Assessment 101 - "A six-step assessment process for educational effectiveness" –
Student Affairs, Information Technology & University 
Extended Education/International Programs

Venue: California State University at Fullerton (CSUF)

Dates: September 16-19, 2014

Facilitator: Uche O. Ohia, Ph.D.
Executive Consultant
Assessment and Quality Assurance Consultants (AQAC)

ICE- BREAKER

Self Introductions
Tell us a little about you:
• Your name
• Your designation
• Your passion – assessment?

Really feels Great to be on this beautiful campus where “Learning is preeminent.”
UOHIA/Sept2014
Training Presentation Outline

- Workshop Expected Outcomes
- 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

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/units.

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

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

- Counts/volume of service
- Student self-ratings & opinions
- Point-of-service surveys
- Persistence/graduation data
- Employment data
- Process Audit requirement
- Sporadic /Ad-hoc assessment conversations

Question to Consider: Have all these silenced the public concerns about performance outcomes / quality of services?

Assessment: Questions to Address

1. How would you describe your division/department/unit contributions to the strategic goals that support the institutional mission statement?
2. Is there evidence that your clients/students are satisfied with the services you provide and programs you offer?
3. Is there a relationship between use of the support services/programs you provide and intended student outcomes?
4. Can your office/department demonstrate that its functions/ support services/programs meet accepted national professional standards and service-specific accreditation?
5. Do functions/support services/programs compare well with institutions similar to CSUF?
6. Are your student services and programs cost-effective?
Preamble (3)

- Assessment, Student affairs (DSA) and University Extended Education (UEE)/International Programs (IP) functions are compatible in that they each aim to serve the university to ensure overall student success, progression and improvement.
- DSA and UEE/IP strive to provide services, programs, resources, and facilities which assist students in defining and attaining their personal potential and educational goals and thereby supports student success in the classroom (Ramsey & Fredrick).
- Through assessment each becomes aware and is notified of the efficiencies that are achieved and areas for improvement.
- The assessment process enables link each unit/program operations to identified university’s/program student learning outcomes/development and performance outcomes.

Tuning Process – What do students and Employers Need?

Taken from http://www.luminafoundation.org/newsroom/topics/tuning-adventures-in-learning.html
Key Concepts

- **Assessment**: A process that asks important questions about student learning, unit performance and program effectiveness; gathers meaningful information about these questions; and uses the information for improvement.

- **Effectiveness**: A measure of the ability of an establishment/activity to produce a specific desired effect or result that can be quantitatively and qualitatively measured. Performing the right tasks correctly, consistent with the organization’s mission, vision, values and in support of the organization’s goals and objectives.

Key Concepts (2)

- **Program Performance Outcomes**: Explicit statements describing a measurable end result or consequence of a specific action or essential step that benefits or provides advantage to a customer.

- They are the results or impacts of services / products provided or produced in an effort to accomplish some set goals.

- They focus on what you aim for your division, program, department or unit to achieve or accomplish for its own improvement and generally driven by needs/satisfaction of your customers.
Key Concepts (3)

- “Closing-the-loop” in assessment means
  - Using assessment data/information to improve program outcomes or the effectiveness, efficiencies and quality of administrative functions, educational support services and processes.
  - Responding to challenges and leveraging on opportunities offered to confirm and improve student learning outcomes, individual unit functions, support services and educational processes.

Purposes and Levels of Assessment

Purposes of Assessment

1. **Improvement (Use to Improve)** – the assessment process should provide feedback to determine how the program, center, department, college and the university can be improved.

2. **Informational (Use to inform)** – the assessment process should inform faculty, decision-makers, stakeholders and the public of the contributions and impact of the program, center, department, college and the university.

3. **Effectiveness (Use to prove things are done right)** – the assessment process should provide evidence and demonstrate to students, faculty, staff and outsiders what the program, center, department, college and the university is accomplishing.

4. **Accountability (Use to support)** – the assessment process should provide support for campus decision-making activities such as program review, strategic planning, budget allocation, and data towards external accountability requirements such as audits and accreditation.
Purposes and Levels of Assessment

Assessment in the divisions of student affairs and UEE/IP programs guides improvements in:

- student learning outcomes and development
- program performance outcomes
- curriculum & pedagogical approaches
- Faculty / student support services at division/unit/department/office levels

WASC Standards of Accreditation

Standard 2: Achieving Educational outcomes Through Core Functions

- 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 and widely shared among faculty, students, staff, and (where appropriate) external stakeholders.
WASC Standards of Accreditation (2)

Assessment Requirements

2.4 The institution’s faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards. GUIDELINE: Student learning outcomes are reflected in course syllabi.

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

University, Fullerton, CSUF graduates will:

I. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.

II. Think critically, using analytical, qualitative and quantitative reasoning, to apply previously - learned concepts to new situations, complex challenges and everyday problems.

III. Communicate clearly, effectively, and persuasively, both orally and in writing.
University, Fullerton, CSUF graduates will:

IV. Work effectively as a team member or leader to achieve a broad variety of goals.
V. Evaluate the significance of how differing perspectives and trends affect their communities.
VI. Recognize their roles in an interdependent global community.
STEP 1: develop student learning /program performance outcomes

Guidelines

- “Learning Outcomes include the knowledge, skills, attitudes and habits of mind that students develop and take with them.” (Suskie, 2004, p. 96)
- Student learning outcomes (SLOs) are statements of what graduates should know, be able to do, and value, while performance outcomes are statements of results of activities in support of students and shared institutional goals.
- SLO describes what is necessary for the graduate to be successful.
- Performance outcomes is about identifying what needs to be done, reflecting on what has been done and how well it has been done.

STEP 1: develop student learning /program performance outcomes (2)

Guidelines

Review institutional, division, program/department/unit mission/goals and develop student learning /performance outcomes that are

- knowledge, skills, and attitudes
- directly tied to university mission/goals statements
- specific to the division, program/department and aligned to improve learning.
- inclusive of required university CORE competencies:
  - Critical thinking skills
  - Communication skills
  - Collaboration/Team work skills
  - Differing perspectives skills / Engaging differences
  - Civic Responsibility
  - Global perspectives
STEP 1: develop student learning / program performance outcomes (3)

Some Recommended Student Learning Outcomes in Student Affairs & UEE/IP programs

- **Intrapersonal development** - Understanding and appreciating human differences, ability to relate to others, establishing intimate relationships.

- **Practical competence** - Career preparation, managing one’s personal affairs, and economic self-sufficiency.

- **Civic responsibility** - Responsibilities as a citizen in a democratic society and commitment to democratic ideals. Source: Schuh & Upcraft (2001) and Upcraft (1996)

STEP 1: develop student learning / program performance outcomes (4)

Some Other Recommended Student Learning Outcomes in Student Affairs & UEE/IP programs

- Technology fluency
- Research Skills
- Leadership Skills
- Project Management skills
STEP 1: develop student learning /program performance outcomes (5)

Guidelines
- Must continuously strive to provide answers to three questions:
  1. What are we trying to accomplish?
  2. How well are we accomplishing our intended program/performance outcomes?
  3. How can we improve on our functions/services?
- Use cues and action verbs in the Bloom’s Taxonomy.
- Use “active verbs and 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 (4 mins)

TASK: Critique each of the following statements

1. Understand the complexity and dynamics of various communities...
2. Recognize the need for cultural sensitivity in living in pluralistic settings.
3. Understand and critically analyze issues of equity and fairness.
**STEP 1:** develop student learning / program performance outcomes (6)

**Guidelines – Two commendable models**

1. **ABCD Model** for Writing Performance Outcomes
   - **A for Audience**: Entering Freshmen, Graduating Seniors, Graduates
   - **B for Behavior**: complete, evaluate, rate
   - **C for Condition**: satisfaction survey, given a published article, using a MS PowerPoint, using the SPSS program, within 48 hours.
   - **D for Degree**: 100% accuracy, 80% of seniors, Very satisfied, Strongly agree.

   **Example**: Analysis of transcript of freshmen conducted at the end of the year will show that 85% obtained a 2.50 grade point average or better.

2. **Bloom’s Taxonomy**: Use the cues and action verbs illustrated in this.

---

**Bloom’s Taxonomy (Revised)**

- **Create**
- **Analyze**
- **Apply**
- **Understand – Describe, Explain**
- **Knowledge - Remember**

Based on an APA adaptation of Anderson, L.W. & Keathwold, D.R. (Eds.) (2001)
STEP 1: Activity #1 (4 mins)

**TASK:** Refine performance outcome to make it measurable

**Original Performance Outcome:** Understand and demonstrate a commitment to integrity and civility.

**Evaluation of this statement:** Fuzzy - How will you know ...?

**Improved Performance Outcome:**

STEP 1: develop student learning /program performance outcomes (7)

**Example of Refining performance outcomes to become measurable**

**Original SLO:**
- Appreciate diversity and the dynamics within and among cultures.
- Recognize network attacks from both inside and outside the campus

**Evaluation of this statement:**
- Appreciate is not a measurable activity only a demonstration or description of dynamics within and among cultures would be measurable.
- Recognize is not measurable. Describe an active response to this problem.

**Improved SLO:**
- Describe the dynamics within and among cultures in a diverse setting.
- Prevent network attacks from both inside and outside the campus.
**STEP 1: develop student learning / program performance outcomes (8)**

**Examples of Statements of student learning / program performance Outcomes.**

- Apply these theories to explain international phenomena. Increase the opportunities for on-campus job interviews for all students.
- Graduates will conduct research, interpret the data and report results with expertise.
- Financial Aid will collaborate with IT to automate application and student aid award processes.
- Produce research projects that demonstrate integrate strong writing and analytical skills.
- Detect inconsistencies in the speech of a student government representative.
- Apply knowledge of ethical and legal responsibilities in organizations and society.
- Conduct an effective panel discussion.
- Work effectively on multi-disciplinary teams to achieve design or project objectives.

---

**Step 1: develop student learning performance outcomes (9)**

**Examples of Statements of Performance Outcomes**

- Graduates will become successful leaders in the world’s global business environment.
- Assess need for mental evaluation and refer students to help resources immediately.
- Graduates will practice professional and ethical responsibility in sociology practices.
- Department will implement new practices and staff training to improve online classes delivery.
- Increase overall customer satisfaction related to cleaning by one quarter point as measured by the ACUHO-I* Benchmark Survey.
- Online program graduates will be satisfied with the support they received from the University Learning Center.
MINUTE QUIZ
Do counts of service and grades provide evidence of performance/service effectiveness?

STEP 2:
What are examples of better measures?

- Examples of effective assessment techniques for online learning include:
  - E-portfolios
  - Embedded CMS assessment tools with integrated electronic grade book

STEP 2: Identify methods and measures

Guidelines
- State clearly how the SLOs/performance outcomes will be measured to provide evidence of effectiveness.
- Identify what will be used to monitor/measure gauge performance on measures of program/service effectiveness.
- Use multiple methods/perspectives to get a more balanced picture.
- For online courses learn to convert mental models of typical assessment to one that is rich with application-based questions or scenarios, and non-traditional activities that measure more than simple recall of information.
STEP 2: Identify methods and measures (2)

Guidelines: Measure Performance Using Direct and Indirect Methods

- 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 (6 mins)

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>DIRECT</th>
<th>INDIRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Activity Log or Tracking (Threaded discussions / Efficiency)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Survey (Exit /Alumni /Course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reflective journals/Essays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Research papers/Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supervisor/Internship Evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Comprehensive Exams (Proctored)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Electronic Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Standardized instruments: (NSSE and FSYE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Case studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lab Reports/Lab Journal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Retention /Job Placement Rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Web-based questionnaire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• National Benchmark Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student competitions (internal and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**STEP 2: Identify methods and measures (4)**

**Examples of Direct Measures for Student Affairs Programs**

- Activity Logs (participation, Threaded discussions, utilization, volume, Efficiency)
- Transcript Review
- Final Project (including Group community-based)
- Essays, Research papers, Oral presentations
- Program or E-Portfolios (uses technology to evaluate student work (knowledge, skills, interests, accomplishments and achievement).
- Threaded discussions
- Student performances or productions
- Timed online tests/quizzes
- Publication of documents on the web
- Embedded Course Assessments

- Examinations(Standardized and Proctored)/Pre-/post-test/local tests
- Semester-long involvement in local or global government action
- Student competitions (internal and external)
- Case studies
- External Evaluators
- Module Assignments (Written/Weekly)
- Lab Reports/Lab Journal Exercises
- Reflective journals

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

**Examples of Indirect (Qualitative) Measures**

- Assignment grades, if not accompanied by a rubric or scoring guide
- Student Satisfaction or evaluation questionnaires / surveys (e.g. exit, employer or internship evaluations, and alumni).
- Placement analysis (graduate or professional school, employment)
- Interviews (focus groups, individual, exit, alumni)
- Course Evaluation (includes Online)
- Retention and Job Placement Rates
- Document review
- self-assessment
- peer evaluations
- **Standardized** Self-ratings and opinion instruments: CIRP, CSS (College Senior Survey), CSEQ (College Student Experiences Questionnaire), NSSE, YFCY (Your First College Year), Freshmen/Sophomore Year Experience (FSYE)
- Tracking asynchronous type of communication using discussion boards, email messages, or chat rooms
- Logs of student participation in discussion groups/chats
STEP 2: Identify methods and measures (6)

Example of Measures Description

- Advisement Satisfaction Surveys will be administered to a sample of Returning Student i.e. student-advisees who received services from Academic Advisement Center during the previous year.

- Respondents were asked to rate their advisement session; and additionally, to indicate their perceptions of the quality of services using a five-point scale (5=Very Satisfied, 4=Somewhat Satisfied, 3=Somewhat Dissatisfied, 2=Very Dissatisfied, and 1=N/A)

Use a Rubric to score writing projects/Pre-post test
A Rubric is a standardized scoring check sheet that defines the skills/competencies to be assessed with a description of each evaluation score.

- 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?

Adage:

- Measure only if you plan to use the results to improve what you do.

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

Guidelines
• *Criteria for success (also performance criteria) is the performance standard* that indicates the level of achievement necessary in order for the outcome/objective to be judged accomplished and successful.
• Define criteria/benchmarks/performance expectations (standards) in terms of
  • 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.
• 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)**

**Examples of Criteria for Success or Performance Criteria**

- At least 75% of Online MBA students will achieve an average rating of 8.0 or higher on a 10-point scale measuring knowledge of ethical and legal responsibilities in organizations and society where 10 = excellent and 1 = unacceptable.
- Participation by students and faculty in Orientation for online instruction will increase by at least 10% over the previous year.
- 95% of the respondents on the LibQUAL+ survey will indicate satisfaction with information literacy instruction.
- The average rating score on the “Athletes Support Satisfaction” survey graded on a 5-point Likert scale will be no less than 3.
- 80% of students’ portfolios evaluated by Career Services will be judged “Good” or “Very good.”
- The average alumni rating of the student advisement services’ overall effectiveness will be at least 4.5 on a 5.0-point scale.

**STEP 3: determine criteria for success (4)**

**Examples of Criteria for Success or Performance Criteria**

- Students receiving academic advisement services will indicate an eighty-five (85) percent favorable rating.
- 85% of program portfolios evaluated with a scoring rubric will be judged “Good” or “Very good” by internship supervisors.
- 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.
- Fifty (50) percent of entering FTIC general education cohorts will declare an academic major by the end of the fourth full semester of enrollment.
- Sixty percent (60%) of students enrolled in online courses will demonstrate overall competency at lower rates than students in the traditional courses.
- On the “Office of Financial Aid Customer Service satisfaction Survey,” at least 75% of students will report positive experiences when interacting with the Financial Aid staff.”
**STEP 4: collect and analyze data**

**Guidelines**
- Determine whether the data will be collected from just a representative sample or the entire targeted students.
- Interpret the data by verifying to what extent the criteria/ performance standard established in STEP 3 has been met.
- Conduct a deeper analysis to study relationships between multiple measures of an outcome/ objective.
- Carefully review the results for general trends and summarize the findings in terms of what they indicate about student learning outcomes and the quality of the students’ experiences.

**Examples of Actual Results - Direct Measures**
- Supervisors (internship reviewers’) evaluations indicate that 80 percent of students’ community projects graded using a scoring rubric achieved “competent” ratings on all eight evaluative criteria.
- **Field Supervisor Evaluation**: 80 percent of supervisors reported satisfaction with teacher candidates knowledge and practical skills when working with diverse cultural and racial diverse populations.
STEP 4: collect and analyze data (4)

Examples of Actual Results - Indirect Measures:

- Respondents were asked to rate their advisement session; and additionally, to indicate their perceptions of the quality of services using a five-point scale (5=Very Satisfied, 4=Somewhat Satisfied, 3=Somewhat Dissatisfied, 2=Very Dissatisfied, and 1=N/A)

- **Alumni Survey**: 95 percent of alumni indicated above average satisfaction with communications skills they developed during their tenure as students. The survey rating was based on a five-point scale (5=Very Satisfied, 4=Somewhat Satisfied, 3=Somewhat Dissatisfied, 2=Very Dissatisfied, and 1=N/A)

- On the **Exit Survey** administered each semester as a graduation application requirement, 78 percent of graduating seniors rated career services experiences as “very satisfactory/satisfactory”.

STEP 4: collect and analyze data (5)

Examples of Actual Results – Interpretation

The results of the Student Satisfaction Inventory (Noel-Levitz Survey): this survey are summarized below showing the item measured and the student satisfaction score for this University compared to the national grouping of comparable institutions

- 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 the set criteria.
STEP 5: plan and execute improvement actions

“Closing the Loop”: Hard questions to ask when your assessment data are in.

1. What does the data tell you about the effectiveness of services and programs you offer?
2. Has what you have done led to functional effectiveness/improvement of services and programs?
3. Is your unit meeting the standards set by the appropriate regulatory body?
4. What should be done to improve services and programs and the effectiveness of your function in support of learning?
5. Does the data suggest taking any of the following actions?
   - Redefining functional objectives/learning outcomes
   - Changing the assessment methods
   - Design/develop new processes/operational/learning strategies
   - Changing the processes/approaches to address assessment results

STEP 5: plan and execute improvement actions

Guidelines

- This step calls for **evidence of reassessment** and analysis of the results to see if the implemented changes made a difference in student learning outcomes.
- As staff groups/committee review and interpret assessment evidence critically to identify program/service strengths and weaknesses by verifying which SLO/performance outcomes were reached or not.
- 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.
  b) guarantee improvements to the quality of the student experience.
STEP 5: plan and execute improvement actions (2)

Guidelines
- Reflect on assessment results, plan and implement strategies to stimulate program, service and institutional adjustments and improvements which may include:
  - Refining or revising learning outcomes or redefining functional objectives/outcomes
  - Changing the assessment methods
  - Designing/developing new programs/processes/operational / learning strategies
  - Changing the Curriculum / pedagogical approaches and processes to address assessment results
  - Adjustments to policies
  - Additions/expansion
  - Merging/Deletions of functions/programs
  - Hiring decisions
  - Technical quality of measuring instruments
  - Adjusting instructional methods
  - Student Services processes
  - Acquisition of Instructional Resources

STEP 5: Activity - Brainstorming (5 mins.)

STEP 5: plan and execute improvement actions

1. What action plan need to be implemented to improve Recruitment and Financial Aid based on the findings from the Noel-Levitz Survey?

2. If students cite the unavailability of academic advisors as one of the primary reasons for their not receiving academic advisement, which of the following may be actions necessary to effect improvement:
   - Additional staff to reduce the number of student advisees per staff member.
   - Assign all probationary students to the academic department chair.
   - Publish tentative course offerings through the next academic year on program’s web page.
   - Implement an Electronic Student Advisement System. This system enables the students and faculty to track students’ academic career and view progression towards degree by running the degree progress report.
STEP 5: plan and execute improvement actions (4)

To achieve desirable outcomes/results, improvement action plans should delineate:

- 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 cycle
- Impact (Reassessment Results) documentation

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 5: plan and execute improvement actions (6)

Evidence of Closing the Loop
Unit of Support Service: Math Lab

Expected: 80% of users will state that their performance has increased in response to the item “How much has your performance in your mathematics class improved since you began visiting the Math Lab”.

Achieved 2012-13: 70% of users stated that their performance increased in response to the item “How much has your performance in your mathematics class improved since you began visiting the Math Lab”.

Implemented Changes:
- Professors continued to encourage students to use the Math Lab by giving them more assignments.
- Lab opening hours were made more flexible by hiring 5 more lab attendants and opening the Lab until 12 am.

Reassessment Results 2013-14: 80% of users stated that their performance increased in response to the item “How much has your performance in your mathematics class improved since you began visiting the Math Lab”.

STEP 6: document assessment and improvement activities
Guidelines: CSUF Six-Step Process

STEP 1: develop student learning outcomes aligned to the university’s student learning goals

STEP 2: identify methods and measures of assessment involving direct and indirect;

STEP 3: determine criteria for success;

STEP 4: collect and analyze data;

STEP 5: plan and execute improvement actions;

STEP 6: document assessment and improvement activities.
STEP 6: document assessment and improvement activities (2)

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
- 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 in Assessment

<table>
<thead>
<tr>
<th>Unit</th>
<th>“Step 3”</th>
<th>2012-2013 “Step 4”</th>
<th>Implemented Changes “Step 5”</th>
<th>2013-2014 “Step 4”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>Complete application processing and aid disbursement within 10 working days of submission by a student.</td>
<td>14 days</td>
<td>A comprehensive training plan was developed and delivered for Financial Aid staff</td>
<td>10 days</td>
</tr>
</tbody>
</table>
| Math Lab              | 80% of users will state that their performance has increased in response to the item “How much has your performance in your mathematics class improved since you began visiting the Math Lab”. | 70% | • Professors gave students more assignments to be done in the Math Lab.  
• Lab opening hours were made more flexible by hiring 5 more lab attendants and opening the Lab until 12 am. | 80% |
| Information Technology (IT) | No less than 78% of the respondents will give favorable ratings to IT Training Evaluation instrument items related to the effectiveness of the cyber-security workshop presentation. | 75% | Realizing and sensing the general feeling of high handedness in organizing the cyber-security initiative, the IT office formed a “Change Control Committee” drawn from across the campus to help manage, change requests, development, testing and user acceptance. | 78% |

CSUF ASSESSMENT OF EDUCATIONAL EFFECTIVENESS DOCUMENTATION Sample Template #1

Excerpt(s) Citing Linkage to University Mission Statement

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.

Excerpt(s) Citing Linkage to University Goal(s) Statements

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.

Program Mission/Goals

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.

Program student learning outcomes

1. 
2. 
3. 
4.

UC HIA/Sept2014

58
CSUF ASSESSMENT OF EDUCATIONAL EFFECTIVENESS DOCUMENTATION
Sample Template #1

EXPECTED PERFORMANCE OUTCOME #1

<table>
<thead>
<tr>
<th>Step 1</th>
<th>develop performance outcomes aligned to the university's student learning goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>identify methods &amp; measures</td>
</tr>
<tr>
<td></td>
<td>Quantitative (Direct) Measure(s)</td>
</tr>
<tr>
<td></td>
<td>Qualitative (Indirect) Measure(s)</td>
</tr>
<tr>
<td>Step 3</td>
<td>determine criteria for success</td>
</tr>
<tr>
<td></td>
<td>Quantitative (Direct) Measure(s)</td>
</tr>
<tr>
<td></td>
<td>Qualitative (Indirect) Measure(s)</td>
</tr>
<tr>
<td>Step 4</td>
<td>Collect and Analyze Data</td>
</tr>
<tr>
<td></td>
<td>Quantitative (Direct) Measure(s)</td>
</tr>
<tr>
<td></td>
<td>Qualitative (Indirect) Measure(s)</td>
</tr>
<tr>
<td>Step 5</td>
<td>plan and execute improvement actions</td>
</tr>
<tr>
<td>Step 6</td>
<td>document assessment and improvement activities</td>
</tr>
<tr>
<td></td>
<td>See handout titled &quot;Example of Completed CSUF six-step Assessment Documentation.&quot;</td>
</tr>
</tbody>
</table>

Compliance Assist Documenting
Results Platform Layout

- Plan
- Assessment
- Evidence
- Results
- Analysis
- Recommendation
Summaries and Discussions
An effective assessment program

- For an Online platform includes E-portfolios and embedded CMS assessment tools with integrated electronic grade book.
- Identifies program/service strengths and weaknesses to spur improvement.
- Is participatory and involves the input of all stakeholders - faculty, students and staff.
- Uses meaningful and multiple measures.
- Is used as a management tool.
- Values and uses the results to improve student learning, performance and processes.
- Is coordinated by a unit/one person but reviewed by a committee.
- Is comprehensive, systematic and iterative.
- Assessment is everybody’s business. As such, it is an activity that requires collegial dialogues and consensus reaching.

Summaries and Discussions (3)
Using the CSUF six-step assessment process
- ensures that the process is uniform, strategically aligned, streamlined, comprehensive, iterative, and continuous to meet internal and external demands.
- forces tying together assessment information and the planning, evaluation and the budgeting/resource allocation processes and thereby ensuring educational effectiveness.
Concluding Remarks

- An assessment plan should be implemented critically—with an eye to what works, what does not work, and what might work better—and to make changes as changes make sense.

- Conducting assessment without using the results is a waste of time. Leverage on the information to:
  - Stimulate Internal discussion.
  - Improve performance and processes.
  - Make informed decisions such as revising student support and service protocols.
  - Share the good news!
  - Plan for next year
  - Link results to program / support service planning and the budgeting process
  - Improve future assessment
  - Plan and Refine the service protocols including policies.

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 staff, directors, and vice presidents;
- sharing widely and discussing the results and findings with others.
- alteration in performance outcomes, or assessment strategies to improve future outcomes.
Resources


- **CSUF Assessment Website:**
  http://www.fullerton.edu/assessment/studentlearningassessment/activitiesresults_pass/activitiesresults.asp

- Ohia, Uche O. (March 2011). “A Model for effectively assessing student learning outcomes” in *Contemporary Issues In Education Research, Volume 4, Number 3*.


Resources


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

QUESTIONS:
Any Unanswered Questions?

Thank you for your participation!
Feel free to contact me later:
uche.ohia@gmail.com

HANDOUTS
1. Activities Key – Steps 1&2
2. Example of Completed CSUF six-step Assessment Documentation
### STEP 1: Activity #1 - Key

**Example of Refining performance outcomes to become measurable**

**Original SLO:**
- Understand and demonstrate a commitment to integrity and civility.

**Evaluation of this statement:**
- This is a double-barrel statement and understanding is not measurable (How would we know if someone understood something?). A demonstration of commitment to integrity and civility would be measurable.

**Improved SLO:**
Demonstrate a commitment to integrity and civility.

**Refined Measurable SLO:**
Acts with integrity and civility in one’s professional practices.

### 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>Pre-/post-test/local tests/Exam (Proctored)</td>
<td>Students/Alumni self evaluations</td>
</tr>
<tr>
<td>Program or E-Portfolio</td>
<td>Logs of participation/observations (number of participants, number of inquiries, reaction of participants, etc.)</td>
</tr>
<tr>
<td>Final Project /Group community-based</td>
<td>Students’ needs questionnaire</td>
</tr>
<tr>
<td>Embedded Course Assessments,</td>
<td>Students’ satisfaction/Point-of-service / Alumni/Exit survey</td>
</tr>
<tr>
<td>Module Assignments (Written/Weekly)</td>
<td>Course Evaluation</td>
</tr>
<tr>
<td>Timed Tests and Quizzes</td>
<td>Supervisor/Internship Evaluations</td>
</tr>
<tr>
<td>Case studies</td>
<td>GPA Analysis</td>
</tr>
<tr>
<td>Tracking Activity Record/Volume/Use</td>
<td>Interviews (Exit, Focus Groups, Alumni)</td>
</tr>
<tr>
<td>Log (number served/produced, Efficiency, Threaded discussions etc.)</td>
<td>Standardized instruments: (NSSE and (FSYE)</td>
</tr>
<tr>
<td>Research Papers and oral presentations</td>
<td>Retention /Job Placement Rates (and Graduation/Graduate School Enrollment</td>
</tr>
<tr>
<td>National Benchmark Studies</td>
<td></td>
</tr>
</tbody>
</table>
Example of Completed CSUF six-step Assessment Documentation

Step 1: develop student learning /program performance outcomes

- Implement new practices to improve student satisfaction with immunization process.

Step 2: identify methods and measures of assessment

**Direct Measure(s):** Review 100 electronic student records for presence of immunization documentation.

**Indirect Measure(s):** One item of the Senior Exit Survey asks students to rate their level of satisfaction with the immunization process. Four possible choices are: Very Satisfied, Satisfied, Unsatisfied, and Very Unsatisfied.

Step 3: Determine Criteria for Success

- **Direct Measure(s):** 100 students will report their ability to access immunization form electronically via point of service questionnaire.
- **Indirect Measure(s):** At least 75% of the graduating seniors responding to the Senior Exit Survey, will indicate that they are “Satisfied” with the immunization process.

**Step 4:** Collect and Analyze Data

- **Direct Measure(s):** Ninety-eight (98) percent of 100 reviewed electronic student records included completed immunization documentation.
- **Indirect Measure(s):** 78% of the graduating seniors responding to the Senior Exit Survey, indicated that they are “Satisfied” with the immunization process.

These results reveal that the criterion for Direct Measure was not met. However, the criterion for the indirect measure was exceeded.

Step 5: plan and execute improvement actions

Immunization forms were included in the new student orientation package. In addition, the health history and immunization form was made available from the campus websites of such related offices as Student Health & Counseling Center, Student Life and New Students programs.
Example of Completed CSUF six-step Assessment Documentation

Step 5: plan and execute improvement actions (continued)

The unit will implement the following an action plan to ensure continuous improvement.

**Objective:** Expand the avenues for distributing the health history and immunization forms from more campus websites

**Strategies:**
- Included the Immunization forms were the new student orientation package.
- Made available the health history and immunization form from the campus websites of Student Health & Counseling Center, Student Life Programs and New Students programs.

Resource Implications: Calls for no additional cost

Timelines (when it will be done) necessary to implement improvements to achieve desirable outcomes/results.

Reassessment: Implement the Six-step Assessment Process

**Start date** of re-assessment activities - 09/2014 - Repeat steps 1-6.

**End Date** - 08/2015 (projected completion deadline during the next cycle)

**Impact** (Subsequent Year/Semester):
1. All reviewed electronic student records included completed immunization documentation.
2. 86% of the graduating seniors responding to the Senior Exit Survey, indicated that they are “Satisfied” with the immunization process.

**STEP 6: document assessment and improvement activities** (results of reassessment/implemented improvement actions and observed improvements)
<table>
<thead>
<tr>
<th>Step</th>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>develop SLOs/performance outcomes aligned to the university's student learning goals</td>
<td>Graduates will conduct research, interpret the data and report results with expertise.</td>
</tr>
<tr>
<td>2</td>
<td>identify methods &amp; measures</td>
<td>The Graduate Program Committee examines the quality and quantity of research work performed by the student in the Course. The student is evaluated by answering oral questions posed by the faculty after the faculty has read the papers produced by the student.</td>
</tr>
<tr>
<td>3</td>
<td>determine criteria for success</td>
<td>In course XXX, all of the graduate students will successfully write an conference or journal paper for submission to a regional, national, or international conference or publication and obtain at least a grade of &quot;B&quot; from the evaluation of their work by the Graduate Program Committee.</td>
</tr>
<tr>
<td>4</td>
<td>Collect and Analyze Data</td>
<td>All Ph.D. graduate students taking the course XXX obtained at least a grade of &quot;B&quot; from the evaluation of their work by the Graduate Program Committee.</td>
</tr>
<tr>
<td>5</td>
<td>plan and execute improvement actions</td>
<td>The department decided to require graduating students enrolled in the course XXX to submit their research work to the Graduate Program Committee progressively starting with the design, the results and their interpretation, and the completed research at the end. This is expected to give graduates the opportunity to make improvements based on the feedbacks of the Graduate Program Committee along the way.</td>
</tr>
<tr>
<td>6</td>
<td>document assessment and improvement activities</td>
<td>Graduate Advisors will compare students' performance in research to determine more improvement.</td>
</tr>
</tbody>
</table>