

California State University, Stanislaus
**Organization of Assessment
in Academic Affairs**

OVERVIEW

This document provides a description of how assessment for student learning is organized within Academic Affairs at California State University, Stanislaus. The primary purpose of assessment is to improve student learning. Whether assessing individual courses, programs, departments, or colleges the goal is to promote student learning based on the goals reflected in the University's mission.

USES

The results of assessing student learning help to inform faculty, programs, or colleges of what information students have successfully acquired and understood as well as which areas of learning students require further support. Assessing student learning can highlight how effectively and efficiently faculty, department, and colleges are fulfilling their missions.

Specifically, assessing student learning can provide information to help inform:

- a climate of caring and student engagement;
- curriculum changes;
- pedagogy;
- educational policies and practices;
- student support services;
- budgeting;
- and staffing.

PROVOST & VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Provost provides vigorous leadership, encourages and supports the development and implementation of program- and college-level assessment efforts.

ASSOCIATE VICE PRESIDENT FOR ASSESSMENT AND QUALITY ASSURANCE

The primary purpose of the Associate Vice President for Assessment and Quality Assurance is to provide positive leadership in the coordination of university-wide efforts related to improving student learning and educational effectiveness. Chairs the Assessment Leadership Team.

OFFICE OF ASSESSMENT AND QUALITY ASSURANCE

Under the auspices of the Vice Provost and Associate Vice President for Assessment and Quality Assurance the office:

1. Serves as a resource for the university community in our efforts collective commitment to quality.
2. Operates in accordance with values of the university with regard to assessment and evaluation, including the university's principles for the assessment of student learning and the commitment to assessment/evaluation for quality improvement.
3. Supports each academic and administrative unit's efforts to develop and evaluate learning goals and unit effectiveness as each contributes to the university's commitment to quality.
4. Provides information resources that enable the university community to improve its assessment processes and use of the results for quality improvement.

5. Communicates broadly the university's assessment program -- its goals, accomplishments, and use of results for enhancement of learning and institutional improvement.
6. Documents the university's commitment to institutional quality based on its assessment efforts and to provide summary reports to internal and external groups.
7. Provides leadership for ensuring compliance with WASC accreditation standards related to assessment of learning, educational effectiveness, and institutional quality.

DIRECTOR, FACULTY DEVELOPMENT CENTER

The Faculty Development Center Director is responsible for encouraging and supporting faculty efforts for promoting and assessing student learning by:

1. Promoting, educating and advocating for faculty assessment of student learning at the classroom and program level.
2. Designing and supporting faculty development assessment activities.
3. Enhancing faculty expertise in assessing student learning.

OFFICE OF ASSESSMENT FOR STUDENT LEARNING

In conjunction with the university's mission to foster a "learning-centered environment," the Office for the Assessment of Student Learning was established to support faculty in their assessment of student achievement.

Assessment is not the goal...Learning is! The mission for the Office of Assessment for Student Learning is "to assist faculty in improving student learning through the effective use of assessment." The primary concern of this office is with assessment of student learning at the individual course, program, department and university level to promote learning. The focus is on formative, rather than summative assessment.

FACULTY COORDINATOR FOR THE ASSESSMENT FOR STUDENT LEARNING

The role of the coordinator is to enhance student learning, classroom teaching innovation, research investigations, and formal and informal assessment that demonstrates student academic achievement. Additionally, the coordinator encourages professional development through participation in the Faculty Development Center's programs. The coordinator provides leadership for the faculty-driven assessment of student learning.

1. Prepare and disseminate materials to assist faculty and departments in the development of effective, meaningful, and manageable strategies for the assessment of student learning;
2. Work with faculty to create an understanding of how assessment informs instruction and guides classroom teaching;
3. Assist Program Assessment Coordinators and department faculty in developing effective and manageable assessment of student learning activities;
4. Convene the Assessment Council (AC) which is comprised of the Program Assessment Coordinators (PACs);
5. Assist departments undertaking academic program reviews by providing strategies and processes for assessment of student learning;
6. Work with the Institutional Research Office to facilitate support of faculty in assessment of student learning;
7. Provide workshops or related activities to disseminate information about effective instructional practices and/or assessment practices as related to improving student learning;

8. Serve as a liaison from the Faculty Center for Excellence in Teaching and Learning with the UEPC Assessment of Student Learning Subcommittee, Assessment Leadership Team (ALT), or other appropriate governance committees;
9. Work with the Director of the Faculty Center for Excellence in Teaching and Learning and faculty groups to define further the integration and assessment of the GE goals in classroom instruction;
10. Work with the Graduate Council in the reimplementation of academic assessment;
11. Keep campus community abreast of pertinent assessment news by working with the Office of Assessment and Quality Assurance;
12. Ensure alignment of campus assessment initiatives with the WASC reaccreditation standards and their emphasis on assessment of student learning; and
13. Serve as the campus representative for system-sponsored and national faculty development activities in support of assessment of student learning

PROGRAM ASSESSMENT COORDINATORS

Program Assessment Coordinators are responsible for facilitating the assessment of student learning in their programs.

1. In conjunction with other faculty, develops and manages the program's/department's assessment plan and data collection including:
 - a. engaging departmental colleagues in shared conversations about student learning and assessment.
 - b. developing program goals and student learning objectives.
 - c. developing a program curriculum matrix and assessment activities matrix.
 - d. developing and implementing direct and indirect assessment methods appropriate for the program.
 - e. collecting data about the program and student learning.
 - f. working with other faculty to close the loop between what is found and instruction.
 - g. reporting the use of assessment and specific changes for posting on the university's website.
2. Becoming knowledgeable and staying abreast of developments in assessment of student learning.
3. Participating as a member of the Assessment Council (AC). Activities include:
 - a. sharing information about effective direct methods for improving and assessing student learning.
 - b. reviewing and encouraging the scholarship of teaching and assessment.
 - c. supporting the development and improvement of departmental assessment plans.
4. If requested, serving as a member of the Assessment Leadership Team.
5. Providing semi-annual updates of progress and/or achievements (at the end of each semester) to the department chair, college dean and the Faculty Coordinator for the Assessment of Student Learning.
6. Relaying assessment information to departmental faculty.

COLLEGE DEANS

Within the context of assessing student learning, college deans are responsible for providing encouragement and support to faculty and departments in their assessment efforts:

1. Encourages and supports faculty, department chairs and departments to engage in assessing student learning at the classroom and program level;
2. Makes available funding to support department assessment efforts; and

3. Provides leadership and works with department chairs and Program Assessment Coordinators to ensure the completion of the assessment reports, including the departmental semi-annual Assessment Update.

DEPARTMENT/PROGRAM CHAIRS

The primary responsibility of the department and program chairs is to coordinate, encourage, and lead in conjunction with the Program Assessment Coordinator department faculty in engaging in the assessment of student learning.

1. Encourages, supports, and mentors faculty's efforts to assess student learning in the classroom.
2. In conjunction with the Program Assessment Coordinator, coordinates and helps implement program level assessment of student learning, including:
 - a. Engages and facilitates shared conversations with departmental colleagues about student learning and assessment.
 - b. Engages departmental colleagues in developing program goals and student learning objectives, a program curriculum matrix and assessment activities matrix.
 - c. Engages departmental colleagues in developing and implementing direct and indirect assessment methods appropriate for the program and collecting data about the program and student learning.
 - d. Works with other faculty to close the loop between what is found and instruction.
3. Works with the Program Assessment Coordinator to ensure the completion of the assessment reports including the department's semi-annual Assessment Update.

DEPARTMENT/PROGRAM FACULTY

Faculty within departments and programs, in conjunction with the program chair and Program Assessment Coordinator, are responsible for engaging in assessment of student learning for their programs.

1. Engages in shared conversations with departmental colleagues about student learning and assessment.
2. Develops with departmental colleagues program goals and student learning objectives, a program curriculum matrix and assessment activities matrix.
3. Develops and implements with departmental colleagues direct and indirect assessment methods appropriate for the program and collects data about the program and student learning.
4. Works with other faculty to close the loop between what is found and instruction.

ASSESSMENT COUNCIL

The Assessment Council, facilitated by the Faculty Coordinator for the Assessment of Student Learning, provides an opportunity for Program Assessment Coordinators to share information about effective direct methods for improving and assessing student learning, to review and encourage the scholarship of teaching and assessment, and to support the development and improvement of departmental assessment plans.

ASSESSMENT OF STUDENT LEARNING SUBCOMMITTEE

Working with the University Education Policies Committee and the Academic Senate, the Assessment of Student Learning Subcommittee provides guidance on the extent and type of academic assessment initiatives.

1. Consults with and makes recommendations to the UEPC regarding assessment policy and procedures.
2. Makes recommendations to the UEPC regarding the mission and scope of assessment plans to promote and improve student learning and the implementation of those plans within the University's academic programs.
3. Advises the Coordinator for Assessment of Student Learning in identifying programmatic and resource needs and promoting means to fulfill these needs.

GENERAL EDUCATION FACULTY COORDINATOR

In consultation with the University Educational Policies Committee, the General Education Subcommittee, the Assessment of Student Learning Subcommittee, and the Faculty Coordinator for Student Learning, the Faculty Director is responsible for coordinating assessment of the General Education program and student learning outcomes for general education, as prescribed by the University Educational Policies Committee.

1. Assesses the quality of the General Education program.
2. Facilitates and supports assessment efforts of the General Education Subcommittee, as prescribed by the University Educational Policies Committee.
3. Acts as a resource for the General Education Subcommittee's activities and works collaboratively with the chair in the assessment of the General Education program, as prescribed by the University Educational Policies Committee.
4. Works with the Vice Provost to ensure the design, implementation, analysis, documentation, and funding of general education assessment.

OFFICE OF INSTITUTIONAL RESEARCH

The Office of Institutional Research provides support in developing, implementing and analyzing appropriate methods as requested for program- and college-level assessment efforts. Provides programs and colleges findings from university-wide assessment methods related to their areas.