

California State University, Stanislaus
Summary of Dr. Mary Allen's Review of Assessment
with Action Items

Dr. Mary Allen, a nationally recognized leader in assessment of student learning and author of several textbooks on general education, conducted a review of our assessment efforts at CSU Stanislaus in Fall 2007. After three days of in-depth interviews with many groups and individuals, she issued a report organized around three broad questions. Overall, Dr. Allen indicated that CSU Stanislaus has demonstrated many excellent accomplishments and is making substantial progress in implementing assessment effectively.

Has CSU Stanislaus institutionalized assessment?

Examples of Positive Achievements

1. Substantial progress toward institutionalization.
2. Strong and multi-layered infrastructure to support assessment.
3. Widespread campus commitment to improving quality through assessment.
4. Excellent commitment to the *Principles of Assessment of Student Learning*.
5. Program Assessment Coordinators as a highly effective method for the assessment of student learning outcomes for academic programs.
6. Strong faculty leadership for assessment by the Senate Executive Committee and the Assessment of Student Learning Subcommittee.
7. Centrality of assessment of student learning in the Academic Program Review Process.
8. An emerging "culture of evidence."

Areas for Continued Development

9. Permanent fiscal investment in assigned time for Program Assessment Coordinators and Faculty Coordinator.

Action Needed:

- Review with Provost. (*Associate Vice President for Assessment and Quality Assurance and Faculty Coordinator for Assessment for Student Learning*)

Action Taken:

- Provost approved 3 WTU's of release time per academic year for each Program Assessment Coordinator through academic year 2009/10. (*Spring 2008*)

10. Immediate attention to the assessment of the general education program.

Action Needed:

- Further develop and implement assessment plans for each area. (*Faculty Director of General Education to work with the General Education Subcommittee, the Faculty Coordinator for Assessment for Student Learning, and faculty from each GE area*)

Action Taken:

- Former Chair of the General Education Subcommittee and Program Assessment Coordinators from programs in areas A1, A2, B3 and C1 drafted assessment plans for those areas. (*Summer/Fall 2007*)
- Faculty Director of General Education and the Chair of the General Education Subcommittee developed a timeline for further development of the assessment plans for each area. (*Spring 2008*)

11. Revived assessment of student learning goals for graduate education.

Action Needed:

- Revise the University-wide Graduate Assessment Plan (1997) by updating assessment methods and including timelines and action plan for each method to be presented to the Graduate Council in September 2008. (*Associate Director of the Graduate School to work with Graduate Program Coordinators and the Faculty Coordinator for the Assessment for Student Learning*)

Action Taken:

- Associate Vice President for Assessment and Quality Assurance and the Faculty Coordinator for the Assessment for Student Learning with the support of the Associate Director of the Graduate School conducted interviews with the graduate Program Coordinators. The information was gathered to update the Graduate Assessment Plan including timelines and implementation plans and review of current assessment findings. (*Spring 2008*)

12. Greater alignment of the Academic Program Review and the Student Learning Assessment processes and reporting.

Action Needed:

- Review ways to align the two processes (e.g. incorporate annual assessment reports in the Academic Program Review, required external review component). (*Assessment of Student Learning subcommittee working with the Faculty Coordinator for the Assessment for Student Learning and the Associate Vice President for Assessment and Quality Assurance*)

Action Taken:

- Assessment of Student Learning Subcommittee and the Faculty Coordinator for the Assessment for Student Learning began reviewing the alignment of the annual program assessment reports and Academic Program Review. (*Spring 2008*)

13. Greater use of external reviewers, with disciplinary and assessment expertise, in the Academic Program Review process.

Action Needed:

- Work with programs to include periodic external reviewers as part of the Academic Program Review. (*College Deans*)

14. Integration of assessment as an important service component into the recognition and personnel review processes.

Action Needed:

- Continue to encourage departments to include assessment activities in their program elaborations. (*Faculty Development Center Director and the University Retention, Promotion and Tenure committee*)
- Provide Program Assessment Coordinators with possible language for RPT files. (*Faculty Development Center Director*)

Action Taken:

- Director of the Faculty Development Center and the University Retention, Promotion and Tenure committee sent a letter encouraging departments to consider the scholarship of assessment in Retention, Promotion and Tenure elaborations. (*Spring 2008*)
- Director of the Faculty Development center meet with Program Assessment Coordinators and provided possible language to be used in departmental personnel documents. (*Spring 2008*)

15. Increased student involvement and awareness of assessment activities and outcomes.

Action Needed:

- Include the Student Body President and Executive Director of Associated Students, Inc. as members of the Assessment Leadership Team. (*Associate Vice President for Assessment and Quality Assurance*)

Do the faculty and administrators have a common understanding of their shared responsibilities and roles in assessment?

Examples of Positive Achievements

16. The roles and responsibilities for assessment were developed through shared governance and widely understood by faculty and administration.
17. Faculty respect positive support provided by the Faculty Assessment Coordinator and professionals in the Office of Assessment and Quality Assurance.

Areas for Continued Development

18. More visible leadership of the Department Chairs in involving departmental faculty in assessment activities and outcomes.

Action Needed:

- Encourage department chairs to support Program Assessment Coordinators and include assessment as a regular discussion item in departmental meetings. (*College Deans and Faculty Coordinator for the Assessment for Student Learning*)

19. Greater leadership role of the Deans for ensuring on-going assessment support.

Action Needed:

- Encourage Deans to support Program Assessment Coordinators and include assessment as a regular discussion item in college meetings. (*Provost and Faculty Coordinator for the Assessment for Student*)

Action Taken:

- Provost, Vice Provost and Associate Vice President for Assessment and Quality Assurance and the Faculty Coordinator for the Assessment for Student Learning met with the deans to discuss the organizational structure of assessment in Academic Affairs. (*Spring 2008*)

20. More visible statements of support for assessment achievements by President and Provost.

Action Needed:

- Keep the President and Provost apprised of assessment activities. (*College Deans and Associate Vice President for Assessment and Quality Assurance*)

Action Taken:

- Provost placed assessment on the Council of Deans agenda; incorporated assessment findings into College budgetary proposals; hosted a reception for Program Assessment Coordinators, deans, department chairs, and other faculty providing leadership in assessment. (*Spring 2008*)
- President and Provost to host the Third Assessment Summit in spring 2009.

Has the campus implemented assessment effectively?

Examples of Positive Achievements

21. Faculty recognition of their role in leading assessment of their academic programs.
22. Positive momentum, with Assessment Council and Program Assessment Coordinators deserving credit for much of the progress related to academic programs.
23. Websites as repository for assessment efforts.
24. Assessment Leadership Team for understanding institution-wide assessment efforts and use in institutional improvement.
25. Support Unit Review Process for non-instructional units linked to student learning/success.

Areas for Continued Development

26. Increased understanding of assessment for College committees that provide feedback on Academic Program Reviews.

Action Needed:

- Include faculty with program/university-wide assessment experience on curriculum committees. (*College Deans and Department Chairs*)

27. Development of multi-year plans that cycle through outcomes over a 4-5 year period.

Action Needed:

- Continue working with Program Assessment Coordinators as they work with their departments to revise/create assessment plans which assessment outcomes over a multi-year schedule. (*Faculty Coordinator for the Assessment for Student Learning and College Deans*)

28. Faculty development support for assessment, with special expertise provided by the Faculty Development Director.

Action Needed:

- Provide workshops on assessment. (*Faculty Development Director*)
- Provide resources for faculty to attend assessment workshops. (*College Deans and Office of Assessment and Quality Assurance*)

Action Taken:

- Assessment workshops conducted by the Faculty Development Director, Faculty Coordinator for Assessment for Student Learning, Program Assessment Coordinators, other knowledgeable faculty members and invited guest speakers. (*Spring 2008*)

29. Provision of institutional data by the Office of Institutional Research and increased use of institutional research data by faculty and governance groups for assessment purposes.

Action Needed:

- Make data findings more available to faculty, establish schedule for distribution of institutional research data for discussion by specified groups and track resulting actions. (*Director of the Office of Institutional Research*)