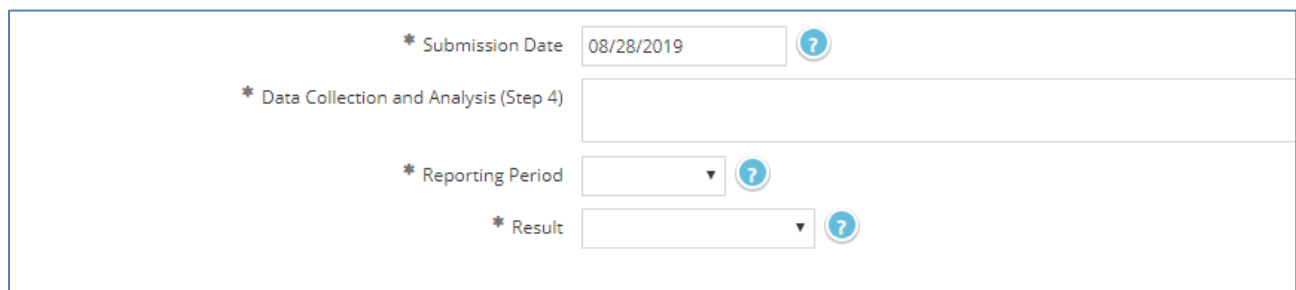# Examples of Steps 4-5

These examples are meant as a guide and are not intended as absolute standards or representation of perfection. Units should feel free to customize their information as necessary to their practice while working within the University framework.

Below are examples for all fields required to document assessment steps 4 through 5 in the AMS. Please note, all fields will be tied to the reporting period selected in the dropdown.

Submission Date

Today's date will auto-populate.

* Submission Date	08/28/2019
* Data Collection and Analysis (Step 4)	
* Reporting Period	▼
* Result	▼

Step 4: Data Collection and Analysis

Describe the data: Including when it was collected, where, size, use of sampling, type of data, assessment method (e.g., concept inventory, short-answer question, final project), and scoring method (e.g., instructors, semester, class, sample size, sampled 30% of students, essay question, rubric).

Describe the process: Consider how and why this measure was chosen to best capture student achievement (or unit performance) of the outcome. Chosen by committee? Was there faculty (staff) input? What is the assessment cycle? Were rubrics developed? If so, by whom, and were they calibrated?

Analyze the data: Summarize the results (e.g., average class score; % of students scoring 3 out of 5 on rubric; etc.) and present your major findings. What does the evidence offer? How are the data meaningful (e.g., criteria of success were met but scores are lower than prior years; student performance is strong or weak in a certain area; etc.)? Do the results answer your questions regarding students' mastery of content or application of skills for the outcome (unit performance)?

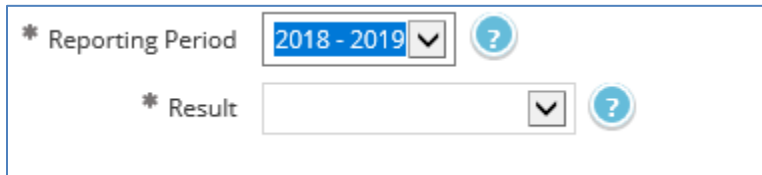You may add "Related Documents" if available AFTER you enter step 4.

Examples

* Data Collection and Analysis (Step 4)	Based on the way in which the Oral Presentation Learning Outcome was phrased by the department in the previous assessment phase, our primary goal for assessment this year was to learn whether all graduating majors engaged in oral presentations and whether they used multimedia technologies in their presentations in their upper level requirements. In order to accomplish this goal, we used the direct assessment method of reviewing 29 Chicana/o Studies 300- and 400-level courses from fall 2014 and spring 2015. A majority of these courses (17 of 29, or 58.6%) require oral presentations. Based on our review of the syllabi, all of the oral presentations require or encourage the use of A/V materials, PowerPoint, Prezi, or similar technologies. These high numbers suggested that most graduating majors engaged in "technology and multimedia oral presentations" in their final year major courses and that likely all did so over the course of their undergraduate careers as Chicana/o Studies majors. In order to verify this analysis, we also utilized the indirect assessment method of conducting a survey. We created an 8-question survey (full survey and results attached below), which was sent to all 21 graduating majors via an e-mail link in April 2015. We received 13 survey responses (61.9% of the graduating class), a high number for the end of the term. These surveys revealed the following relevant data: *100% of graduating Chicana/o Studies majors reported being required to give at least 3 oral presentations in their Chicana/o Studies courses, with 46% reporting having to give more than 6. *92.3% of graduating Chicana/o Studies majors reported having to use media or technology in "Most" or "All" of those required oral presentations. *100% of graduating Chicana/o Studies majors reported feeling "significantly" or "somewhat" "more comfortable and confident in [their] ability to present [their] ideas orally now than [they] did before [taking their] CHIC courses." *100% of graduating Chicana/o Studies majors reported that they felt "Very Comfortable" or "Somewhat Comfortable" integrating technology and/or media into their oral presentations. Qualitative student survey comments also suggested a growth process by which they became more comfortable with and stronger in their oral presentation skills in their Chicana/o Studies courses. (See complete comments attached below.) While not required based on the current wording of the Learning Outcome, we thought it useful to collect the additional data contained in our survey as we consider altering the language of the Learning Outcome for future assessment cycles in order to better capture the spirit of what our program wishes to accomplish in preparing our students to best communicate orally and using technology.

* Data Collection and Analysis (Step 4)	The BA in Dance SLO1 Technique and Performance Skills data collection took place March 20 and 21, 2018 during the BA in Dance program's 2018 Dance Major Assessments. The Freshman, Sophomore and Junior dance majors were assessed in their Modern and Ballet Technique and Performance skills. All full-time dance faculty members were present during this performance evaluation. The Ballet and Modern Assessment Rubrics used for the 2014-15 Dance Assessments were utilized this year as well. The calibration of dance materials for each Assessment Class taught is done for the four levels of both Ballet and Modern Technique. The results attached below reveal that the BA in Dance program averages from all three levels of Ballet averaged 84.3% and Modern averaged 79.7%. The Senior Dance Majors who were enrolled in the highest level of Ballet and Modern Technique were assessed separately using the same rubrics. Those assessments yielded the following results: Current Ballet IV Dance Major Seniors who Met Expectations or Exceeded Expectations was 94% Current Modern IV Dance Major Seniors who Met Expectations or Exceeded Expectations was 97% When combined the Four Levels the Ballet would be 89.2% and for Modern Dance it would be 88.4%. These results indicate that the training given in the program is highly effective in the successful development of our dance majors. The 2017-18 Data from the levels of both Ballet and Modern Dance technique courses demonstrates the student progress throughout the levels. The comparison of the our data for 2014-15, 2015-16, 2016-17 and this year's 2017-18 illustrates a high level of student learning in each of the specific areas of their training. The 16 specific skills that were assessed for the most part were over 70% at the Meets Expectations or higher criteria of success. The Center, Balance, Alignment and Posture area in both the Ballet and Modern Dance Assessments fell below 70%. The Allegro work and Beats are in Ballet fell to 50.7%.

* Data Collection and Analysis (Step 4)	An online survey was sent to 6,713 students and yielded a total of 2,035 responses. This is a survey response rate of almost 30%. The survey revealed the following: •86% of students agreed the Career Center helped in their career-related skills and abilities. A total of 172 workshops were hosted during the 18-19 academic year with about 1,790 students in attendance. Surveys were distributed to students in attendance and yielded 820 responses. This is a survey response rate of almost 46%. The survey revealed the following: •98.78% of students plan to apply what they learned from workshops in their career development. •96.22% of students feel more career ready. This data indicates that the information that students are receiving as a result of attending a Career Center workshop is providing the tools that they need to be successful. Although this feedback is positive we also have to explore if students can articulate the skills that they are leaning in all areas of learning outside of the Career Center. In the future it would also be interesting to ask what their definition of career ready is which can help us create intentional programming to address this area.

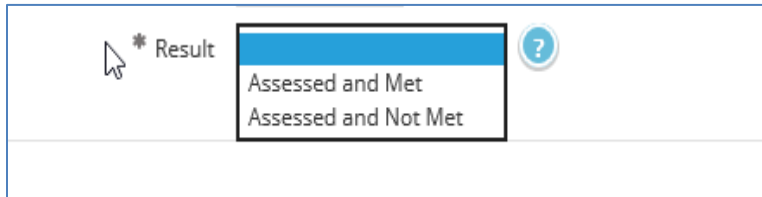| Data Collection and Analysis (Step 4)	Financial Aid federal work study student assistants, or peer advisors, working for the Office of Financial Aid (OFA) have many opportunities to develop and improve their professional development skills. They not only develop their skills in their daily works experience, but they also participate in various training opportunities each semester, 1:1 meetings, and weekly check-ins with their supervisors. The purpose of this learning outcome was to assess how certain life skills have developed as a result of their employment experience with OFA. The outcome was measured using a direct assessment (pre-and post-supervisor observation forms and rubric). A total of 12 peer advisors received a pre score however only 7 peer advisors received both a pre and post score. This is due to various reasons, however the most common was because of new employment opportunities.
	
	After analyzing the pre and post scores, the following was found:
	• 26% of Financial Aid federal work study student assistants increased by one ranking in their intellectual and practical skills.
	- There was no increase in critical thinking skills.
	-14% (1 peer advisor) increased their oral and writing communication skills by one ranking.
	   o 5 out of 7 peer advisors did not receive a pre-score for this area due to job description realignment.
	- 14% (1 peer advisor) increased their teamwork/collaboration skills by one ranking.
	   o There was also 1 peer advisor who decreased by one ranking in this area.
	-There was no increase in information technology application skills.
	- 57% (4 peer advisors) increased their leadership skills by one ranking.
	- 71% (5 peer advisors) increased their professionalism/work ethic skills by one ranking.
	
	• 21% Financial Aid federal work study student assistants increased by one ranking in their personal and social responsibility.
	- 42% (3 peer advisors) increased their career management skills by one ranking.
	-There was no increase in global/intercultural fluency skills.

Reporting Period:

Use the dropdown to select the applicable assessment cycle. NOTE: All fields are tied to the selected period. The data being reported must have been collected in the period reported.
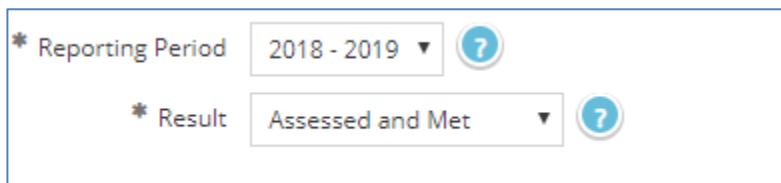
Result:

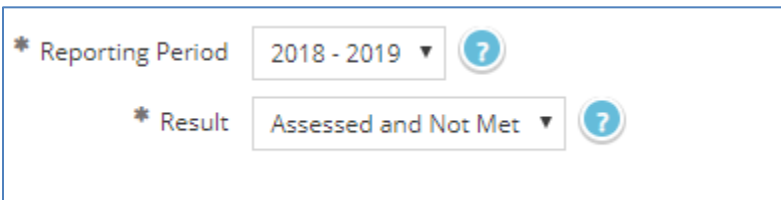Field should indicate either "Assessed and Met" or "Assessed and Not Met" as determined by the criteria for success.

Examples

Data were collected and analyzed for this outcome in 2018-2019. All criteria for success were met.

Data were collected and analyzed for this outcome in 2018-2019. One or more criterion for success were not met.

Step 5: Improvement Actions

Who interprets the overall evidence and makes recommendations (e.g. Assessment Committee, chairs)? How and with whom were the results shared? Describe what improvement actions will be implemented based on the results (e.g., revisions to curriculum, course content, etc.). If there were areas where student achievement (operational performance) was sufficient, could performance be enhanced?

If improvement actions are needed, but have not yet been developed, explain when they will be developed and by whom (e.g., Faculty will discuss assessment results at retreat scheduled for Sept. 20-21, 2019 and report improvement actions by October 1, 2019).

Also describe how and when the outcome will be re-assessed to evaluate the effectiveness of the improvement actions taken. If the outcome status is "Assessed and Met" and no changes have been deemed necessary, describe what steps will be taken to ensure the program will continue to meet the outcome and when outcome will be re-assessed. (e.g., Outcome expectations were met and no program changes have been proposed. Program will continue existing practices and re-assess outcome in three years.)

You may also consider improvement actions related to your assessment process. Did the results indicate any strengths or weaknesses in the process? Could data be collected differently? Is there a mechanism in place to review the assessment process?

Once improvement actions are determined, update this field.

Examples

* Improvement Actions (Step 5)	This assessment process revealed some of the shortcomings of our Learning Outcomes. Specifically, we plan to work on the language of our Learning Outcomes, including the one on Oral Presentations assessed this year, to ensure that they are clear, measurable, discrete, and manageable. In the case of this particular outcome, we also need to reword the Learning Outcome to make sure that it uses an active verb to encompass the desired learner-centered outcomes and also to remove the "double-barreled" focus on both technology/multimedia and oral communication. To better gauge the language that would be helpful in re-writing this Learning Outcome, we will work on a rubric that we can use to evaluate student oral presentations. Attached below is the draft that we have developed and will continue to refine.

* Improvement Actions (Step 5)	Faculty will discuss assessment results at a retreat scheduled for August 21, 2019 and report improvement actions by September 28, 2019. These actions will be implemented in the spring 2020 semester and assessed in Advanced Practicum classes at the end of the spring 2020 semester. When this SLO was assessed in 2017/2018, we had similar findings (but with a lower percentage of students meeting competency). As our improvement plan, we changed the preamble to all Advanced Practicum class syllabi and instituted a focus on particular theories in each of our developmental courses. We will continue to work on application of the theories, as the student responses demonstrated that they knew the theories, but they had difficulty in giving an example of application of the theory in a professional setting.
* Improvement Actions (Step 5)	In sum, all of the criteria of success were met and surpassed and the number of responses provided a good sample size. Utilizing last year's data and recommendations for improvement the Career Center was able to make some immediate changes to enhance data collection by developing student learning outcomes and alignment with NACE Career Competencies for all workshops offered. Other changes implemented over the last year included: implementing an online appointment system, development and utilization of a student satisfaction survey to assess interactions with counselors and career coaches, and offering more evening workshops. Another area where the Career Center can be more intentional is in helping students define what being career ready means to them. Creating collateral that defines career readiness as well as embedding career readiness competencies through a badging system is the next step in this process. The Career Center will continue to make improvements as recommended by students in the following ways: • More individual appointment availability • Additional extended Drive-Thru (drop-in) hours • More services in visible campus locations • More evening workshops • Additional programming for recent graduates and alumni • Online webinars and live streaming events and programs
Improvement Actions (Step 5)	Although the criteria of success were not met, Financial Aid off has established a strong assessment process that is embedded in the student employment program. Furthermore, Financial Aid has committed to tracking student learning, an area that this office has historically not tracked in the past. Moving from solely from performance outcomes to now assessing both performance and learning outcomes is a huge success for the Office of Financial Aid. The Office of Financial Aid plans to expand its development program and unify responsibilities for each student employee. The office will also explore ways to capture development for students who were previously employed in the office. Assessing the development of students who are not employed in the office of financial is also an area the office plans to explore, in particular for development of financial literacy.