

Examples of Steps 4-5

These examples are meant as a guide and are not intended as absolute standards or representation of perfection. Units should feel free to customize their information as necessary to their practice while working within the University framework.

Below are examples for all fields required to document assessment steps 4 through 5 in Compliance Assist for year 2014-15. Make note of the year designation in the field name. Data collected in 2014-15 should be entered into fields with 2014-2015 in the field name. Data collected in 2015-16 should be entered into fields with 2015-2016 in the field name, and so forth.

Step 4 (2014-2015): Data Collection and Analysis

Describe the data: Including when it was collected, where, size, use of sampling, type of data, assessment method (e.g. Concept Inventory, short-answer question, final project), and scoring method (e.g. instructors, semester, class, sample size, sampled 30% of students, essay question, rubric).

Describe the process: Consider how and why this measure was chosen to best capture student achievement of the outcome. Chosen by committee? Was there faculty input? What is the assessment cycle? Are rubrics developed? If so, by whom, and are they calibrated?

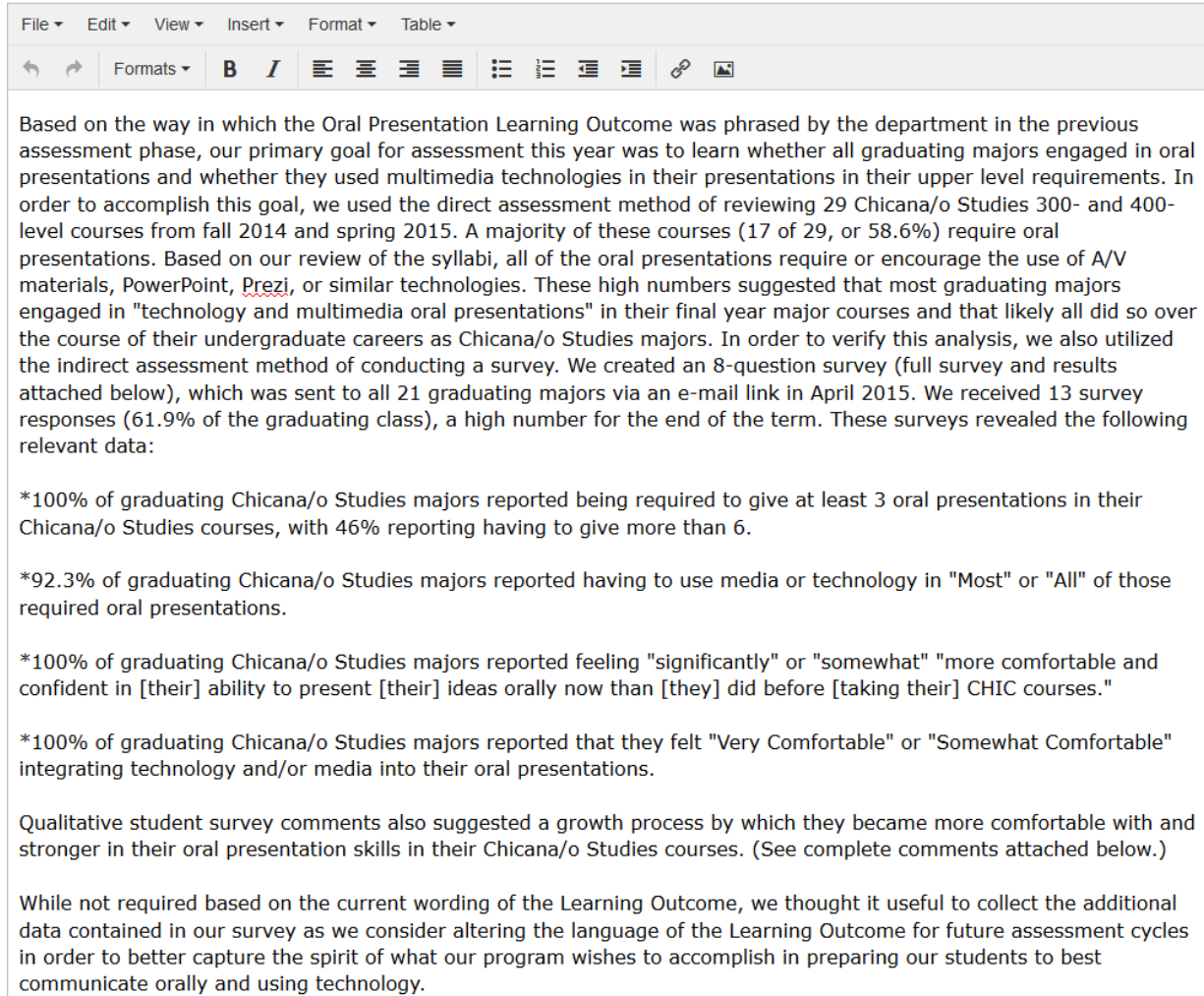
Analyze the data: Summarize the results (e.g. average class score; % of students scoring 3 out of 5 on rubric; etc.) and present your major findings. What does the evidence offer? How is the data meaningful (e.g., criteria of success were met but scores are lower than prior years; student performance is strong or weak in a certain area; etc.). Do the results answer your questions regarding students' mastery of content or application of skills for the outcome?

Attach supporting files if available.

If data were not collected in 2014-2015, indicate when data are next scheduled to be collected and mark "Not Assessed" in the Step 4 (2014-2015): Summary field.

Examples

Step 4 (2014-2015): Data Collection and Analysis



The image is a screenshot of a Microsoft Word document. At the top, there is a ribbon with tabs for File, Edit, View, Insert, Format, and Table. Below the ribbon is a toolbar with icons for undo, redo, font color, background color, bold, italic, bullet points, numbered list, decrease indent, increase indent, link, and unlink. The main body of the document contains the following text:

Based on the way in which the Oral Presentation Learning Outcome was phrased by the department in the previous assessment phase, our primary goal for assessment this year was to learn whether all graduating majors engaged in oral presentations and whether they used multimedia technologies in their presentations in their upper level requirements. In order to accomplish this goal, we used the direct assessment method of reviewing 29 Chicana/o Studies 300- and 400-level courses from fall 2014 and spring 2015. A majority of these courses (17 of 29, or 58.6%) require oral presentations. Based on our review of the syllabi, all of the oral presentations require or encourage the use of A/V materials, PowerPoint, Prezi, or similar technologies. These high numbers suggested that most graduating majors engaged in "technology and multimedia oral presentations" in their final year major courses and that likely all did so over the course of their undergraduate careers as Chicana/o Studies majors. In order to verify this analysis, we also utilized the indirect assessment method of conducting a survey. We created an 8-question survey (full survey and results attached below), which was sent to all 21 graduating majors via an e-mail link in April 2015. We received 13 survey responses (61.9% of the graduating class), a high number for the end of the term. These surveys revealed the following relevant data:

- *100% of graduating Chicana/o Studies majors reported being required to give at least 3 oral presentations in their Chicana/o Studies courses, with 46% reporting having to give more than 6.
- *92.3% of graduating Chicana/o Studies majors reported having to use media or technology in "Most" or "All" of those required oral presentations.
- *100% of graduating Chicana/o Studies majors reported feeling "significantly" or "somewhat" "more comfortable and confident in [their] ability to present [their] ideas orally now than [they] did before [taking their] CHIC courses."
- *100% of graduating Chicana/o Studies majors reported that they felt "Very Comfortable" or "Somewhat Comfortable" integrating technology and/or media into their oral presentations.

Qualitative student survey comments also suggested a growth process by which they became more comfortable with and stronger in their oral presentation skills in their Chicana/o Studies courses. (See complete comments attached below.)

While not required based on the current wording of the Learning Outcome, we thought it useful to collect the additional data contained in our survey as we consider altering the language of the Learning Outcome for future assessment cycles in order to better capture the spirit of what our program wishes to accomplish in preparing our students to best communicate orally and using technology.

Step 4 (2014-2015): Data Collection and Analysis

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The BA in Dance SLO1 data collection took place March 25 and 26 during the BA in Dance program’s 2015 Dance Major Assessments. The Freshmen, Sophomore and Junior dance majors were assessed in their Modern and Ballet technique and performance skills. All full-time dance faculty members were present during this performance evaluation. The Ballet and Modern Assessment Rubrics attached above were utilized.

The results attached below reveal that for the most part the BA in Dance program has met the 70% Meets Expectations or higher criteria of success. The Ballet Application of Technique area concerning the Technical accuracy and use of turnout/parallel, as well as, the Centering, balance, alignment and posture fell below our goal of 70%. The Modern Application of Technique area assessment of Centering, balance, alignment and posture was 64.4%. In the area of Modern Self-expression, sense of performance, concentration and focus was 64.4%.

The Senior Dance Majors who were enrolled in the highest level of Ballet and Modern Technique were assessed separately using the same rubrics. Those assessments yielded the following results:

Ballet IV students who Meet Expectations or Exceed Expectations 95%

Modern IV students who Meet Expectations or Exceed Expectations 100%

These results indicate that the training given in the program is highly effective in the successful development of our dance majors.

When comparing the assessment results of the four levels of dance majors we can see an improvement in most areas. There is a low overall percentage of 64% of Ballet I level students assessing in to level II. This can be contributed to a number of factors including the entrance level of our incoming freshman. Another number below the 70% criteria of success is at the Level III Modern students assessing into the level IV of Modern Technique. One of the factors is the variation in Modern Dance Techniques taught by the dance faculty. Although a challenge here to our assessment numbers, this aspect of our program is a strength. Our dance graduates, by studying the different Modern techniques gain a wide range of skill sets, enables them to have the versatility necessary for the profession.

Step 4 (2014-2015): Import Campus Labs Baseline Data (if applicable)

This field will import existing Campus Labs Baseline data reports. This field does not apply to many Compliance Assist users.

Step 4 (2014-2015): Summary 🔑

This field is used in university reporting and is therefore very important to complete by the assessment reporting deadline. If data are not collected in 2014-15, field should be marked “Not Assessed.” If data have been collected and analyzed, field should indicate either “Assessed and Met” or “Assessed and Not Met” as determined by the criteria for success. If data have been

collected and not analyzed yet, mark “Not Assessed”; then update the field when analysis has been completed.

Examples

Data were not collected for this outcome in 2014-2015.

Step 4 (2014-2015): Summary

This field is used in University reporting and therefore must be filled in by reporting deadline.

Data were collected and analyzed for this outcome in 2014-2015. All criteria for success were met.

Step 4 (2014-2015): Summary

This field is used in University reporting and therefore must be filled in by reporting deadline.

Data were collected and analyzed for this outcome in 2014-2015. One or more criterion for success were not met.

Step 4 (2014-2015): Summary

This field is used in University reporting and therefore must be filled in by reporting deadline.

Step 5 (2014-2015): Improvement Actions

Who interprets the overall evidence and makes recommendations (e.g. Assessment Committee, chairs)? How and with whom were the results shared? Describe what improvement actions will be implemented based on the results (e.g., revisions to curriculum, course content, etc.). If there were areas where student achievement was sufficient, could performance be enhanced? If improvement actions are needed, but have not yet been developed, explain when they will be developed and by whom (e.g. Faculty will discuss assessment results at retreat scheduled for Sept. 20-21, 2015 and report improvement actions by October 1, 2015).

Also describe how and when the outcome will be re-assessed to evaluate the effectiveness of the improvement actions taken. If the outcome status is “Assessed and Met” and no changes have

been deemed necessary, describe what steps will be taken to ensure the program will continue to meet the outcome and when outcome will be re-assessed. (e.g. Outcome expectations were met and no program changes have been proposed. Program will continue existing practices and re-assess outcome in three years.)

You may also consider improvement actions related to your assessment process. Did the results indicate any strengths or weaknesses in the process? Could data be collected differently? Is there a mechanism in place to review the assessment process?

Once improvement actions are determined, update this field.

Examples

Step 5 (2014-2015): Improvement Actions

This assessment process revealed some of the shortcomings of our Learning Outcomes. Specifically, we plan to work on the language of our Learning Outcomes, including the one on Oral Presentations assessed this year, to ensure that they are clear, measurable, discrete, and manageable. In the case of this particular outcome, we also need to re-word the Learning Outcome to make sure that it uses an active verb to encompass the desired learner-centered outcomes and also to remove the "double-barreled" focus on both technology/multimedia and oral communication.

To better gauge the language that would be helpful in re-writing this Learning Outcome, we will work on a rubric that we can use to evaluate student oral presentations. Attached below is the draft that we have developed and will continue to refine.

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Plan Item Files

[+ File](#) [+ Folder](#)


[CHIC Draft Oral Presentation Rubric](#)



Step 5 (2014-2015): Improvement Actions

Faculty will discuss assessment results at retreat scheduled for August 21, 2015 and report improvement actions by September 28, 2015. These actions will be implemented in the spring 2016 semester and assessed in Advanced Practicum classes at the end of the spring 2016 semester.

When this SLO was assessed in 2008/2009 we had similar findings (but with a lower percentage of students meeting competency). As our improvement plan, we changed the preamble to all Advanced Practicum class syllabi and instituted a focus on particular theories in each of our developmental courses. We will continue to work on application of the theories, as the student responses demonstrated that they knew the theories, but they had difficulty in giving an example of application of the theory in a professional setting.

: This is a key reporting field. Please ensure this field is completed correctly. Details regarding key reporting fields can be found in the Compliance Assist *Planning User Guide; Entering Assessment Data* at http://www.fullerton.edu/data/_resources/pdfs/assessment_reporting/CAPUG.pdf