

Background

Recommendations put forward as a result of the campus Educational Effectiveness Self-Study (2009) clearly indicated the need to continue to integrate and streamline the assessment and program review processes, emphasizing the direct assessment of student learning outcomes and “closing the loop” to ensure action and implementation of key Academic Program Review and Support Unit Review recommendations.¹

These campus recommendations were further validated by the WASC Commission (2010) recommendations to increase the use of direct measures and to take additional steps to monitor the implementation of program review action plans.²

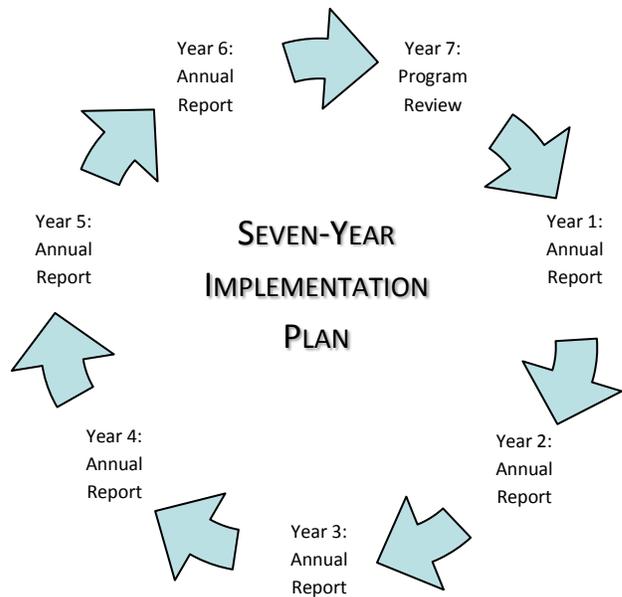
The campus will continue to build on past experiences and successes while moving assessment and the improvement of student learning forward.

Streamlining the Assessment and Academic Program Review Processes

Both internal and external reviews have revealed the **necessity of streamlining the assessment and Academic Program Review processes**. These processes can be simplified through a **reorganization of the Academic Program Review procedures** and the adoption of an **accountability management system** for the collection, analysis, reporting, review, and use of program and institutional data.

Annual Reports

To make the APR process as straightforward as possible, the **annual reporting template** will be revised to be **more explicit** and **parallel the self-study criteria**. This will take the burden off of programs to complete a tedious review and reporting process during their APR reporting year; instead, they will simply compile and summarize data from the past seven years using a fill-in reporting format.



As noted, the Annual Report template will reflect the required APR self-study components. Much of the annual data will be provided by the Office of Institutional Research including the number of students, faculty, degrees granted, and instructional cost. The program will be asked to update additional items including findings from the assessment of student learning outcomes, faculty activities, and funding plans. The program will also be required to evaluate their progress on the Implementation Plan agreed upon by the Provost and program faculty.

¹ *CSU Stanislaus Educational Effectiveness Review Report (2009)* - Continue to align and integrate annual and periodic assessment activities to sustain momentum, to spread workload more equitably, and to consider increased emphasis on the use of discrete learning outcomes (EER Thematic Essay 2.b); Commit to “closing the loop” through the Academic Program Review (APR) and Support Unit Review (SUR) processes that will lead to action and implementation of the key recommendations that emerge from these reviews (EER Thematic Essay 2.c.).

² *WASC Commission Letter (2010)* “... the use of direct assessment methodologies is still uneven across the various academic disciplines.” and “... the institution is urged to take the additional steps of regularly finding external benchmarks for key achievement data, bringing external reviewers into the program review process, and monitoring implementation of follow-up action plans.”

Transitioning to a New Medium: Current Practice to TaskStream

The following tables display established campus processes for Academic Program Review and annual assessment reporting and display how these processes will be completed using the new medium of TaskStream.

Table 1. Academic Program Review: Campus Process and TaskStream Review

	CAMPUS PROCESS	TASKSTREAM REVIEW
STEP 1:	Preliminary Self-Study Completed	Preliminary Self-Study is submitted via the TaskStream Academic Program Review Self-Study form.
STEP 2:	Dean and AVPAA review and provide feedback; feedback incorporated	Dean and AVPAA – with read and review access – provide feedback on the preliminary report using the discussion feature available in TaskStream. Program faculty can then incorporate feedback as deemed appropriate.
STEP 3:	Self-Study submitted to External Consultant (as applicable)	External consultant can be given read and review access to the TaskStream site.
STEP 4:	External consultant reviews, completes site visit, and submits report; feedback incorporated (as applicable).	External consultant submits report to the department; program faculty upload the report to the TaskStream site and revise the APR self-study as needed.
STEP 5:	Self-Study is submitted for college-level and General Education subcommittee review; feedback is incorporated.	College-level curriculum committees can be given read and review access to the working APR document. GE subcommittee will receive a pdf produced from TaskStream for review. Program faculty can incorporate feedback from both committees as deemed appropriate.
STEP 6:	UEPC/Grad Council review (as applicable)	UEPC and Graduate Council will receive a pdf produced from TaskStream for review.
STEP 7:	Dean meets with Department chair/program administrator to finalize; submits to the AVPAA.	Dean and Department Chair/program administrator will submit the final self-study document via TaskStream AMS.
STEP 8:	Department meeting with Provost, AVPAA, Dean, Chair, and program representatives.	Department meeting with Provost, AVPAA, Dean, Chair, and program representatives.
STEP 9:	Provost approves final implementation plan and writes MOU.	Final implementation plan and MOU will be added to the TaskStream site by the AVPAA's office.
STEP 10:	Dean incorporates into college-level strategic planning and budgetary processes; program incorporates plan for the next review cycle.	Dean incorporates into college-level strategic planning and budgetary processes; the Implementation Plan is incorporated into the program's TaskStream site and becomes the basis for the next review cycle.

Table 2. Assessment Plans and Annual Reports: Campus Process and TaskStream Review

	CAMPUS PROCESS	TASKSTREAM REVIEW
STEP 1:	Develop multi-year assessment plan and submit to the Faculty Coordinator for Assessment of Student Learning to be posted to the Office of Assessment of Student Learning website.	Mission, learning outcomes, and curriculum map have been loaded into TaskStream. Programs will select the learning outcomes indicated in the Implementation Plan for review during the next APR cycle.
STEP 2:	Programs implement their assessment plan and report via the annual updates.	Programs complete their annual reports via TaskStream AMS. Reports are submitted for peer review using established rubric for assessment plans and reports.
STEP 3:	Annual updates are submitted to the Dean and the Faculty Coordinator for Assessment of Student Learning to be posted on the ASL website.	After incorporating feedback from the peer review, annual reports are submitted for review and feedback to the Dean via TaskStream. Any feedback/approval required for budget, etc. on annual reports will be submitted via TaskStream. The Dean will notify the Office of Assessment and Quality Assurance when all annual reports have been submitted. The Office of Assessment and Quality Assurance will produce "At-A-Glance" reports summarizing the status of annual reports.
STEP 4:	Annual updates are archived for use in the Academic Program Review.	Annual reports are automatically archived in the TaskStream program portfolio.
STEP 5:	Annual updates are included as attachments to the Academic Program Review report.	Summary data can be imported from the program portfolio to the Academic Program Review form via TaskStream.

Closing the Loop through TaskStream Workspaces

Utilizing TaskStream, annual assessment reporting is linked into the Academic Program Review process, with each annual report tying back to the seven-year Academic Program Review Implementation Plan. At the program and college level, varying levels of permissions will be assigned to the Dean, Department Chair, program faculty and any outside reviewers approved by the program faculty.

The **Program Portfolio** will serve as the review/discussion center for program faculty; **read and/or review access will be provided to Deans, peer reviewers, and to any external consultants/guests the program decides to provide access.** Access/permissions will be based on the established campus processes referenced above. The Department/Program Chair will serve as the default point-person in the Program Portfolio workspace; additional program faculty can be provided access at varying levels (read, review, edit, etc.) The Office of Assessment and Quality Assurance will also have access to run “At-A-Glance” reports for tracking purposes. As noted in the *CSU Stanislaus Principles of Assessment*, any institutional data generated from TaskStream for publication will be reported in the aggregate.

Snapshot: Program Portfolio/Annual Report Workspace

The screenshot displays the TaskStream interface for the Program Portfolio/Annual Report Workspace. The left sidebar contains a navigation menu with the following sections:

- General Information**
 - Seven-Year Implementation Plan** (highlighted in red)
 - Mission Statement
 - Student Learning Outcomes
 - Program Maintenance Outcomes
 - Curriculum Map
 - Implementation Strategy
 - Implementation Plan Status Report
- Assessment Archive**
 - Document Archive
- 2011-2012 Annual Report**
 - Program Data Review
 - Assessment Plan
 - Assessment Findings
 - Action Plan

The main content area shows the 'Overview' section with an 'Add/Edit Overview' button and a yellow box indicating 'No overview added'. Below this, the workspace is organized into sections corresponding to the navigation menu items, each with a diamond icon:

- Mission
- Student Learning Outcomes
- Program Maintenance Outcomes
- Curriculum
- Implementation
- Implementation Plan Status Report

Three red callout boxes provide additional information:

- Seven-Year Implementation Plan:** The Seven-Year Implementation Plan need only be updated when revised or at the beginning of a new APR cycle.
- Assessment Archive:** Past assessment documents will be archived within the TaskStream workspace.
- 2011-2012 Annual Report:** When completing the APR self study, programs export summary data to the APR self study workspace for formal review and submission.

While the Program Portfolio serves as the program’s workspace and discussion/feedback area, the Academic Program Review Workspace **will serve as the formal review/submission area** for the program’s Academic Program Review Self-Study, Implementation Plan, and Provost’s response (Memorandum of Understanding); **read/review access will be provided to Deans, College Curriculum Committees, external consultants (if applicable) and the AVP for Academic Affairs.** Access/permissions will be based on the established campus processes referenced above. The Provost will have formal and final approval permissions for the Academic Program Review. The screenshot below displays the Academic Program Review Report Workspace.

Snapshot: Academic Program Review Workspace

Home » Workspace Tools » Workspace Templates

All Templates | **1 Starting Format** | **2 Structure/Requirements**

Template: Academic Program Review Report

Select Area to Customize:

Add Area | Delete Area | Move Area | Copy Area

General Information

Academic Program Review Archive

- APR Self-Studies

Academic Program Review Self-Study

- Program Overview
- Program Data Review
- Commitment to Student Learning
- Resources
- External Consultant
- Implementation Plan
- Provost's Letter

General Information

Overview: You may wish to add an overview of this program.

Select content types:

Past APR self studies are archived within the TaskStream workspace.

Add an overview of this program:

APR self studies are completed via fill-in form using summary data exported from the annual report area. The self study is submitted for appropriate review via TaskStream; reviewers can add comments/feedback via the Discussion function.

After meeting with the AVPAA, Deans, Chairs, and program faculty, the Provost submits a letter indicating approval and allocation of resources for the completion of the Implementation Plan.

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