

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

Culture of Evidence at CSU Bakersfield

Engagement

Documentation

- Student Learning
- ProgramImprovement
- 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 / cocurricular programs to student development
- Focus on program improvement, not evaluation of faculty/staff
- Ensure transparency

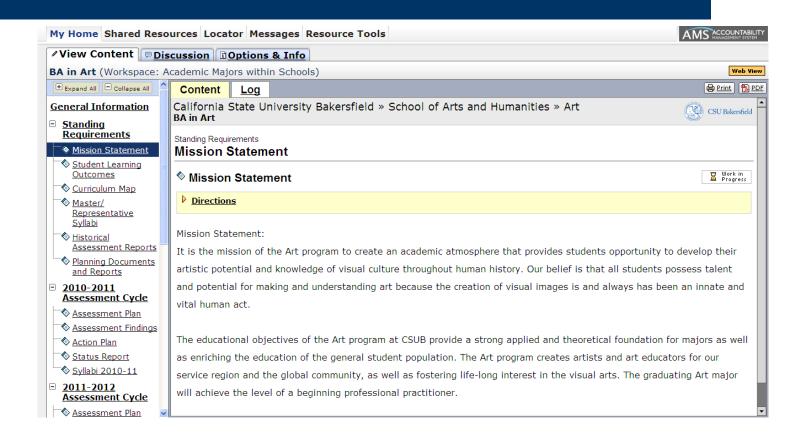
Resources

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

Assessment Management System Facilitates:

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

Standardizing Expectations



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			
Courses and Learning Activities								
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 4

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 4

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 criticall..., 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 critical..., 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 Mapping

Objective 4a. External Economic Environments 4

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.

University Learning Outcomes: 1A: Ability to read critically..., 1B: Ability to write criticall..., 1D: Ability to think criticall..., 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

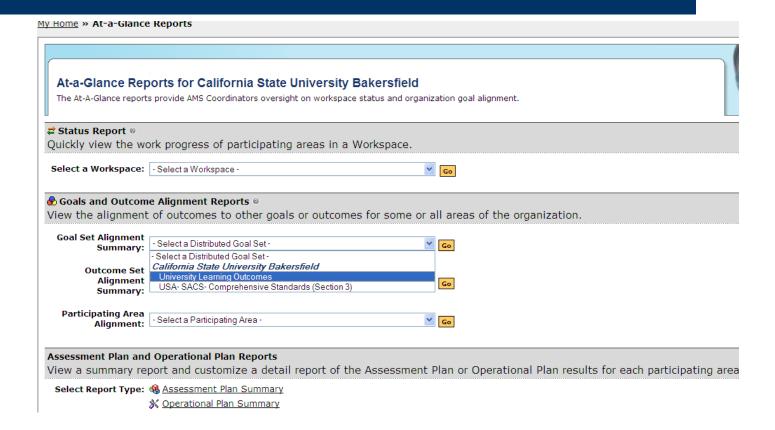
Within Campus:

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

Beyond Campus:

- Formatted pdf documents
- Web pages

Reports



Alignment Report

Organizational Area	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 independent The student will demonstrate the ability to work independently.		
California State University Bakersfield							
University-wide Requirements							
American Institution - U.S. Government							
American Institution - U.S. History 4					€ 🕸		
Area A Q	⊕ ₽	₽ . ₽	₽ ₽		₩.		
<u>Area B</u> ^Q		8	₽.	🔂 🔊	8		
Area C							
Area D							
Computer and Information Literacy							
Foreign Language							
Gender, Race, Ethnicity 9		₽ ₽	€ ₽		€ 🕸		
Graduation Writing Assessment							
Theme 1 9	€	₽	₽	€ di	₽.		

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 abilit to work independently.			
Goal 1. Demonstrate an understandi	ng 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).								
Goal 2. Demonstrate an understandi	ng 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.				②				

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?