

Assessing the GE Program

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What is Assessment?

“Learning is preeminent at California State University, Fullerton.”

**Student Learning Outcomes
(SLOs)**

“Assessment is the systematic collection, review, and use of qualitative and quantitative data to improve student learning and development.” (Draft UPS 300.022)

What is Assessment? (cont.)

Assessment is...	Assessment is NOT...
About student learning	About faculty performance
Focused on SLOs	Focused on institutional characteristics
Authentic introspection	Artificial process to meet accreditation
To understand the achievement of a group of students	To determine individual performance in a course
An integral part of learning & teaching	More busy work
To improve learning and teaching	To conduct program review
Collaborative process	A few people's job

What about Program Performance Review?

- Comprehensive evaluation of the program
- More summative & less frequent
- Student learning is not the only area of focus
- Practice vs. Outcome:
“What we are doing” vs. “What our students are becoming”

What is outcome-based assessment?



- Assessment objectives aligned with SLOs
- Valid & reliable evidence for specific learning outcomes
- Demonstrating use of results for improvement
- Promoting criterion-referenced assessment
- Encouraging mixed-method approach
- Encouraging authentic assessment
- Integrating formative & summative assessment

Why outcome-based assessment?

Stakeholders	Benefits
Students	<ul style="list-style-type: none">• Set & communicate high standards• Ensure students reach these standards through consistent evaluation• Ensure cohesion & coordination between courses/programs• Provide outcome-based criteria to judge courses/programs
Faculty	<ul style="list-style-type: none">• Know how much and how well students are learning• Encourage curriculum cohesion & course coordination• Facilitate interdisciplinary & intercampus discussions• Provide evidence to justify resource/funding needs
Institution	<ul style="list-style-type: none">• Demonstrate institutional commitment to “continuous improvement”• Provide data for academic & institutional strategic planning• Meet internal and external reporting needs/requirements (e.g. accreditation, system-wide reporting)

What do our faculty say?

“...gave us the time and space to think about what we want our GE students to learn and how to evaluate that.”

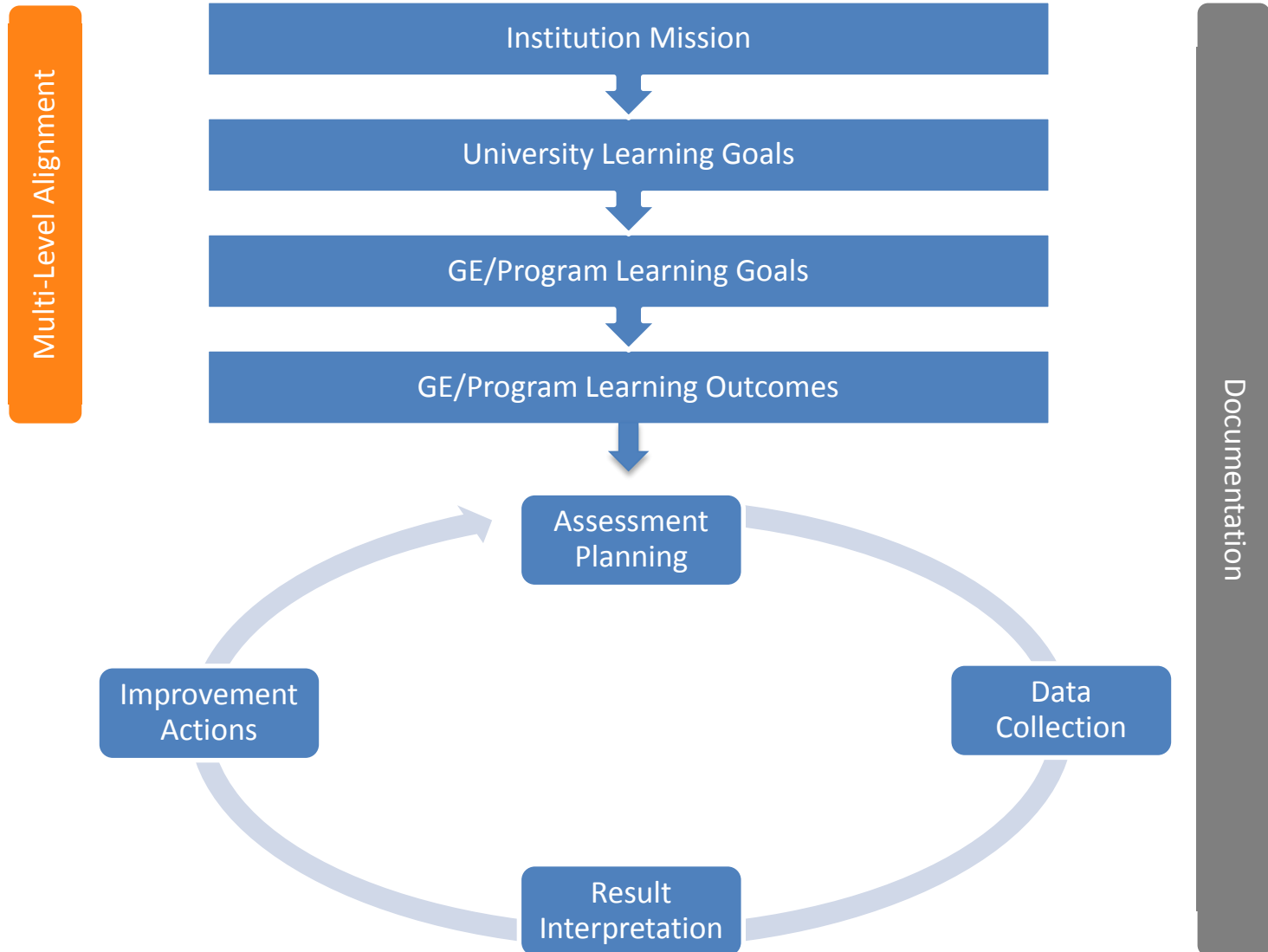


Heightened awareness of assessment challenges, and fostered collegiality



Identified gaps and appropriate improvement strategies

How to do outcome-based assessment?



How to create good learning outcomes?

- Specific & simple statements
- Clear & concise language
- Demonstrable:
 - *Handout*: Bloom's taxonomy; Active verb
- Measurable
 - Avoid “compound outcomes”
- Quality, not quantity:
 - Prioritize
 - Manageable number of SLOs
 - Sustainable overtime

Curriculum Mapping: Synergy across curriculum

SLOs accomplished collectively through multiple courses

Course	SLO 1	SLO 2	SLO 3	SLO 4
100	I, D			I
101		I		D
102	D		D	
103				D
104	D		D	
105				M
106	M		D, M	

I = Introduced; D = Developed & practiced with feedback;

M = Demonstrated at mastery level appropriate for graduation (Allen, 2006)

- Ensure cohesion & coordination between courses
- Identify curriculum gaps
- Establish longitudinal monitoring of student learning
- Provide “spiral” learning & assessment opportunities
- Create a holistic learning experience

SLO examples

Vague	Improved
<p>By the completion of the program, students will have improved their understanding of the complete research process.</p>	<p>By the completion of the program, students will be able to:</p> <ul style="list-style-type: none">• describe the standard research process• evaluate critically the quality of research by others• formulate research questions designed to test theories• formulate a complete and logical plan for data analysis• interpret research findings and draw appropriate conclusions
<p>By the end of this course, students will have a deeper appreciation of literature and literary movements in general.</p>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none">• identify and describe the major literary movements of the 20th century• perform close readings of literary texts• evaluate a literary work based on selected and articulated standards

Questions & Comments