La Sierra University Soup Session 15 February 2012

ASSESSMENT: it's something we just do

"Today is a good day to die."
--Crazy Horse, Battle of the Little Big Horn, 1876

"Today is a good day to do assessment."
--Assessment Committee, La Sierra University, 2012

Making assessment part of our campus culture

Culture is a tool kit of symbols, stories, rituals and world views, which people may use in varying configurations to solve different kinds of problems...

...action and values are organized to take advantage of cultural competencies...

--Ann Swidler 1986

Your Assessment Team

- Ken Crane, chair (HPS)
- Paul Mallery (Psych)
- Sue Curtis (SL, outgoing)
- Norman Yergen (Advancement)
- Mary Wilson (Engl/Comm)
- Margaret Solomon (Edu)
- Guru Uppala (IR)
- Fritz Guy (Divinity & Phil)

The basic questions of assessment:

1) What are the program/division goals?
   - Academic and non-academic program outcomes
   - How are course-program-university learning outcomes aligned?

2) How is the program/division doing in meeting its goals?
   - Using data generated from various instruments

3) What do we (department/support unit/division/university) need to do differently in order to better meet our goals?
   - What does the data tell us?
   - Curriculum changes or changes in practice?
   - What institutional supports are needed for this to happen?

How LSU is doing in Annual Assessment Reporting:

- 80% of academic departments turned in timely reports 2 years in a row
  - Goal for 2011/2012 = 100%
- Quality of Reporting measured in 6 content areas
  - (Rubric scoring 1 = initial; 2 = emerging; 3 = developed; 4 = highly developed)
  - Goal for 2011/12 to reach "developed" in content areas
- Doing best in Establishing Learning Outcomes = 2.72
- Greatest improvement—Curriculum Alignment with Outcomes = 2.68
- Slight drop in Assessment Planning = 2.24
- Implementation—(assessing student attainment of learning outcomes)—weakest area = 2.07

How LSU is doing in Annual Assessment Reporting: non-Academic & Academic support (divisions)

- Content Areas of assessment:
  - Assessment planning
  - Alignment with university mission
  - Assessment implementation
  - Use of assessment data
- 57% of non-academic and academic support units turned in reports last year
- 3 out of 4 content areas scored at "emerging" level
- Need to dramatically increase reporting
5 Year Program Reviews

“The next step in the evolution of the program review process will be to provide a wider context for these efforts, aligning them explicitly with the mission statement, the strategic plan, and student learning outcomes.” —WASC June, 2010

- Departments engage in strategic thinking—capacity, strengths and weaknesses
- Analysis of ongoing SLO assessments over past 5 years
- External reviewers provide fresh perspective
- Report integrated with strategic planning

What you should be doing-- Winter-Spring

- Continue with assessment planning
- Ask for a helpful visit from Assessment Committee
- Continue to update syllabi with SLOs
- Work on alignment between course SLOs, department SLOs, university objectives
- Complete assessment of 2 SLOs
- Discuss any changes that the data suggests
- Submit annual assessment report on 29 June 2012, by 5 pm (e-copy preferred)