

10 METHODS USED AT CALIFORNIA STATE UNIVERSITY, STANISLAUS TO EXAMINE INSTITUTIONAL EFFECTIVENESS
Primary Purposes and Secondary Connections for Each Method with Each of Three Goals of the Examination

<i>Ten Methods Used to Examine Institutional Effectiveness</i>	GOAL 1 Assessment of Student Learning	GOAL 2 Evaluation/Review	GOAL 3 Accountability
<p>Assessment of Student Learning—Classroom Level: <i>Methods faculty use to collect information, early and often, on how well their students are learning what they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve learning quality.</i> [Adapted from Angelo, T.A. Ten Easy Pieces: Assessing Higher Learning in Four Dimensions. In T. A. Angelo (ed.) Classroom Research: Early Lessons from Success. San Francisco: Jossey-Bass. New Directions for Teaching and Learning, no. 46, Summer 1991, pp. 17-31.]</p>	<p>* Internal—Used by individual faculty members to verify and improve student learning.</p>	<p>+ Existence of the process serves as evidence of its application. Results are not reported.</p>	<p>+ Existence of the process serves as evidence of its application. Results are not reported.</p>
<p>Assessment of Student Learning—Program Level: <i>An ongoing process aimed at understanding and improving student learning, involving (a) making our expectations explicit and public; (b) setting appropriate criteria and high standards for learning quality; (c) systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and (d) using the resulting information to improve performance.</i> [Adapted from Angelo, T.A. Reassessing (and Defining) Assessment. <i>The AAHE Bulletin</i>, 48 (2), November 1995, pp. 7-9.]</p>	<p>* Internal—Used for programmatic improvement.</p>	<p>* Internal—Connected to program review. * External—Connected to program accreditation. Summary data are reported if required.</p>	<p>+ Existence of the process serves as evidence of its application. Results are not reported; the act of using the results for program improvement is reported.</p>
<p>Assessment of Student Learning—University Level: <i>Multiple methods used by all faculty to design curricula, assignments, and assessment of student learning. Includes authentic and performance based; pedagogy systematically reviewed and revised based on assessment data</i> (WASC Framework for Educational Effectiveness, 2005) <i>Includes general education and university-wide goals addressed in curriculum and co-curriculum.</i></p>	<p>* Internal—Used for programmatic improvement *Student Learning enhancement and instructional effectiveness.</p>	<p>* Internal – Connected to university-wide assessment * External – Connected to re-accreditation. Summary data reported</p>	<p>* Existence of process serves as evidence of its application. Results reported in aggregate. * Examples of use of results for improvement of educational effectiveness are reported.</p>
<p>Evaluation of Instruction: <i>Processes used to evaluate and improve instruction, which include a contractually mandated process whereby students provide feedback on their perceptions of teaching effectiveness.</i></p>	<p>+ Internal—Used by individual faculty member.</p>	<p>* Internal—Used within departments and colleges to improve instruction, and used as required in the RPT process.</p>	<p>+ External—Aggregate data may be reported as required.</p>
<p>Academic Program Review: <i>A process to examine the effectiveness of an academic program. The APR process is applied to degree programs, stand-alone minors, General Education, and academic centers and institutes. The process provides feedback (a) to the academic unit primarily responsible for the program, (b) to the appropriate academic administrators, and (c) to external units in the form of confirmation of the existence of the APR process and in the form of summaries of the outcomes.</i></p>	<p>+ Internal—Program ASL considered. Used to support programmatic improvement.</p>	<p>* Internal—Used to verify and improve programmatic effectiveness.</p>	<p>+ External—Existence of the process serves as evidence of its application. Results are reported as required.</p>
<p>Support Unit Review: <i>A process employed to examine the operational effectiveness (strengths and weaknesses) of university administrative units or multi-unit functions.</i></p>	<p>* Internal—Process describes effect of unit/function on learning environment.</p>	<p>* Internal—Used to verify and improve effectiveness of unit/function</p>	<p>+ External—Existence of the process serves as evidence of its application. Results are reported as required.</p>
<p>Specialized Program Accreditation: <i>A process of program, unit, or discipline review where the examination of effectiveness is conducted within the context, requirements, and standards of a discipline-based accrediting body. The specialized program accreditation document and evaluation may be used in lieu of a separate academic program review process as determined by the provost.</i></p>	<p>+ Internal and External—Program ASL considered. Results are reported as required by accrediting body.</p>	<p>* External—Used to verify and improve programmatic effectiveness.</p>	<p>+ External—Presence of accredited program serves as evidence of quality</p>
<p>Institutional Accreditation: <i>The process of evaluating and improving the institutional and educational effectiveness of California State University, Stanislaus within the context, requirements, and standards of the Western Association of Schools and Colleges.</i></p>	<p>+ Internal and External—Program ASL considered. Results are reported as required by WASC.</p>	<p>* External—Used to verify and improve programmatic effectiveness.</p>	<p>* External—Presence of accreditation serves as evidence of quality.</p>
<p>Examination of Institutional Issues: <i>The process of examining emerging issues at the university level. These examinations may be generated by emerging issues in higher education, in the CSU system, or in the immediate environment of CSU Stanislaus. Identification of institutional issues may be proactive or reactive.</i></p>	<p>+ May involve Program ASL depending on issues</p>	<p>*Internal—Used to examine emerging issues.</p>	<p>+ External—Presence of function may be an element of accountability</p>
<p>Accountability/External Reports: <i>External reporting is the process of collecting and reporting data, information, and/or analysis to meet the requirements of the CSU system, state government, federal government, or other key entities for which reports must be submitted to maintain the university's ability to achieve its mission. Accountability measures include the specific set of reporting elements employed in the CSU system's accountability-reporting process.</i></p>	<p>+ External—Presence of process may be an element</p>	<p>* External—Reports as required</p>	<p>*External—Reports as required.</p>

* Primary Purposes + Secondary Connections