pass English 99  
- Focus group participants report that the English language preparation received in ALP is sufficient for their needs in English 99 |
# Example outcome 3

**Goal Area 3:** International Activities

**Goal D:** Enhance tracking and reporting of CSUF student engagement in international activities

<table>
<thead>
<tr>
<th>Step 1: Outcome - PO (Study Abroad)</th>
<th>The university will utilize a centralized data management system to document CSUF students’ participation in study abroad programs.</th>
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</thead>
</table>
| Step 2: Methods & Measures          | - Collaborating with colleges and IT to review and identify a database management system for the university  
                                     - Expand the utilization of the centralized data management system on campus  
                                     - Calculate the percentage of appropriate campus units that utilize the system  
                                     - Conduct annual survey of appropriate campus units to capture their experience in using the system |
| Step 3: Criteria of Success         | - 80% of appropriate campus units utilize the system  
                                     - 90% of survey respondents rate the system to be “useful” or “very useful” (on a 4-pt scale) |
**Example outcome 4**

**Goal Area 4:** Faculty and Staff Recruitment/Professional Development

**Goal B:** Clarify expectation and opportunities for professional development

<table>
<thead>
<tr>
<th>Step 1: Outcome - PO (IGP)</th>
<th>UEE/IP staff will be provided with high quality professional development opportunities that enhance engagement.</th>
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</table>
| Step 2: Methods & Measures | - Provide training programs and other professional development opportunities to all UEE/IP staff  
- Document the number of professional development opportunities provided  
- Calculate the participation rate of staff in professional development opportunities  
- Conduct satisfaction survey of UEE/IP staff after each professional development event |
| Step 3: Criteria of Success | - At least 4 high quality professional development opportunities are offered to UEE/IP staff per year  
- 60% of UEE/IP staff participate in at least 1 professional development opportunity per year  
- On average, survey respondents’ rating of the professional development events is at or above “valuable” (3.0 on a 4-pt scale) |
**Example outcome 5**

**Goal Area 5:** Budget/Finance

**Goal C:** *Complete campus partner agreements/MOUs*

<table>
<thead>
<tr>
<th>Step 1: Outcome - PO (???)</th>
<th>Appropriate campus units will be engaged in a standardized process to discuss partner agreements, and receive MOUs in a timely manner when agreement is reached.</th>
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</table>
| Step 2: Methods & Measures | - Establish a standardized process to discuss partner agreements with campus units, based on a review of current practices on campus and model practices nationwide.  
- Implement this process with appropriate campus units  
- Document the number of partner agreements/MOUs generated per year  
- Calculate the percentage of appropriate campus units that engage in this process  
- Conduct a survey of appropriate campus units to capture their perception of the effectiveness of this process |
| Step 3: Criteria of Success | - The number of partner agreements/MOUs generated increases at least 10% per year  
- 95% of appropriate campus units engage in this process  
- 80% of the survey respondents indicate the process to be “effective” or “very effective” (on a 4-pt scale) |
### Example outcome 6

**Goal Area 6: Steward of Place**

**Goal B: Identify and implement actions, programs, etc. as aligned with common goals and expertise**

<table>
<thead>
<tr>
<th>Step 1: Outcome - PO (Arboretum)</th>
<th>CSUF students will be provided with internship/experiential opportunities at the Arboretum.</th>
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<tbody>
<tr>
<td><strong>Step 2: Methods &amp; Measures</strong></td>
<td>- Reach out and engage colleges and departments in identifying, expanding, and participating in internship opportunities, through conversations, technology platforms and other approaches</td>
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<td>- Document the outreach efforts to colleges and departments</td>
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<td></td>
<td>- Document the number of internship opportunities</td>
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<td></td>
<td>- Document the number of students who participate in internship opportunities</td>
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<td></td>
<td>- Conduct a focus group of CSUF students and faculty to capture their perception of the internship opportunities provided</td>
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<tr>
<td><strong>Step 3: Criteria of Success</strong></td>
<td>- At least 2 outreach efforts per college per year</td>
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<td></td>
<td>- At least 1 internship opportunity is provided per college per year</td>
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<td></td>
<td>- At least 50 CSUF students participate in internship opportunities per year</td>
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<td></td>
<td>- Focus group respondents report that the internship opportunities are adequate to meet their needs</td>
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So many outcomes
So little time

• 5-7 outcomes per assessment cycle
• 1-2 outcomes per year (minimal requirement)
• Prioritize
Now let’s talk about your outcomes