Student Learning in the CSU: What’s Assessment Got to Do With It?
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CSU Fullerton Assessment Retreat
August 22, 2014

“My brother and I are going to start a university.”
What does the Public Think about Higher Education?

• Is Your College Degree Worth it?
  – Forbes
• Do You Really Have to go to College?
  – New York Times
• Why a College Degree May Not Be Worth It
  – US News and World Report
• Community College Grads Out-earn Bachelor’s Degrees Holders
  – CNN Money
Our Plan for Today

I. What does a college degree mean?  
   Why do we care?
II. Defining Learning Outcomes
III. Aligning Curriculum
IV. Building an Assessment System in the CSU

I. What does a college degree mean?
• Why do we care?
   – 3 reasons

1. Regional Accreditors

   Department of Education

   Western Association of Schools and Colleges

   Universities
Can We Just Opt Out of WASC?

2. Student Learning

• Assessment reflects their development both inside....
and outside of the classroom.

3. One of your Students Belongs to Me
II. Defining Learning Outcomes

A Developmental Approach

A Shift in the Focus of Teaching and Learning

Faculty Centered: Content

Student Centered: Outcomes
• Learning outcomes are the
  – Knowledge
  – Skills
  – Attitudes/Values/Predispositions

that we expect students have when they complete a college degree, a program of study, a course, or a class session.

Learning Outcomes at Different Levels

ISLOs
• Institutional Student Learning Outcomes
• completion of the degree

PSLOs
• Program Student Learning Outcomes
• completion of the program

CSLOs
• Course Student Learning Outcomes
• completion of the course
III. Aligning Curriculum

• Why can’t our students cite correctly in APA style?!!

A curriculum map helps identify gaps in the curriculum structure.

<table>
<thead>
<tr>
<th>Domain of Learning</th>
<th>Introductory Course</th>
<th>Methods Course</th>
<th>Required Course 1</th>
<th>Required Course 2</th>
<th>Required Course 3</th>
<th>Required Course 4</th>
<th>Capstone Course</th>
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<td>Introduced</td>
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<td>Reinforced</td>
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IV. Building an Assessment System in the CSU

Assessment is building the car as you are driving it.

This is what many campuses design...
But this is what we need and can afford

**Simple and Sustainable**

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Assessment

- Taking a pulse rather than making a diagnosis.
• Most efficient is to use “embedded” assessment.

• Simplify data collection – sample

• Examine the data and discuss what it means.

• **USE** the findings to improve programs.
  
  – One of the key mistakes campuses make is to collect data that goes no where.

  – Consider simple ways to spread the word about what was found.
Where does communication occur?

Revise System to Improve Communication
• Examine your system for opportunities for people to “take the information with them.”

• Schedule time to discuss what has been found and what, if anything, needs to be done.
  – 1 department meeting a year
  – 1 assessment results meeting a year to help with planning for the next year.

Student Learning in the CSU: What’s Assessment Got to Do With It?

Assessment is about assuring that our students are getting what we think is most important about their education.