

UNIVERSITY ASSESSMENT FORUM 4.08.22: EVALUATION RESULTS

This event is intended to update the campus community on the state of assessment at CSUF, showcase assessment best practices, and foster communication and collaboration through interdisciplinary breakout discussions.

FORUM RSVP SURVEY (N=83)

RESULTS

A majority of respondents (79%) agreed or strongly agreed that CSUF has a sustainable university wide assessment process, and 76% agreed or strongly agreed that the campus culture accepts or is friendly to assessment.

RESPONDENT FREQUENCIES

Please rate your level of agreement with the following:

1. CSUF has a sustainable university-wide assessment process that includes curricular and co-curricular components.

Strongly Agree	Agree	Disagree	Strongly Disagree
7%	72%	16%	5%

2. CSUF has a culture that accepts or is friendly to assessment.

Strongly Agree	Agree	Disagree	Strongly Disagree
12%	64%	16%	8%

FORUM EVALUATION RESPONSE RATE

Attendees: 61 / Evaluations: 19 = Response Rate: 31%

RESULTS

A majority of respondents (89%) found the forum useful or very useful for increasing their understanding of the state of assessment on campus, and 79% indicated that the forum was effective in increasing their knowledge of effective assessment practices.

RESPONDENT FREQUENCIES

1. Please rate how useful this forum is in increasing your understanding of the state of assessment on campus.

Very Useful	Useful	Of Little Use	Not Useful at All
42.0%	47.0%	11.0%	0%

2. Please rate how effective this forum is in increasing your knowledge of effective assessment practices

Very Effective	Effective	Somewhat Effective	Not Effective at All
42.0%	37.0%	10.5%	10.5%

Responses to the three questions below have been reviewed. While thematic analysis will not be conducted due to great variety of the responses, a few selected responses are shown for each question.

3. Please share one take-away that you learned today.

“Programs on campus are using assessment data to check for equity gaps. When collecting assessment data, it is possible to also collect data on identity and demographic information on students to disaggregate data on minority statuses.”

“(Validity and Reliability breakout session) was useful that the facilitators went into different types of Validity and Reliability including inter-rater reliability and test-retest reliability, and construct validity and face validity.”

“From the breakout room, and the share-out of the breakout rooms, I was able to understand some of the common themes of assessment strengths and challenges across campus.”

“Faculty across campus are now using assessment results to make real improvements in their departments.”

“Be aware of who is writing the questions to avoid biased questions and narrow questions. Biased or narrow-minded questions may have negative impacts on the data collected. Have multiple folks work on questions to endure the best data collection.”

“Assessment encourages faculty communication and collaboration.”

4. Please comment on the most valuable aspect or part of the event.

“(T)he smaller group sessions (breakouts) offer great value by allowing everyone to engage in discussion and share experience/ challenges/ opportunities with one another.”

“(T)alking with other folks on campus about dimensions/ aspects of assessment.”

“The breakout discussion - permits sharing of challenges and ideas for overcoming those challenges. It is nice to hear that exchange across colleges.”

“The most valuable aspect is hearing what others are doing across campus in the presentations and especially in the breakouts. It's both motivating and helps establish connections outside of our disciplinary silos.”

“(L)earning from others' assessment work. The reports from the assessment inquiry grants are great! Please keep this!”

5. Please comment on the least valuable aspect or part of the event.

“I recognize this is a challenging thing to address considering the number of academic affairs faculty/ staff who contribute to assessment as compared to the number of student affairs (SA) staff who conduct assessment, but judging by the number of SA staff who were present, there seemed to be a lack of representative focus on aspects and experiences of assessment which relate to SA assessment work (i.e., I got lost/ disengaged a lot when conversations were steered into sole focus of academic affairs elements (coursework/ instructional assessment, etc.), such as many of the assessment inquiry grant presentations.”

“The back to back presentations at the end, it became difficult to concentrate.”

“The extemporaneous reporting back to the whole group about the content of the breakouts isn't as valuable. The group facilitators share a lot of info in an understandably disorganized presentation, and that is much less useful than the discussions themselves. Simply having the Jamboards available after the forum to document the discussions would be more effective.”

“While most of the forum involved knowledge-based information, much of which leaned more on fundamentals of research, I would have preferred more emphasis on process tools and discussion on how to address malpractices in assessment on campus.”