



## Overview

This document reports on the productivity and activity of the Assessment Office from January 1, 2011 through December 31, 2011. It is comprised of the following sections: (a) a brief statement of the mission and role of Assessment Office; (b) a brief description of the roles and responsibilities of Assessment Office personnel, and (c) activities and satisfaction indicators for the office.

## Assessment Office Mission

The Assessment Office oversees and supports the College's unit assessment system, which facilitates a positive student experience and student learning through ongoing improvement of instruction and practice. The office supports the work of departments and programs, with a particular focus on the use of assessment data, through the following activities:

- Overseeing the implementation of the unit-wide assessment system.
- Serving as the main point for coordinating assessment-related data infrastructure needs.
- Coordinating unit-wide data collection activities related to the student experience or student learning.
- Supporting methodological/technical needs of departments and programs, when possible, through assistance with survey design and data entry.
- Coordinating professional development for faculty and staff to implement and maintain the assessment system and insure ongoing implementation to inform program improvement.

## Staffing, Roles and Responsibilities

The staff members in the Assessment Office include a half-time faculty assessment coordinator, a full-time administrative assistant, and a graduate assistant. The office also interacts regularly with the Associate Dean for Baccalaureate and Post Baccalaureate Programs, the college's TaskStream liaison (faculty member), department chairs and numerous other faculty. Among the core activities of the office are:

- **Data Collection:** The Assessment Office facilitates and engages in a wide range of data collection activities. The office assists programs in collecting data on student learning outcomes (SLOs) each time a signature assignment course is offered; it also administers the Exit Survey of Advanced Programs each spring and the Alumni Survey for programs on a rotating cycle. The office also assists programs with other survey and data collection projects as needed.

- **Data Reporting/Analysis:** The office is engaged in a range of reporting activities. Each academic year, it prepares program-specific reports on SLO data (for use in program’s annual/biennial reports), as well as tables that aggregate SLO data around the college’s conceptual framework, CSULB learning outcomes, and NCATE standards. The Assessment Office also manages and reports data regarding the CalTPAs – including student performance data and assessor reliability data. Finally, the office coordinates the college’s response to the U.S. News and World Report request for data on graduate education programs.
- **Annual and Biennial Reporting:** The Assessment Office coordinates and oversees reporting for program improvement in the college. Each year, programs have either an annual or biennial report due. These reports interpret student performance data and document program improvement activities. The office prepares report templates and pre-fills basic information, then collects, reviews and finalizes these reports, forwarding them to the CTC and/or CSULB as appropriate.
- **CalTPA Administration and Support:** The office has gradually become the center of support for the CalTPA process. While multiple college offices and programs are involved, the Assessment Office is responsible for administering the tasks (via TaskStream), certifying and reporting candidate scores, assigning assessors, maintaining records of assessor calibration, and managing a central CalTPA web site.
- **Additional Activities:** The office also engages in a host of other activities to support its mission and the college’s work in assessment. For instance, the office organizes and facilitates presentations and workshops on assessment and is engaged in the planning and development of the proposed Nautilus database.

## Activities and Satisfaction Information

### Activities Report

Much of the work in the Assessment Office is routine and occurs according to a calendar. Table 1 presents data summarizing the main or core activities of the office during the 2011 calendar year.

**Table 1**

*Data on Assessment Office Activities, 2011*

#### **Data Collection**

- For Spring 2011 through Fall 2011:
  - Prefilled more than 300 individual Excel worksheets with student names from BeachBoard;
  - Distributed Excel data collection templates to 22 programs in both Spring and Fall;
- From Spring and Summer 2011 data:
  - 144 signature assignments (course sections) were collected.
  - For Spring and Summer 2011, 36 signature assignments sections (10%) had no data submitted;
  - For Spring and Summer 2011, 24 signature assignments sections (22%) reported only overall scores, with now criteria scores.

<ul style="list-style-type: none"> <li>• From Fall 2011 (note: data collection is ongoing), data on 181 signature assignments (courses) are expected to be collected; at this writing, we have received data on 50 signature assignment (courses).</li> <li>• Administered Exit Survey for Advanced Programs in Spring 2011, with 197 responses out of 561 possible respondents.</li> <li>• Administered (created, entered data for, etc.) 9 program-specific surveys (e.g., Early Childhood, EdD, Educational Administration).</li> </ul>
<p><b>Data Reporting/Analysis and Annual/Biennial Reporting</b></p> <ul style="list-style-type: none"> <li>• Prepared more than 335 charts on SLO data for programs.</li> <li>• Formatted and pre-filled 15 Biennial Report templates with program information and SLO data.</li> <li>• Formatted and pre-filled 12 Annual Report templates with program information and SLO data.</li> <li>• Coordinated the completion of the U.S. News and World Report Survey, collecting 111 data points across 7 offices in the college.</li> <li>• Prepared a college assessment report and bundled this with individual program reports for CSULB (October 2011)</li> <li>• Prepared a college summary and bundled this with individual biennial reports for the CTC.</li> </ul>
<p><b>CalTPA Administration and Support</b></p> <ul style="list-style-type: none"> <li>• Tracked and recorded the recalibration of 109 assessors</li> <li>• Administered 2,643 total CalTPA tasks (includes all four tasks and resubmissions), managing a total of 406 “programs” on TaskStream</li> </ul>

The data in Table 2 represent the “non-routine” activities in which the office was engaged during a portion of this period. These include activities that were special requests or projects that fell outside the scope of normal, planned activities. The office tracked these activities for a four-week period, from the week of October 10, 2011 through the week of October 31, 2011. We believe the figures below present a fairly accurate portrait of non-routine activities at any given time during the year, with the exception of break times and the summer.

**Table 2**

*Frequency Counts for Non-Routine Assessment Activities, October 10-November 4, 2011*

	<b>Number of Requests/Issues</b>
CalTPA questions from faculty	35
Assessment documents (changes, updates, questions)	33
Other (e.g., special meetings)	15
CalTPA questions/issues from candidates	14
Surveys (creation, administration, reporting)	10
Special data requests	7

Satisfaction and Effectiveness Report

The Assessment Office is an internal support office, serving primarily faculty and staff in the college. To gauge our effectiveness for this report, we are drawing on data collected in November 2010, when the office conducted a survey regarding the college’s Unit Assessment System (UAS) overall. The results of

the survey as a whole were very positive, suggesting faculty are engaged in and recognizing the value of the assessment process.

Table 3 presents data that reflect more directly on the work of the Assessment Office itself, while Table 4 presents the qualitative comments related to the question.

**Table 3**  
*UAS Survey Items Related to Assessment Office Effectiveness*

<b>Please rate your level of agreement with the following.</b>			
	<b>Strongly Agree/Agree</b>	<b>No Opinion/ Neutral</b>	<b>Disagree/Strongly Disagree</b>
The channels for receiving and submitting assessment-related materials are clear.	60	21	14
The data reports prepared by the Assessment Office are effective in informing our program data discussions.	56	29	11
The assessment process (data collection, reporting) in the college is streamlined and efficient.	54	28	13
I have visited the Assessment Office web site.	41	21	33
I find the Assessment Office web site a useful resource.	30	58	7

**Table 4**  
*Open-ended Responses to UAS Survey Items Related to Assessment Office Effectiveness*

<ul style="list-style-type: none"> <li>I did not know about the web site.</li> </ul>
<ul style="list-style-type: none"> <li>We have a small number of students completing signature assignments each year making it difficult to make assumptions regarding overall student performance. It would be more useful if data tables were aggregated over 2-3 years so we can see how students are performing over time.</li> </ul>
<ul style="list-style-type: none"> <li>Very efficient process. It's as easy as it can be. Thanks.</li> </ul>
<ul style="list-style-type: none"> <li>The Assessment Office staff do a marvelous job of helping faculty and streamlining the reporting process.</li> </ul>
<ul style="list-style-type: none"> <li>I am really mild on the whole process. Often by the time I have submitted the scores for a signature assignments, I am onto other changes for the assignments or course based on issues with Item Response, difficulty in data collection, or finding that what we wanted to measure was not actually measured. Having a centralized rubric is just funny to me, because 1 year we want to measure something, then we try it out, and realize it was just a bad measurement item or did not work at all. Is it that we are wagging our tail or our tail is wagging us? All I know is that a centralized system is too cumbersome for the entire COE to maneuver. Maybe a department or 2 or 3 program comparison so folk can change quickly, share ideas, but not the entire COE (e.g. school counselors, MFT, ed psych, and school psych). Heck, if this data gets us our own new department I would stop complaining. However,</li> </ul>

again by the time I am ready to make changes folk are asking me for my rubric scores, and I have to measure my time, of refining what I have vs. submitting rubric scores. I often choose to refine what I have based on my own data and submit what I can.
<ul style="list-style-type: none"><li>• The system we currently have for data collection and data reports could be much more efficient with technology and a large data system. Right now the process works but it is not as streamlined or efficient as it could be.</li></ul>
<ul style="list-style-type: none"><li>• The Assessment Office does wonders with an archaic technological infrastructure to support their work. I think the channels for receiving and submitting assessment-related materials and data collection and reporting would be vastly improved if the college had an online submission system or an integrated file sharing, email and calendaring system would support greater efficiency.</li></ul>
<ul style="list-style-type: none"><li>• We particularly found the alumni survey to be helpful.</li></ul>
<ul style="list-style-type: none"><li>• My experience is limited, so you must consider that when you weigh my comments.</li></ul>

On balance, the data above (along with other qualitative data from the UAS survey) suggest faculty regard the Assessment Office as effective and contributing to the assessment process in the college. At the same time, the data also indicate areas for improvement. The fact that more than half the respondents have not visited (or did not know they had visited) the Assessment Office web site is a source of concern, since the site is intended to be a resource for both the how and why of assessment. The data in Table 3 also indicate work can be done to improve communication around the submission of assessment materials and to streamline the process overall.

### **Next Steps and Plans for 2012**

The 2012 year will be one of transition for the Assessment Office as the office is likely to undergo restructuring and receive new leadership. Within this context, there are several broad goals or areas of effort for the office in the coming year:

- Engage in group conversations with program coordinators to solicit ideas for ways to streamline the assessment process and improve communication, and to walk them through the Assessment Office web site.
- Hold meetings with each program coordinator, department chair, new assessment coordinator, and Assessment Office administrative assistant to review all assessment documents for the program; update the documents accordingly.
- Examine/explore ways to aggregated program SLO data across multiple academic years to provide larger sample sizes.