



Laura Hecht

Assistant Vice President for Institutional Research,  
Planning and Assessment

# **An Assessment Success Story: Unexpected Benefits of Implementing an Assessment Management System**

**at  
California State University,  
Bakersfield**

CAIR, Nov 11, 2011

# Culture of Evidence

at CSU Bakersfield

- **Engagement**
- **Documentation**

- **Student Learning**
- **Program Improvement**
- **Alignment**
- **History/Trends**
- **Accreditation**

# Challenges

- Standardize expectations for assessment of SLOs
- Facilitate alignment of curricula with University Learning Outcomes
- Create an *accessible* record of findings and actions
- Support professional development in assessment methodologies

# Values

- *Honor faculty ownership of the curriculum*
- Value the contributions of student support / co-curricular programs to student development
- Focus on program improvement, not evaluation of faculty/staff
- Ensure transparency

# Resources

- Support team: Faculty and Administration
- Workshops
- Individual assistance
- **Assessment Management System (TaskStream AMS)**

# Assessment Management System Facilitates:

- Standardization of expectations
- Alignment
- Record-keeping
- Communication
- Transparency, and
- *Engagement between Faculty and IR*

# Standardizing Expectations

**My Home** **Shared Resources** **Locator** **Messages** **Resource Tools** **AMS ACCOUNTABILITY MANAGEMENT SYSTEM**

**View Content** **Discussion** **Options & Info**

**BA in Art** (Workspace: Academic Majors within Schools) **Web View**

**Expand All** **Collapse All**

**General Information**

- Standing Requirements
  - Mission Statement**
  - Student Learning Outcomes
  - Curriculum Map
  - Master/Representative Syllabi
  - Historical Assessment Reports
  - Planning Documents and Reports
- 2010-2011 Assessment Cycle
  - Assessment Plan
  - Assessment Findings
  - Action Plan
  - Status Report
  - Syllabi 2010-11
- 2011-2012 Assessment Cycle
  - Assessment Plan

**Content** **Log** **Print** **PDF**

California State University Bakersfield » School of Arts and Humanities » Art  
**BA in Art** **CSU Bakersfield**

Standing Requirements

## Mission Statement

**Mission Statement**

**Directions**

Mission Statement:

It is the mission of the Art program to create an academic atmosphere that provides students opportunity to develop their artistic potential and knowledge of visual culture throughout human history. Our belief is that all students possess talent and potential for making and understanding art because the creation of visual images is and always has been an innate and vital human act.

The educational objectives of the Art program at CSUB provide a strong applied and theoretical foundation for majors as well as enriching the education of the general student population. The Art program creates artists and art educators for our service region and the global community, as well as fostering life-long interest in the visual arts. The graduating Art major will achieve the level of a beginning professional practitioner.

# Alignment

- Curriculum mapping (program level)
- Outcomes mapping (program outcomes to university outcomes)



# Alignment 1: Courses to Outcomes

## BA in History

Courses and Activities Mapped to BA in History Outcome Set

	Goal 1:		Goal 2:		Goal 3:
	Outcome 1.1 Complexity of history	Outcome 1.2 Advanced complexity of history	2.1 Historiography	2.2 Advanced Historiography	3.1 Historical Geography
<b>Courses and Learning Activities</b>					
HIST 202 Western Civilization I	I	I	I		I
HIST 204 Western Civilization II	D		I		D
HIST 206 Western Civilization III	I		I		D
HIST 210 World History I	D	I	I		D
HIST 211 World History II	D	I	I		D
HIST 212 World History III					
HIST 222 Modern Pacific Asia	D	I	I		D
HIST 231 Survey of US History to 1877	D		I		D
HIST 232 Survey of US History Since 1865	D	I	I	I	D
HIST 240 Survey of Latin American History	D		I		D
HIST 250 History of Africa	I		I		I

# Alignment 2: Outcomes to Outcomes

## Goal 3: Disciplinary Knowledge in Economics

### Outcome

#### Objective 3a. Economic Concepts and Theories

Objective 3a. Knowledge of core concepts and theories: Students will demonstrate knowledge of: (1) microeconomics, (2) macroeconomics, (3) international economics, (4) econometrics, and (5) the intellectual and historical contexts of major economists and paradigms.

#### Objective 3b. Information Competency

Objective 3b. Information competency: Students will: (1) determine the information required to comprehensively address an issue, (2) locate the pertinent information and data, (3) critically evaluate credibility of sources and reliability of information, and (4) synthesize information from diverse sources and perspectives and assess its adequacy for decision support.

### Mapping

**University Learning Outcomes:** 1D: Ability to think critically..., 1F: Critical problem solving., 3A: Knowledge in the major dis..., 3B: Ability to apply knowledge..., 6C: Research methods/analysis/...

**University Learning Outcomes:** 1D: Ability to think critically..., 1E: Capacity for life-long lea..., 1F: Critical problem solving., 2C: Competence in information ..., 3A: Knowledge in the major dis..., 3B: Ability to apply knowledge...

## Goal 4: Integrative Problem Solving & Decision Making

### Outcome

#### Objective 4a. External Economic Environments

Objective 4a. External economic environments: Students will analyze the following real-world economic environments of organizations: (1) the national macro-economy, (2) specific product and factor markets, and (3) the global economy.

### Mapping

**University Learning Outcomes:** 1A: Ability to read critically..., 1B: Ability to write critically..., 1D: Ability to think critically..., 1E: Capacity for life-long lea..., 1F: Critical problem solving., 2C: Competence in information ..., 3A: Knowledge in the major dis..., 3B: Ability to apply knowledge..., 5E: Ability to work independen..., 6C: Research methods/analysis/..., 6D: Interdisciplinary knowledg...

# Recordkeeping

Central repository for:

- Preserving work done by program faculty and staff, linked to specific learning outcomes
- Documents (syllabi, historical reports, resource materials)
- Tools (create and share rubrics)

# Communication and Reporting

## Within Campus:

- Ability to View contents of any workspace
- Create Alignment Reports (within and across programs)

## Beyond Campus:

- Formatted pdf documents
- Web pages

# Reports

[My Home](#) » **At-a-Glance Reports**

## At-a-Glance Reports for California State University Bakersfield

The At-A-Glance reports provide AMS Coordinators oversight on workspace status and organization goal alignment.


### **Status Report**


Quickly view the work progress of participating areas in a Workspace.


Select a Workspace:  

### **Goals and Outcome Alignment Reports**

View the alignment of outcomes to other goals or outcomes for some or all areas of the organization.

Goal Set Alignment Summary:  

Outcome Set Alignment Summary:   
*California State University Bakersfield*  
*University Learning Outcomes*   
*USA- SACS- Comprehensive Standards (Section 3)*

Participating Area Alignment:  

### **Assessment Plan and Operational Plan Reports**

View a summary report and customize a detail report of the Assessment Plan or Operational Plan results for each participating area

Select Report Type:  [Assessment Plan Summary](#)  
 [Operational Plan Summary](#)

# Alignment Report


My Home » At-a-Glance Reports » Select Categories/Participating Areas » Main Results

Print Excel PDF

Organizational Area	Students will become engaged citizens.				
	<b>5A: Engage in university and community activities</b> The student will engage in university and community activities (including civic action).	<b>5B: Interpersonal skills</b> The student will demonstrate superior interpersonal skills.	<b>5C: Knowledge of self</b> The student will develop and demonstrate a thorough knowledge of self.	<b>5D: Responsibility in group settings</b> The student will demonstrate responsibility in group settings (including teamwork, leadership, managing skills, etc.)	<b>5E: Ability to work independently</b> The student will demonstrate the ability to work independently.
<b>California State University Bakersfield</b>					
University-wide Requirements					
American Institution - U.S. Government					
American Institution - U.S. History <a href="#">?</a>					
Area A <a href="#">?</a>					
Area B <a href="#">?</a>					
Area C					
Area D					
Computer and Information Literacy					
Foreign Language					
Gender, Race, Ethnicity <a href="#">?</a>					
Graduation Writing Assessment					
Theme 1 <a href="#">?</a>					
Theme 2					

# Alignment Report: Drill to Detail

## Theme 1 Outcome Set

	Goal 5: Students will become engaged citizens. Students will become engaged citizens.				
	5A: Engage in university and community activities The student will engage in university and community activities (including civic action).	5B: Interpersonal skills The student will demonstrate superior interpersonal skills.	5C: Knowledge of self The student will develop and demonstrate a thorough knowledge of self.	5D: Responsibility in group settings The student will demonstrate responsibility in group settings (including teamwork, leadership, managing skills, etc.)	5E: Ability to work independently The student will demonstrate the ability to work independently.
<b>Goal 1.</b> Demonstrate an understanding of the basic principles and concepts of the life and physical sciences.					
A. Define and explain the unifying themes of the natural sciences (e.g. change, scale, pattern, energy).					
B. Define and explain basic principles, concepts, and theories of the natural sciences (e.g. energy, evolution, tectonics, Newtonian mechanics).					
<b>Goal 2.</b> Demonstrate an understanding of the scientific method.					
A. Utilize the scientific method to design simple experiments and to collect, analyze, and evaluate data in a lab or field setting.				 <a href="#">[View Detail]</a>	

# Success Factors: Documentation

## TaskStream AMS

- Easy to administer, excellent tech support
- No additional IT resources
- Design Flexibility
- Communication of Content
- Opportunity for engagement



# Expanding the Culture of Evidence

Documentation and communication for:

- Program review
- Strategic Planning
- Initiatives
- Accreditation

**Questions?**

