Committee on Learning Assessment for Student Success - Charge

The Committee on Learning Assessment for Student Success (CLASS) has been established to support curricular and co-curricular units in the assessment of student learning outcomes to enhance student success. CLASS will coordinate assessment efforts of curricular and co-curricular units across the university. Members of CLASS represent their constituent curricular and co-curricular units.

CLASS is responsible for:

1. Providing guidance and supporting department and program level assessment efforts across curricular and co-curricular units. Support includes being available for consultation on the development of assessment plans, providing ideas on contemporary trends in assessment gained through professional development or CLASS participation, and communicating university requirements for assessment to department and program assessment coordinators.

2. Creating priorities in university level assessment efforts related to student learning outcomes.

3. Creating a useful, but not onerous process of maintaining and recording assessment date and reports.

4. Communicating the status and progress of program outcomes assessment plans to the constituent units and leadership.

5. Providing guidance and assistance to departments and curricular and co-curricular programs with mapping CSUSB Institutional Learning Outcomes (ILOs) with other levels of outcomes (e.g. Program Learning Outcomes (PLOs), General Education Learning Outcomes (GLOs), Course Learning Outcomes (CLOs).

6. Providing guidance and assistance in the design of guidelines and criteria for specific assessment plans to be implemented by departments and programs.

7. Creating opportunities to support a campus culture of assessment and raise consciousness of the ways that assessment can support student success.

8. Coordinating college level assessment efforts for the GE program.

9. Assisting in program review, program planning, and Q2S conversion. This includes providing two CLASS representatives to the University Program Review Committee on a rotating basis.

10. Providing assessment data and information from departments and programs for WASC reporting.

11. Coordinating across curricular and co-curricular units to contribute to university level assessment efforts.

12. Work with the Academic programs to incorporate the annual assessment documents into their Periodic Program Review

13. Align with TRC for professional development in assessment and the use of evidence for continuous improvement.

14. Provide feedback to the Academic programs and the Provost (or designee) on the annual assessment documents.

15. Establish, implement, and continuously evaluate the University Assessment Plan including Baccalaureate and Graduate Outcomes, and Institutional Outcomes.

College Assessment Coordinator Charge

Each college appoints a College Assessment Coordinator to CLASS to coordinate college assessment activities and contribute to campus wide assessment efforts as the college representative. This includes:

- Providing guidance and supporting department and program level assessment efforts across the college. Support includes being available for consultation on the development of assessment plans, providing ideas on contemporary trends in assessment gained through professional development or CLASS participation, and communicating university requirements for assessment to department assessment coordinators.
- Serve as ex-officio member on the College Curriculum Committee
- Communicating the status and progress of program outcomes assessment plans to the dean of the college.
- Mapping CSUSB Institutional Learning Outcomes (ILOs) with other levels of outcomes (e.g. Program Learning Outcomes (PLOs), General Education Learning Outcomes (GELOs), Course Learning Outcomes (CLOs) and Co-curricular Activity Outcomes (ALOs) for departments within the college.
- Participating in the design of guidelines and criteria for specific assessment plans to be implemented by departments and programs.
- Coordinating college level assessment efforts for GE courses.
- Assisting in program review, program planning, and Q2S conversion. This includes rotating as a CLASS representative to the University Program Review Committee.
- Keeping a well-organized and readily accessible repository of assessment data and reports consistent with university requirements.
- Providing assessment data and information from the college for WASC reporting.
- Coordinating across colleges to contribute to university level assessment efforts.
- Participates in professional development for assessment and continuous improvement.
- Coordinate with any externally funded projects designed for assessment and continuous improvement related to teaching and learning

Proposal for College Assessment Coordination and Structure to Support Evidence-based Continuous Improvement

Characteristics of effective assessment coordinator (Suskie, 2018):
- Sensitivity and open-mindedness
- Flexibility
- Passion for teaching and learning
- Credibility

In selecting the members of CLASS and Assessment Coordinators, aim for these 4 characteristics with a selection process that includes some combination of volunteers and elected and appointed members to yield the best mix of traits. Colleges may consider appointing the assessment coordinator.

The assessment committee at the college level could be embedded with the curriculum committee as assessment relates to the process of teaching and learning and provides a holistic approach to supporting departments and programs in curriculum design including assessment and continuous improvement. This provides a network for any department or program level assessment coordinators that is directly retired to curriculum processes and reducing the need for another committee. The charge for the college curriculum committee may need to be updated to reflect this focus. Curriculum Committee members are generally elected to their position providing increased transparency to assessment as a component of continuous improvement in curriculum.

Workload Proposal for Assessment Coordinators

The college will support a 50% reduction of teaching load for reassigned time for the assessment coordinator. This is a baseline that allows for engagement in all faculty responsibilities as well as prioritizing the role of assessment and evidence-based continuous improvement in the context of those responsibilities. Assessment must be integrated with teaching as much as possible. The creation of additional and separate structures in fact adds workload. Integrating these processes with faculty expectations for teaching, scholarly activities, and service positions assessment appropriately in the lifeblood of the institution (Suskie, 2018).

Data Fellows Proposal

Data Fellows will support the use of evidence for continuous improvement. in addition to the analysis of data collected at the college, department and program levels.

The Data Fellows will be funded with reassigned time of two courses per college or the equivalent in summer stipends. If two fellows participate from the same college, the fellows will divide the compensation.

Semester Assessment Plan Feedback Form

Program: _____ College: _____ Date: _____

Program Learning Outcomes (PLOs)

Exemplary	Opportunities for Improvement	Needs Significant Work
☐ Most if not all PLOs clearly, directly, and consistently align with the University's Institutional Learning Outcomes (ILOs) and the missions/outcomes of relevant units (e.g., division, college, school, department)	☐ Some outcomes follow from the University ILOs and the missions of relevant units; however, connections between programmatic outcomes and those of the broader University/unit could be more clear, direct, and consistent	☐ Few if any outcomes align with the University ILOs or those of relevant units
☐ Most if not all outcomes clearly and directly relate to the academic discipline of the program, including the standards of any relevant disciplinary accrediting bodies (where applicable)	☐ Some outcomes relate to the academic discipline; however, others identify general outcomes (e.g., "critical thinking") without clearly and directly connecting them to the discipline	☐ Few if any outcomes relate to the academic discipline
☐ Most if not all outcomes identify an observable and measurable phenomenon to be assessed (e.g., how well a student solves a problem, presents an argument, or gives a dance performance)	☐ Some outcomes identify observable and measurable phenomena; however, others focus on phenomena that are not easily observed or measured (e.g., a students' knowledge or understanding)	☐ Few if any outcomes identify observable and measurable phenomena
☐ Most if not all outcomes focus on the knowledge and skills graduates should possess, rather than the resources need to achieve those outcomes	☐ Some outcomes focus on the knowledge and skills graduates should possess; however, others focus on the resources needed to achieve those outcomes (e.g., lab facilities, tenure density, etc.)	☐ Few if any outcomes focus on the skills and knowledge graduates should possess
☐ Most if not all outcomes identify a single, demonstrable output to be assessed (e.g., "graduates will conduct a well-designed research study")	☐ Some outcomes identify a single output; however, others identify two or more outputs to be assessed (e.g., "graduates will be lifelong learners who understand and are able to apply")	☐ Few if any outcomes identify a single, demonstrable output to be assessed

NOTES:

Resources for PLO:
- Guidelines for writing program outcomes, Georgia Tech
- Developing Program Learning Outcomes, University of Montana

Curriculum Map

Exemplary	Opportunities for Improvement	Needs Significant Work
All of the PLOs appear in the curriculum map, and most if not all PLOs are clearly and consistently aligned with particular courses, activities, or milestones ☐	All of the PLOs appear in the curriculum map, but some PLOs could be more clearly or consistently aligned with particular courses, activities, or milestones ☐	Not all of the PLOs appear in the curriculum map, and few if any PLOs are aligned with particular courses, activities, or milestones ☐
In addition to PLOs, the curriculum map clearly and consistently identifies recommended or required courses and any other requirements for program completion ☐	Some of the following components are in the curriculum map, but others are missing or not clearly or consistently identified: recommended or required courses; other recommended/ required experiences (e.g., internships; symposia; advising sessions; licensure exams) ☐	Few if any recommended or required courses or other experiences are identified ☐
Most if not all PLOs are addressed in multiple courses, activities, or milestones (thought not in every course/activity/milestone) ☐	Some PLOs are addressed in multiple courses, activities, or milestones, but others are less well represented in the curriculum ☐	Few if any PLOs are addressed in multiple courses, activities, or milestones. ☐
The curriculum map clearly and consistently identifies where learners are introduced to (I), develop (D), and master (M) the knowledge or skills associated with a particular PLO ☐	The curriculum map identifies where learners are introduced to (I), develop (D), and master (M) the knowledge or skills associated with a particular PLO, but it could be more clear and consistent in mapping that progression ☐	The curriculum map offers little if any identification of where learners are introduced to (I), develop (D), and master (M) the knowledge or skills associated with a particular PLO ☐
For most if not all PLOs, introductory (I), developmental (D), and mastery (M) experiences are effectively distributed (or "scaffolded") so students can cultivate those understandings and skills as they progress through the program ☐	For some PLOs, introductory (I), developmental (D), and mastery (M) experiences are distributed (or "scaffolded") so students can cultivate those skills/knowledge over time, but for other PLOs that distribution could be more effective (e.g., students get I, D, and M a single course) ☐	The curriculum map does not distribute (or "scaffold") introductory (I), developmental (D), and mastery (M) experiences over time so students can cultivate those skills/knowledge as they progress through the program ☐

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Resources for Curriculum Map:

- Assessment How-to Curriculum Mapping/Curriculum Matrix
  University of Hawaii, Manoa
- Mapping Learning Outcomes: What You Map is What You See
  National Institute for Learning Outcomes Assessment (NILOA)

Description of Measurement

Exemplary	Opportunities for Improvement	Needs Significant Work
Key assessment strategies (e.g., surveys; exit interviews; portfolio/assignment reviews) are clearly identified, and they are directly and consistently aligned to particular PLOs ☐	Some assessment strategies are identified and aligned to particular PLOs, but others could be more clearly identified or effectively aligned ☐	Few if any assessment strategies are identified or aligned with particular PLOs ☐
Most if not all outcomes are assessed with multiple measures ☐	Some outcomes are assessed with multiple measures, but others rely on a single measure ☐	Few if any outcomes are assessed with multiple measures ☐
Most if not all outcomes are assessed with both direct and indirect measures ☐	Some outcomes are assessed with both direct or indirect measures, but others rely on one or the other ☐	Few if any outcomes rely on both direct and indirect measures ☐
Most if not all assessment strategies will generate relevant and useful information about student learning and development ☐	Some assessment strategies will generate relevant and useful information about student learning/development, but others could be more clear or produce more meaningful data ☐	Little if any explanation is provided for how the assessment strategies will generate relevant and useful information about student learning/development ☐

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Resources for description of measurement:
- A Guide For Developing a Program Assessment Plan University of Central Michigan
- Assessment How-to Choose a Method to Collect Evidence/Data University of Hawaii Manoa

Data Analysis and Time Plan

Exemplary	Opportunities for Improvement	Needs Significant Work
A clear and convincing plan is provided for how assessment data will be reviewed and analyzed to better understand student learning and development ☐	A plan is provided for reviewing and analyzing assessment data, but that plan could be more clear and convincing as a means of understanding student learning/development ☐	Little if any explanation for how assessment data will be reviewed and analyzed to understand student learning/development ☐
Plan explains a clear and convincing process for taking action on assessment results to continuously improve student learning and development ☐	Plan explains how action will be taken on assessment results, but plan could be more clear and convincing in continuously improving student learning/development ☐	Little if any explanation for how action will be taken on assessment data to continuously improve student learning/development ☐
Plan clearly explains how all PLOs will be assessed in a single program-review cycle* ☐	Plan could be more clear and specific about how all outcomes will be assessed in a single program-review cycle* ☐	Little if any explanation of how outcomes will be assessed during a program-review cycle* ☐
Plan for executing assessment processes clearly and effectively accounts for program resources, and faculty time and investment ☐	Plan for executing assessment processes is provided, but that plan could be more clear or effective in how it accounts for program resources, and faculty time and investment ☐	Little if any explanation is provided for how these assessment strategies account for program resources, and faculty time and investment ☐

* A program's review cycle depends on whether it is externally accredited; programs that are NOT externally accredited are on a 7-year review cycle at CSUSB; information on program review dates may be obtained from the Office of Academic Programs.

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Resources for data analysis:

- Closing the Loop, University of Michigan, Dearborn
- Suggestions for Closing the Loop, CSU Northridge
- Assessment How-to: Basic Steps of Program Assessment, University of Hawaii Manoa