ASSESSMENT 101 - "A SIX-STEP ASSESSMENT PROCESS FOR EDUCATIONAL EFFECTIVENESS" – ACADEMIC PROGRAMS

Venue: California State University at Fullerton (CSUF)
Dates: September 16-19, 2014
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Executive Consultant
Assessment and Quality Assurance Consultants (AQAC)

ICE- BREAKER

Self Introductions
Tell us a little about you:
Your name
Your designation
Your passion
Training Presentation Outline

Preamble

Key Concepts

Purposes and Levels of Assessment

CSUF Assessment of educational effectiveness Plan & Process

WASC Accreditation Standards and Assessment Requirements

CSUF University-wide Student Learning Outcomes

CSUF Systematic Six-steps Assessment Process

Assessment Activities documentation Example

Summaries, Discussions and Concluding Remarks

Workshop Expected Outcomes

Upon completion of this session, participants will:

Apply CSUF Six-steps assessment approach at their program, department, center or college levels.

Revise existing statements of student learning outcomes to ensure they are readily measurable.

Complete appropriate assessment activities documentation for their programs/centers/colleges.

Use assessment as a tool for continuous program and teaching improvement.
Preamble

We are doing it or have heard about all this before. Yes, we are the experts! And there is much that is already in place!

- Grades
- Projects, theses/dissertations
- Student self-ratings & opinions
- Persistence/graduation data
- Employment/graduate-school data
- Discipline-specific accreditation requirement reports
- Sporadic /Ad-hoc assessment conversations

Question to Consider:

Have all these silenced the public concerns about outcomes / quality of our products?

Preamble (2)

Clifford Adelman, an American expert on the Bologna Process and a senior associate at the Institute for Higher Education Policy in Washington, D.C. said:

"When U.S. colleges and universities describe what students must do to earn a degree in a specific field, they list courses, credit requirements and a minimum grade-point average," Adelman said. "They do not typically state what students with the degree should know and be able to do in ways that employers, policymakers and the public can immediately understand. We need to embrace a more comprehensive approach to defining the learning that degrees represent or risk falling further behind our global counterparts."

http://www.insideindianabusiness.com/newsitem.asp?ID=34943
Tuning Process – What do Students and Employers Need?

Key Concepts

Assessment

“Closing-the-loop”
Key Concepts (2)

Student Learning Outcome (SLO):

- Explicit statements describing the knowledge, skills, and abilities that a student will be able to demonstrate as a result or at the end of a program.
- What a student knows, thinks, is able to do during and after completing a course or program.

Purposes and Levels of Assessment

1. Improvement

2. Informational (Use to inform)

3. Effectiveness (Use to prove things are done right)

4. Accountability (Use to support)
Purposes and Levels of Assessment

Level 4: Assessing programs
Level 5: Assessing the institution

How does this happen?
- Deciding what students should learn.
- Providing evidence they learned it.

WASC Standards of Accreditation

- The institution demonstrates that its core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.
- The institution's student learning outcomes and standards of performance are developed by faculty.
WASC Standards of Accreditation (2)

- faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards. Student learning outcomes are reflected in course syllabi.

- graduates consistently achieve its stated learning outcomes and established standards of performance. Expectations for student learning are embedded in the standards that faculty use to evaluate student work.

CSUF University-wide Student Learning Outcomes

UPS 300.003 Effective Date: 1-28-13

- competence in disciplinary perspectives

- Think critically, using analytical, qualitative and quantitative reasoning

Communicate clearly, effectively, and persuasively orally in writing.
CSUF University-wide Student Learning Outcomes
UPS 300.003 Effective Date: 1-28-13

(2)

University, Fullerton, CSUF graduates will:

IV. Work effectively as a team member or leader

Evaluate differing perspectives

roles in an interdependent global community.

CSUF Systematic Six-steps Assessment Process

- Develop Student Learning Outcomes
- Identify Methods & Measures
- Determine Criteria of Success
- Collect & Analyze Data
- Plan & Execute Improvement Actions
- Document Assessment Activities
STEP 1: develop student learning outcomes (SLOs)

- Guidelines
  - “Learning Outcomes include the knowledge, skills, attitudes and habits of mind that students develop and take with them.” (Suskie, 2004, p. 96)
  - Statements of what graduates should know, be able to do, and value. (Palomba & Banta, 2001, p. 13)
  - Learning outcomes (necessary for the graduate to be successful) represent a set of competencies of the graduate achieved as a result of a total experience over a period of four (or more) years.

STEP 1: develop student learning outcomes (2)

- Review institutional, school/college mission/goals and develop student learning outcomes that are:
  - knowledge, skills, and attitudes
  - directly tied to university mission/goals statements
  - specific to the major discipline/department and aligned to improve learning.
  - inclusive of required general education (or core) competencies such as:
    - Critical thinking skills (using analytical, qualitative and quantitative reasoning)
    - Communication skills,
    - Collaboration/Team work skills
    - Differing perspectives skills / Engaging differences
    - Civic Responsibility
    - Global perspectives
STEP 1: develop student learning outcomes  (3)

- Use “active verbs that tell all parties—students, faculty, employers, policy-makers, and the general public—what students actually should do to demonstrate their mastery.” (Degree Qualifications Profile draft, November 2010)
- Use cues and action verbs in the Bloom’s Taxonomy.
- Avoid using terms like “critical thinking,” “appreciation,” “ability,” or “awareness” because these do not describe discrete activities that can inform assessment design. (Degree Qualifications Profile draft, November 2010).
- Avoid using double-barrel statements of student learning outcomes/performance outcomes.

STEP 1: Think-Pair-Share

TASK: Critique each of the following
STEP 1: develop student learning outcomes (4)

Guidelines for two commendable models:

1. **ABCD Model**
   - A for Audience: Entering Freshmen, Graduating Seniors, Graduates
   - B for Behavior: Examine, Evaluate, Write, Present orally
   - C for Condition: On an essay, given a published article, using a MS PowerPoint, using the SPSS program, Within one hour, on a written quiz
   - D for Degree: 100% accuracy, 80% of seniors, without error, Very satisfied, Strongly agree

   Example:
   90% of graduating seniors will exhibit communication competency orally and in writing by successfully completing a thesis or an oral comprehensive examination evaluated by a panel of faculty members.

2. **Bloom’s Taxonomy:**

   [Image of Bloom’s Taxonomy Revised diagram]

   Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)
STEP 1: Activity #1

Task: Refine these SLOs to ensure they are Measurable.

1.

2.

STEP 1: develop student learning outcomes (5)
**Step 1: develop student learning outcomes (6)**

- Graduates will interpret laboratory experimental results. (Intellectual Literacy)
- Graduates will apply information technology to solve problems. (Intellectual Literacy)
- Graduates will apply critical thinking skills in solving problems. (Critical Thinking)
- Graduates will adapt in a second culture by working effectively with a counterpart in that culture. (Global Perspective)
- Graduates will justify a position on a public issue and relate the position taken to alternative views within the community/policy environment. (Engaging Difference – BA/BS)
- Graduates will develop a position on a public policy question with significance in the student's own field, taking into account both scholarly and community perspectives on the issue. (Engaging Difference – MA/MSC)
- Graduates will apply logical reasoning when resolving problems. (Critical Thinking Skills – BA/BS)
- Graduates will reformulate and employ principal ideas, techniques, or methods at the forefront of field of study in the context of a project. (Critical Thinking Skills – MA/MS)
- Graduates will evaluate theories and approaches to complex problems within their major field.
Step 1: develop student learning outcomes (8)

EXAMPLES of Expected Student Learning Outcomes – Core Curriculum/By Degree

- Implement an approach to a civic issue in collaboration with others. (Collaboration/Teamwork skills - BA/BS)
- Participate in a public service activity or non-profit organization that benefits members of the community (Civic Responsibility - BS)
- Explain the implications of learning outside the classroom for his or her research skill. (Communication Skills – BA/BS)
- Articulates in writing or another medium the insights gained from the field experience. (Communication Skills – MA/MS)
- Identify critical questions about power relations as they investigate the dynamics of global transactions related to a social problem important to their field. (Global Perspectives - BA/BS)
- Interpret aspects of other cultures and countries with greater accuracy. (Global Perspectives - MA/MS)

STEP 1: develop student learning outcomes (9)

Example of Course-level and program-level outcomes

- Program: General and (fairly) stable – Students can describe how biology and behavior affect each other
- Course: Detailed and (more) variable – Students can:
  - Identify major brain structures
  - Describe how axons & synapses function
  - Describe the role of major brain structures in cognition

Curriculum Maps/Matrices - Use to connect program-level and course-level outcomes meaningful to the major.

What do your courses indicate about your program outcomes?
What do your program outcomes mean for what students should be learning in your courses?
Step 1: develop student learning outcomes (10)

Examples of Statements of Expected Student Learning Outcomes _ Discipline Specific

- Manage healthcare systems and resources.
- Apply economizing problems issues in real-life through cost-benefit analysis.
- Speak and write effectively on a subject matter in their specified field/program of study.
- Communicate verbally and in writing with patients, caregivers and other health care practitioners.
- Use media communication techniques to foster active inquiry.
- Assess the relevance and application of --- science in everyday life.
- Design and conduct experiments of … engineering processes and systems.

MINUTE QUIZ

Do tests, assignments, and grades provide evidence of lasting learning?

- Often don't focus on thinking skills.
- Simple understanding is easier to assess.
- Getting through the syllabus! – (breadth rather than depth)
- Lack of focus on lasting / lifetime learning.

Do tests, assignments, and grades provide evidence of lasting / lifetime learning?
STEP 2: Identify methods and measures

- State clearly how the learning will be measured to produce meaningful results.
- Identify what will be used to monitor/measure/gauge performance on measures of student achievement.
- The questions you seek to answer should determine the type of assessment method employed.
- Use multiple methods/perspectives to get a more balanced picture.

STEP 2: Identify methods and measures (2)

- Good assessments are reasonably accurate & truthful. (Suskie, 2004)
- Not dissertation-quality research
- Stay cost-effective.
- Goal and tool match
- Multiple kinds of measures (each has inherent strengths and weaknesses)
- Care in choosing/creating tools (need to accommodate various learning styles - writing, presentation or traditional testing)

- Avoid Re-inventing the wheel: Use information from student work samples:
  - Senior projects & Capstones
  - Student Course-based & Career Portfolios
  - Internships & Practicum feedback, Service projects
  - Theses & dissertations
STEP 2: Identify methods and measures (3)

- Direct Assessment Method/strategy
  - Involves tangible, visible observation of student learning or performance.

- Indirect Assessment Method/strategy
  - Involves less clear and less convincing evident of student learning or performance.
  - Should never be the only method employed

STEP 2: Think-Pair-Share

**TASK:** Classify as direct or indirect (5 mins)

<table>
<thead>
<tr>
<th>Methods</th>
<th>DIRECT</th>
<th>INDIRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Evaluation</td>
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<td>Supervisor/Internship Evaluations</td>
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<td>Portfolio</td>
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<td>Thesis/Dissertation</td>
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<td>Final Exam /Project</td>
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<td>Senior/Employer Survey</td>
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<td>GPA Analysis</td>
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<td>Embedded Course Assessments</td>
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<td>Licensing/Professional exams</td>
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<td>Interviews</td>
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<td>Case study</td>
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<tr>
<td>Standardized or Commercial Surveys</td>
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<tr>
<td>Standardized Exams</td>
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</tbody>
</table>
STEP 2: Identify methods and measures (4)

Examples of Direct Measures for Academic Programs

- Capstone course/projects
- Examination of student work
- Essays, papers, oral presentations
- Scholarly presentations or publications
- Portfolios
- Locally developed examinations
- Embedded Course Assessments
- Standardized exams such as ETS Major Field Achievement Tests (MFAT), ETS MAPP, CLA, California Critical Thinking Tests, GRE, LSAT, CPA etc.
- ACS area exams, ACTFL language exams, FE, PRAXIS
- Professional exams or Licensure tests

Questions for Reflection:

- Is a Rubric an assessment or testing method?
- Can a rubric serve as a reasonable alternative to administering a test of the generic skills that are being required?

STEP 2: Identify methods and measures (5)
STEP 2: Identify methods and measures (6)

Examples of Indirect (Qualitative) Measures

- Satisfaction or evaluation questionnaires / surveys (e.g. exit, employer or internship evaluations, and alumni).
- Placement analysis (graduate or professional school, employment)
- Interviews (focus group, individual, exit)
- Standardized self-ratings and opinion instruments:
  - CSS (College Senior Survey), CSEQ (College Student Experiences Questionnaire)
  - NSSE, YFCY (Your First College Year)
  - Freshmen/Sophomore Year Experience (FSYE)

Adage:

“If you didn’t document it, it never happened…”
(The clinician’s mantra)
STEP 3: determine criteria for success

Guidelines

Criteria for success is the performance standard that indicates the level of achievement necessary in order for the outcome/objective to be judged accomplished and successful.

Establishes the basis for comparison that answers the questions:

- How well something is done or a student performs in a specified activity.
- What level of performance is good enough?

STEP 3: determine criteria for success (2)

Guidelines: Six Perspectives on Criteria for Success

Suskie (2004, p. 107) identifies six perspectives, frames of reference for deciding how well something is done or a student performs.

1. Standards-based: Are your students meeting your standards?
2. Benchmarking: How do your students compare to peers?
3. Best practices: How do your students compare to the best of their peers?
4. Value-added: Are your students improving?
5. Longitudinal: Is your program improving?
6. Capability: Are your students doing as well as they can?
STEP 3: determine criteria for success (3)

- What would students' performance look like (i.e. percentages, means, or comparisons to a national standard) if they performed well?
- Define criteria/benchmarks/performance expectations (standards) in terms of:
  - The percentage of students expected to pass a specific exam (e.g. licensing exams) on the first attempt.
  - The percentage of students receiving at least a satisfactory score in criterion-referenced evaluations (e.g. practicum, internship).
  - Where comparative data are available, scoring above the 50th percentile on nationally normed tests compared to their peers.

STEP 3: determine criteria for success (4)

Examples of Criteria for Success

- The average grade on the Comprehensive Final (or Exit) Exam taken by all seniors will be no less than a "B".
- 85% of portfolios evaluated with a scoring rubric will be judged "Good" or "Very good" in Design Principles.
- The average rating score on the client satisfaction survey graded on a 5-point Likert scale will be no less than 3.
- The average alumni rating of the program's overall effectiveness will be at least 4.5 on a 5.0-point scale.
STEP 4: collect and analyze data

- Interpret the data by verifying to what extent the criteria/standard established in STEP 3 has been met.

STEP 4: collect and analyze data (2)

- where do CSUF graduates “end up”,
STEP 4: collect and analyze data (3)

Examples of **Actual Results**

- 64% of selected students scored 3.0 or better on preparation of solution of known concentration and 70% scored 3.0 or better on weighing. (course-level)
- External reviewers' evaluations indicate that 80% of students' capstone design projects graded using a scoring rubric achieved "competent" ratings on all eight evaluative criteria. (program-level)
- 60% of Biology seniors scored above the national average on the ETS Major Fields Test in Biology. (course-level)

STEP 4: collect and analyze data (4)

Examples of **Actual Results**

- 90% of Field supervisors completing **Practicum/Internship Evaluation Forms** rated interns "Average to superior range" during their practicum and/or field clinical experiences.
- **Employer Evaluation:** 80% of employers reported satisfaction with teacher candidates knowledge and practical skills when working with diverse cultural and racial diverse populations.
- **Alumni Survey:** 95% of alumni indicated above average satisfaction with communications skills they developed during their tenure as students.
- 78% of graduating seniors rated career services "very satisfactory/satisfactory" on the **Exit Survey** administered each semester as a graduation application requirement.
Examples of Actual Results – Interpretation

- Instructional effectiveness (5.97/5.28)
- Academic advising (5.82/5.28)
- Campus support services (5.55/5.03)
- Concern for the individual (5.86/5.12)
- Campus Climate (5.84/5.13)
- Recruitment and Financial Aid (4.74/4.85)

Of the six items only one (Recruitment and Financial Aid) scored below.

STEP 5: plan and execute improvement actions

- As faculty groups/committees review assessment results to identify and verify which outcomes were reached or not.
- Interpret assessment evidence critically to identify program/service strengths and weaknesses.
- If results fall short of expectation or targets are not met, delineate what processes/protocols will be followed to:
  a) ensure a better achievement of expected outcomes/results in the future cycle and
  b) guarantee improvements to the quality of the student experience.
Guidelines

Reflect on assessment results, plan and implement strategies to stimulate course, program and institutional adjustments and improvements which may include:

- revisions
- adjustments
- Additions
- deletions
- hiring decisions

Documented reports of efforts to improve programs based on the results of assessment are "telling indicators of a vital, ongoing assessment program". Otherwise, the assessment program needs improvement.

EXAMPLES

Following a careful review and interpretation of the results, which of these aspects of the learning and teaching processes warrant changes/improvements to assure student success?

- Refining the statements of outcomes
- The Curriculum
- Pedagogy
- Technical quality of measuring instruments
- Adjusting instructional methods
- Student Services processes
- Instructional Resources
STEP 5: plan and execute improvement actions (4)

Example of Strategic Response and Documented Improvement

- Interpretation of Assessment Result:
The percent of graduates demonstrating mastery of research skills continues to fall short of expectation in consecutive semesters.

- Strategic Action in Response to Results:
The research component of the program may need to be significantly modified and the assessment tool may need to be revisited and updated to ensure that it sufficiently assesses the graduates' preparation for research.

Following the modifications and confirming that the assessment tool was deficient, in spring 2007, new questions were developed to better assess the graduates' preparation.

- Documented Improvement:
In Fall 2007, 80% of students passed the exam with a grade of "B" or better.

STEP 5: Activity - Brainstorming
STEP 5: plan and execute improvement actions (5)

- Objective(s) (what is to be done)
- Strategies (how it will be done)
- Resources (who is to do it and what it will cost)
- Timelines (when it will be done - completion deadline)
- Reassessment - Implement six-step assessment

STEP 5: plan and execute improvement actions (6)

EXAMPLE of IMPROVEMENT ACTION PLAN

- Objective: Establish an acceptable minimum admission cut score.
- Strategies:
  - (1) Departmental faculty sets acceptable minimum cut score.
  - (2) Screen applications to ensure that minimum standards are met.
- Resource Implications: One part-time staff.
- Timeline:
  - Start Date: 09/2014
  - Completion Date: 12/2014
- Reassessment: Implement the six-step Assessment Process
- Impact (Subsequent Year/Semester):
  - (1) Improved retention rates: Students entering the major have stronger academic skills.
  - (2) Phased approach for increasing acceptable admission scores communicated in spring 2010.
STEP 6: document assessment and improvement activities

Guidelines:
- Documented reports of efforts to improve programs based on the results of assessment are “telling indicators of a vital, ongoing assessment program.” Otherwise, the assessment program needs improvement.
- Use the adopted institutional format for consistency.
- Decide on what to include in the documentation.
- Harness the advantages of using an electronic or web-based platform for systematic documentation.
## STEP 6: document assessment and improvement activities (3)

- **Sample Documentation formats**

  1. Evidence of Closing the Loop
  2. Tabular
  3. Electronic or web-based platform = Compliance Assist
  4. Example of Completed CSUF six-step Assessment Documentation

### Scenario of Closing the Loop - IP

<table>
<thead>
<tr>
<th>Unit/Skill</th>
<th>Criteria “Step 3”</th>
<th>2011-2012 Results “Step 4”</th>
<th>Implemented Changes “Step 5”</th>
<th>2012-2013 Reassessmen t Results “Step 4”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Skill</td>
<td>85%</td>
<td></td>
<td></td>
<td>93%</td>
</tr>
<tr>
<td>Sciences - BS</td>
<td>75%</td>
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<td>86%</td>
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<td>100%</td>
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<tr>
<td>MA/MAEd/MS</td>
<td>96%</td>
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<td>100%</td>
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</table>
CSUF ASSESSMENT OF EDUCATIONAL EFFECTIVENESS DOCUMENTATION Sample Template #1

<table>
<thead>
<tr>
<th>Excerpt(s) Citing Linkage to University Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning is preeminent at California State University, Fullerton. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Excerpt(s) Citing Linkage to University Goal(s) Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs. Objective: Increase by 25% the number of CSUF students participating in international, service learning, internship, community engagement or other innovative instructional experiences that prepare students for professional endeavors in a global society.</td>
</tr>
</tbody>
</table>

Program Mission/Goals

<table>
<thead>
<tr>
<th>Program student learning outcomes</th>
</tr>
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<tbody>
<tr>
<td>GOAL 2: Improve student persistence, increase graduation rates University-wide, and narrow the achievement gap for underrepresented students. Objective: Increase the 4-year transfer graduation rate, such that the Fall 2014 cohort is at least 10 percentage points higher than that of the Fall 2008 cohort.</td>
</tr>
</tbody>
</table>

CSUF ASSESSMENT OF EDUCATIONAL EFFECTIVENESS DOCUMENTATION Sample Template #1

<table>
<thead>
<tr>
<th>EXPECTED STUDENT LEARNING OUTCOME #1</th>
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<tbody>
<tr>
<td>Step 1</td>
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<td>Step 2</td>
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<td>Step 3</td>
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<td>Step 4</td>
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<td>Step 5</td>
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<td>Step 6</td>
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</tbody>
</table>

See handout titled "Example of Completed CSUF six-step Assessment Documentation."
Compliance Assist Documenting Results
Platform

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Summaries, Discussions and Concluding Remarks

An effective assessment program

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Summaries, Discussions and Concluding Remarks (2)

Using the CSUF six-step assessment process

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Summaries, Discussions and Concluding Remarks (3)

- Conducting assessment without using the results is a waste of time. Leverage on the information to:
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Summaries, Discussions and Concluding Remarks (4)

To be successful, the assessment process requires:

• input and consensus from all relevant stakeholders;
• deliberation and thoughtful exchanges among stakeholders over time;
• application and action by individual faculty, departmental chairs, and divisional deans;
• sharing widely and discussing the results and findings with others.

• alteration in course outcomes, outcomes, or assessment strategies to improve students’ learning outcomes in future courses.


“an act of intellectual inquiry, not just a task we have to carry out to meet the requirements of accrediting bodies.” - UVA’s President Teresa Sullivan.

WRAPPING UP

QUESTIONS:


Degree Qualifications Profile Framework of Specific Student Learning Outcomes, (November 2010 Draft)

"FAMOUS Assessment Approach" in Measuring Quality [http://applications.airweb.org/surveys/Inventory.aspx](http://applications.airweb.org/surveys/Inventory.aspx)


[http://www.famousassessment.com](http://www.famousassessment.com)
Resources

- WASC on Educational Effectiveness http://www.wascsenior.org/about/purposeofaccreditation

1. Activities Key – Steps 1&2

2. Example of Completed CSUF six-step Assessment Documentation
STEP 1: Activity #1 Key

Example of Refining SLOs to become Measurable

1. Explore critical questions about power relations in a social problem.
2. Understand the dynamics of global transactions applicable to a social problem.

Evaluation of this statement:

1. Exploration is not a measurable activity only the product of exploration would be measurable.
2. Understanding is not a measurable only a demonstration of dynamics of global transactions applicable to a social problem would be measurable.

Improved SLO:

1. Write a paper based on an in-depth exploration of the literature on power relations in a social problem.
2. Investigate the dynamics of global transactions applicable to a social problem.

STEP 2: Think-Pair-Share (KEY)

TASK: Classify as direct or indirect

<table>
<thead>
<tr>
<th>Direct (Quantitative) Assessment Methods</th>
<th>Indirect (Qualitative) Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>Course Evaluation</td>
</tr>
<tr>
<td>Capstone Course/Experience</td>
<td>Supervisor/Internship Evaluations</td>
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<tr>
<td>Thesis/Dissertation</td>
<td>Senior/Graduate Survey</td>
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<td>Final Project</td>
<td>GPA Analysis</td>
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<td>Final Exam</td>
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<tr>
<td>Embedded Course Assessments, Licensing</td>
<td>Standardized or Commercial Surveys</td>
</tr>
<tr>
<td>Professional exams</td>
<td>(NSSE, CSS, CSEQ, YFCY)</td>
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<td>Case study</td>
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<td>Standardized Exams (for Knowledge /</td>
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<tr>
<td>skills / abilities):</td>
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<td>MAPP, CAAP, BASE, CLA, CPA</td>
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<td>MFT/ACAT</td>
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<td>ACS area exams, ACTFL language exams</td>
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<td>exams, FE, PRAXIS</td>
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Example of Completed CSUF six-step Assessment Documentation

Step 1: develop student learning outcomes

- Content Knowledge. Graduates will demonstrate adequate mastery of specific content knowledge, concepts, principles, and theories of...

Step 2: identify methods and measures

- Indirect Measure(s):
  - One item of the Senior Exit Survey asks students to rate their level of satisfaction with their preparedness for future career in the field of study. Four possible choices are: Very Satisfied, Satisfied, Unsatisfied, and Very Unsatisfied.

Step 3: Determine Criteria for Success

- Direct Measure(s): In the Major Field Test in XXX, at least 70% of graduating majors will answer correctly at least half (50%) of the total of 100 questions.
- Indirect Measure(s): Responding to the Senior Exit Survey, at least 70% of the graduating seniors will indicate that they are being well prepared for professional or graduate school, or the workplace.

Example of Completed CSUF six-step Assessment Documentation

Step 4: Collect and Analyze Data

- Direct Measure(s): In the Major Field Test in XXX, 55% of graduating seniors correctly answered at least half (50%) of the total of 100 questions. With 45% of the seniors answering less than half of the questions in the subfield of the core course, ABC.
- Indirect Measure(s): 78% of the graduating seniors responding to the Senior Exit Survey, indicated that they have been well prepared for their professional/graduate school or the workplace.

- These results reveal that the criterion for Direct Measure was not met. However, the criterion for the indirect measure was met. The Major Field Test results were rather low, presumably partly because students had little incentive to take the exam seriously.

Step 5: plan and execute improvement actions

- Student performance in the Major Field Test will be connected to the grade in the core course, ABC, thereby ensuring that seniors will prepare for and take the test seriously.
- Furthermore, since students performed worst in the subfield of ABC, a curriculum analysis will be conducted to ensure that the program SLOS are embedded across the core courses and the ABC in particular. Perhaps course outcomes revisions may be necessary to assure better fit with the program learning outcomes.
Example of Completed CSUF six-step Assessment Documentation

**Step 5: plan and execute improvement actions (continued)**

- Reassessment: Implement the Six-step Assessment Process
  - on next slide

**STEP 6: document assessment and improvement activities**

Example of Completed CSUF six-step Assessment Documentation

**Step 5: EXAMPLE of IMPROVEMENT ACTION PLAN**

- Reassessment: Implement the Six-step Assessment Process