

RE-ENGAGE WITH ASSESSMENT

Why do we have to do assessment again? Discuss assessment fatigue and ways to refocus us on the value of assessment in “closing the loop.”

What is the assessment culture in your program or department? Has that changed in recent years?

What strategies can help re-engage faculty/staff with assessment, or sustain them through an “assessment slump”?

What support is needed to keep folks engaged with assessment? What do you wish the Assessment people knew about how the process looks/works from your perspective?

Your questions?

ASSESSMENT IN THE VIRTUAL WORLD

Virtual instruction and operation are here to stay. Discuss ways to adapt assessment in the virtual world.

How is assessment in the virtual instruction or virtual operation world different from the face-to-face (F2F) world? Did you have to change your assessment plan (e.g. methods, outcomes...)?

Challenges during COVID: Getting data; workload issues; faculty still feeling burdened (undervalued and overstressed).

Reassessing objectives on course syllabi to determine if they are ones that the department wishes to continue and what objectives and assessment tools should be added.

Following up with student employees to have them participate has been challenging.

Challenge of assessing oral communication skills. Rubrics no longer appropriate. New ways of measuring presentation.

Challenges of getting students to complete assessment-related surveys online, even prior to COVID (for example, end-of-course evaluations online through Canvas).

Are the assessment results different in the virtual environment vs. F2F?

Some positive indicators despite the circumstances: Fewer graduation referrals, students succeeding in their efforts.

Accessibility issues on websites and in courses in part because of the abruptness of the move to virtual instruction. Disenfranchisement of some students.

Better than expected participation in climate survey, but perhaps lower than in semesters prior to COVID.

Assessment results may not differ much from semesters prior to COVID, but circumstances were much different and more accommodations were offered by many instructors, and rightfully so.

What did we learn from doing assessment in the virtual world for 2 years?

Are we doing enough to help students to articulate their needs? For example, students who stop out and cite mental health as an impediment to return.

We could also assess other barriers such as course offerings scheduled at times that students cannot attend.

Perhaps we can focus more on formative assignments that allow students opportunities to develop their understanding of the material.

Be more diverse in the types of competencies that we assess.

We need to rethink what learning is. We can find a balance and incorporate more empathy and accommodation.

Awareness of the need of students to feel connected and being cognizant of equity and mental health issues. Expanding the concept of disability.

EQUITABLE ASSESSMENT

Is our assessment adequate to capture the experiences of different stakeholders? Discuss ways to maximize the impact of assessment for all.

What is your experience doing assessment with a diverse group of students or stakeholders?
Are the assessment measures equally effective at capturing their learning or experiences?

- Data on who is participating in programs and experiences
- Awareness of experiences not captured
- Tool itself, is it accessible?
- Ask students, faculty and staff directly what their needs/perspectives are (Needs based assessment, course availability, modality, services, etc.)
- Incorporating students in the design of the assessment (What are our presumptions?)
- Multiple lens needed in all steps of assessment
- Support needed to engage with equity in the process.

Have you tried to disaggregate assessment data to capture different impact on different populations?

- Disaggregation of data takes time and resources
- Suggestions regarding the kinds of questions faculty/staff can ask for demographics and identities in surveys
- Care and awareness around when and what demographic/identities questions should be asked.
- Identify gaps and change curriculum and experience.
- What do we do next when we identify gaps?

Resources:

- Equitable Pedagogy Module: www.fullerton.edu/acadaffairs/faculty-resources/provost-reports/2021/sep22-21-epm.php
- FDC Equity-Minded Teaching: <https://fdc.fullerton.edu/faculty-dei/>

ENHANCING ASSESSMENT VALIDITY & RELIABILITY

What does validity and reliability mean in assessment work? Discuss how to enhance both “-ity” while keeping assessment sustainable.

What do validity and reliability mean in the assessment world? Disciplinary differences?

RELIABILITY:
Properties related to the repeatability of "scores" or outcomes

Test-retest reliability *
Inter-rater reliability

VALIDITY:
Properties related to question of what is being measured

Face Validity &
Construct Validity

What are some good approaches to ensure reliability in doing assessment?

Jennifer (psych)--how to assess reliability when the outcome should be changing (e.g. student learning pre/post)

Options:
test-retest within each phase

convergent validity (examining how similar measures on same construct correlate)

split-half

What are some good approaches to ensure validity in doing assessment?

Eizabeth (anthro)-
Oral Presentations across 3 core courses. Examining reliability across raters and across measures, and also validity. Challenges in assessing accuracy of content across raters from different fields

Clearly state and operationalize outcomes so that students understand expectations. Match assessment to outcomes.

Use external instruments like concept inventories, AACU VALUE rubrics

Compare results of multiple assessment measures

TRACKING POSTGRADUATION OUTCOMES

Do you know how our alumni are doing? Learn about the data we have on alumni and discuss ways to integrate postgraduation student success into assessment.

What types of information would be useful to gauge postgraduation success?

"If I graduate here in 4 years, will I get a job?"

Four to five years out, what soft skills did you learn? How did the programs you attended impact where you are now?

"If I come here, what kind of companies can I work for?"

Be able to answer, "How many of our students are employed?" as a means to provide alternative pathways for students who do not go into graduate school.

Qualitative aspects of student outcomes, beyond jobs and salaries, not just right out of graduation but also three to five years down the road.

Utilizing employment outcomes as a measure of postgraduation success can be challenging for certain disciplines that cannot be linked directly to specific jobs.

Measuring community engagement as a postgraduation outcome.

What are some ways to use alumni data for academic and non-academic units?

Data to show prospective students where they can be with a CSUF degree

Advising to help students plan for postgraduation.

Success in pursuing graduate degrees after their undergraduate studies.

Reporting data to market and recruit students to not only CSUF but specific departments.

Advising students about correlations between activities they participate in while they're at the university to career outcomes