California State University
Channel Islands

Seven-year Plan for Student Learning Outcomes Assessment

December 2006

Table of Contents

Introduction: Assessment of Student Learning Outcomes

As a learning-centered organization, CSUCI values the role assessment plays in ensuring students become intentional learners[1] through the explicit identification of student Learning Outcomes. Assessment provides a framework for focusing on whether students learn what we intend for them to learn and provides a venue where meaningful discussions of program objectives, curricular organization, pedagogy, and student development can occur.[2] CSUCI is committed to providing quality educational programs and purposefully utilizes assessment to inform the scholarship of teaching and to facilitate the graduation of students who embody the mission of Channel Islands.

This document provides an overview of the values that motivate the assessment process at CSU Channel Islands and a general description of the assessment plan. Then each level of the assessment plan is discussed in terms of the actions, players, and time frame of assessment within that level. Finally, an organizational assessment structure is presented, identifying the roles and responsibilities of individuals, committees and units.

A key component of helping students learn identified outcomes is ensuring that students are engaged in their learning. CSUCI commits to the higher education Principles for Good Practice in its delivery of education.[3] Faculty strive to:
- Encourage contacts between students and faculty
- Develop reciprocity and cooperation among students
- Use active learning techniques
- Give prompt feedback
- Emphasize time on task
- Communicate high expectations, and
- Respect diverse talents and ways of knowing

With broad and deep faculty involvement, the Division of Academic Affairs has implemented an assessment plan designed to ensure that data on student Learning Outcomes are systematically collected at multiple levels, and that analysis of these data result in appropriate course and program improvement. This plan incorporates the recognized components of the assessment of academic programs. These are:[4]
- Develop Learning Outcomes
- Check for alignment between the curriculum and the outcomes
- Develop an assessment plan
- Collect assessment data
- Use the results to improve the program, and
- Routinely examine the assessment process

---

[1] Bereiter, C., & Scardamalia, M (1993). Surpassing ourselves: Inquiry into the nature and implications of expertise. Chicago: Open Court.
[2] Allen, M.J. 2004. *Assessing academic programs in higher education.* Bolton, MA: Anker.
[3] Chickering, A.W. & Gamson, Z.F. 1987, March. "Seven Principles for Good Practice in Undergraduate Education." AAHE Bulletin, 39(7), 3-7.
[4] Allen, M.J. 2004. *Assessing academic programs in higher education.* Bolton, MA: Anker.

Assessment Plan Overview. The plan identifies a systematic program of assessment that addresses Learning Outcomes activities at three distinct levels: the course level, the program level – which includes academic majors and General Education, and the degree level – based on outcomes related to the four mission-based Centers.

Faculty, working within their program and in cross-disciplinary groups, have identified Learning Outcomes for each level, aligning each level with one another and ultimately with the mission of the University. Similarly, faculty select the form of assessment most appropriate for the outcomes under review, utilizing both direct and indirect assessment methodologies. This bottom up approach has led to pride of ownership in the Learning Outcomes and strong buy-in to the assessment process. Assessment methodology is coordinated to ensure that data and results from lower levels will inform assessment at the next level of review. In this way assessment better serves students by providing a cohesive curriculum that streamlines the General Education requirements. This, in turn, decreases time to degree, facilitating graduation.

Student Learning Outcomes are assessed on a multi-year cycle, focusing on roughly one quarter of the Learning Outcomes for each level in any given year. Annual program assessments of specific student Learning Outcomes for the degree are aggregated into five-year program reviews.

Responsibilities for Assessment. The Chief Assessment Officer oversees this process, coordinating assessment efforts and reporting on those efforts to the Provost and Vice President for Academic Affairs. However ultimately, assessment remains a responsibility of faculty, program chairs, and department heads. The Chief Assessment Officer works with these individuals to ensure assessment responsibilities are met. As gaps in assessment are discovered, the Chief Assessment Officer is responsible for identifying the department(s) or unit(s) within Academic Affairs that should step into the gap and provide the needed information and data.

An intentional faculty development program is a strong component of assessment and part of a learning-centered organization. The Office of Faculty Development provides training and resources for the assessment work. Coordinated by the Office of Faculty Development, faculty work together to make teaching public and support effective teaching methodologies.

The Office of Institutional Research provides additional technical support and resources for assessment within the levels. Additionally, the Office of Institutional Research is the repository for program and degree level data.

Programs conduct assessment activities for major, with Program Assessment Officers taking the leadership role. In conjunction with the Centers, they also conduct assessment of the baccalaureate and provide summative reports of those assessments and of the program improvements that have followed upon those results, to the Chief Assessment Officer. The Chief Assessment Officer consolidates the reports and shares them with the Provost, who ensures that program improvement follows. The Chief Assessment Officer

works with units to design assessment schemes that provide formative data, so that programs and centers can determine if mid-course corrections are making a positive impact.

The Provost will make the reports available more widely within Academic Affairs and post all levels of reports to the Assessment web site, furthering campus discussion and fostering a culture of assessment. Over time it is expected that performance benchmarks will be developed and trend data will provide validation of a continuous cycle of improvement.

Co-Curricular Assessment. All units on campus work to align their efforts in support of the mission of the University; but Student Affairs plays a key role in the co-curricular experiences of students as they relate to the mission. CSU Channel Islands recognizes that strong collaboration and cooperation between student affairs and academic affairs can reinforce the successful attainment of desired Learning Outcomes. Therefore, the University's commitment to assessment involves co-curricular components of the students' educational experiences. The main focus of the assessment plan addresses specific activities within Academic Affairs; however the Assessment Plan delineates the responsibilities of Students Affairs in assessing the baccalaureate through the co-curricular components of the four mission-based centers.

Part 1: Assessment of the baccalaureate

The University's mission states:

> *Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.*

Within the Mission Statement CSUCI has identified four pillars that conceptualize the essence of the experiences and characteristics that a CSUCI graduate should possess. They are knowledge acquired through:

- Integrative Approaches
- Experiential and Service Learning;

And experiences that provide:

- Multicultural Perspectives
- International Perspectives

These four pillars are the components by which the University will assess the baccalaureate at CSUCI. Undergraduate students must graduate with course credits reflecting each of these key areas. The University also undertakes a more direct assessment to assure cohesive alignment between students' curricular and co-curricular experiences and the Mission-based outcomes. Each program area, and ultimately the program chair, has the responsibility for assessing the baccalaureate, but with the guidance of the Mission-based Centers.

The Academic Senate has established four Mission-based Centers to support the Pillars. The Centers are academic units with strong ties to the co-curricular programs of the University. The Center for Integrative Studies supports integrative and interdisciplinary methods of instruction, providing opportunities for faculty collaboration, interdisciplinary course development, and student involvement in cross-disciplinary activities. The Center for Service Learning and Civic Engagement supports the development of classes that offer reflective analysis of participation in community experiences, as well as facilitates co-curricular and civic engagement activities. The Center for Multicultural Learning and Engagement works to expand student awareness of diverse cultures, increase the opportunities for student involvement in diverse environments, and serves as a resource for faculty and student activities in this area. The Center for International Affairs promotes international awareness for students through course-based activities, through on-campus co-curricular speakers and events, and through the support of international study abroad programs.

These organizational structures allow the University to embed its mission into the pedagogy, curriculum, and co-curricular activities of Channel Islands. They also play a role in helping programs assess the baccalaureate.

Each Center director, in conjunction with their advisory committee, will define what it means for a student to have gained the educational perspective or experiences represented by that Center and develop guidelines for the assessment of its Learning Outcomes. Each Center director will work with Program Chairs to help every Program develop similar statements that define what it means for a particular major to have gained the four mission-based educational perspectives (Pillars) appropriate to that major by the time a student graduates. Similarly, Center directors will work with Student Affairs programming staff to translate the mission-based pillar into measurable outcomes that can be accomplished through co-curricular activities.

Each year a different Pillar will be chosen as the theme for that year, with curricular and co-curricular assessment of elements of all Pillars completed after the end of four years. During the spring semester each Program will conduct an assessment of that specific mission-based learning outcome.

The data collected by the Program initially will be analyzed and interpreted by the Programs. The Program chair, with the Program Assessment Officer, is responsible for preparing a summary of the results, identifying possible weaknesses in alignment and suggestions on how the data will be used to improve the outcomes as related to that theme. Program chairs will forward their initial summary to the Center director whose Center sponsored that year's theme.

With the assistance of the Center director, the division of Student Affairs is responsible for designing and conducting the assessment of the yearly Pillar theme. While the academic assessment focuses on graduating seniors, it is understood that the assessment of co-curricular activities will of necessity be broader, providing an overview of the impact of theme activities across all students. The Assistant Vice President for Co-curricular Education is responsible for preparing a report of the assessment of the year's theme, also identifying possible weaknesses in alignment and suggestions on how the data will be used to improve the outcomes related to that theme. As with the program summaries, this report will be forwarded to the appropriate Center director.

The Center director will gather the summary statements from all Programs and Student Affairs, and with the assistance of the Director of Institutional Research, will analyze and interpret the statements, filing a report with the Chief Assessment Officer and Provost on the effectiveness of the Programs in carrying out their mission-based objectives and any changes they recommend to "close the loop" on assessment of that component of the baccalaureate.

The Provost will work with the Chief Assessment Officer, Program chairs, the Vice President for Student Affairs and AVP for Co-curricular Education, and the Center directors to provide feedback on the assessment process and to determine any additional steps that should be taken in light of the results.

In its pilot year, the theme chosen for spring 2007 is "Integrative Approaches to Learning," with the Center for Integrative Studies taking the lead in working with the

Program chairs. Full assessment of the baccalaureate will begin with year-long theme activities in 2007-08, incorporating the co-curricular component, and requiring an eight year cycle. The schedule for the full assessment of the baccalaureate through 2013-14 is as follows:

Table 1: Schedule for Assessment of the Baccalaureate Degree

Year	Theme	Leading Mission-based Center
2006-07	Integrative Approaches to Learning	Center for Integrative Studies
2007-08	International Perspectives in the Academic Program	Center for International Affairs
2008-09	Gaining a Multicultural Perspective on the World	Center for Multicultural Learning and Engagement
2009-10	Educating Civically – Engaged Students	Center for Civic Engagement and Service Learning
2010-11	Interdisciplinary Education Within and Across the Majors	Center for Integrative Studies
2011-12	International Perspectives in the Academic Program	Center for International Affairs
2012-13	Gaining a Multicultural Perspective on the World	Center for Multicultural Learning and Engagement
2013-14	Educating Students for Learning Service	Center for Civic Engagement and Service Learning

Part 2: Assessment of General Education

The foundation of the undergraduate experience at CSUCI is the General Education (GE) program. General Education requirements are designed to ensure that all graduates of the University, whatever their major, have acquired essential skills, experiences, and a broad range of knowledge appropriate to educated people within a society. As a learning institution Channel Islands values GE assessment as an opportunity to create a cohesive curriculum that supports the mission of the University.

Reflecting the interdisciplinary and integrated aspect of the University's Mission Statement, the CSUCI, and in a collaborative process, CSUCI has chosen relatively few (eight) broad, conceptual goals of the GE program. These goals and outcomes synthesize the key expectations that CSUCI has for students completing the GE program.

Faculty have determined the extent to which course Learning Outcomes are aligned with GE criteria. They have also identified where Learning Outcomes are promoted in the curriculum through the MAPS project. As additional goals and Learning Outcomes are assessed in the future, the GE Outcomes Assessment Task Force will continue to conduct periodic reviews to ensure the alignment of the Learning Outcomes to GE courses.

Assessment of GE Learning Outcomes is the responsibility of the GE Outcomes Assessment Task Force. The Task Force is a broadly based group of faculty who report to the Provost and work closely with the Chief Assessment Officer. The Task Force will identify leadership teams for each round of assessment to shepherd the assessment process. Leadership teams for each assessment will be composed of two "experts" and one "non-expert", and will include one member of the GE Committee/GE Assessment Committee. Two outcomes will be assessed each semester with the leadership team convening a small group of faculty to review student work to determine if they have attained the expected level of achievement for that outcome.

Course embedded assessment will be used to review the GE program. In the course of the development of the assessment tools for Learning Outcomes, value-added and absolute standards will be utilized. Outcomes are based upon existing GE certification documents and catalog copy. Goals and the learner focused outcomes that support each goal are listed below.

Students who complete the General Education program are able to:

Goal 1. Think clearly and logically.
    They are able to:
    Outcome 1.1   Reason inductively and deductively.
    Outcome 1.2   Communicate clearly and logically.

Goal 2. Find and critically examine information.
    They are able to:
    Outcome 2.1   Access needed information effectively and efficiently.

Outcome 2.2   Evaluate information and its sources critically.
Outcome 2.3   Explain the economic, legal, social, and ethical issues surrounding the use of information.

Goal 3. Communicate effectively using a variety of formats.
They are able to:
Outcome 3.1   Speak and present effectively in various contexts.
Outcome 3.2   Write effectively in various forms.

Goal 4. Understand the physical universe and its life forms, scientific methodology, and mathematical concepts, and use quantitative reasoning.
They are able to:
Outcome 4.1.   Conduct planned investigations, including recording and analyzing data and reaching reasoned conclusions.
Outcome 4.2.   Solve problems using mathematical methods and relevant technology.
Outcome 4.3   Use graphs, tables, etc. to represent and explain mathematical models.
Outcome 4.4   Make connections between important/core/key concepts (or big ideas) in the natural sciences to describe/explain natural phenomena.

Goal 5. Cultivate intellect, imagination, sensibility and sensitivity through the study of philosophy, literature, languages, and the arts.
They are able to:
Outcome 5.1.   Analyze creative human products and ideas.
Outcome 5.2.   Articulate personal thoughts and emotions when encountering human creations and ideas.
Outcome 5.3.   Create original and imaginative works in philosophy, literature, language, and/or the arts.

Goal 6. Understand social, cultural, political, and economic institutions and their historical backgrounds, as well as human behavior and the principles of social interaction.
They are able to:
Outcome 6.1   Convey how issues relevant to social, cultural, political, contemporary/historical, economic, educational, or psychological realities interact with each other.
Outcome 6.2   Discuss how social sciences conceive and study human experience.
Outcome 6.3   Use social science methods to explain or predict individual and collective human behavior.

Goal 7. Integrate ideas and insights from multiple cultural and disciplinary perspectives.
They are able to:
Outcome 7.1   Integrate content, ideas, and approaches from various cultural and disciplinary perspectives.

Goal 8. Use technology as a tool.
        They are able to:
        Outcome 8.1   Use relevant technology in various contexts to present and/or integrate ideas.

During the 2006-07 year Outcome 7.1, "Integrate content, ideas, and approaches from various cultural and disciplinary perspectives" was selected as the first GE outcome for pilot assessment. This outcome will be pilot tested during the 2006-07 academic year. It will be assessed by collecting examples of student writing from upper division GE courses, and analyzing them for their level of integrative understanding based on rubrics established by a group of faculty, including those affiliated with the Center for Integrative Studies. The results of the analyses will be shared with the Chief Assessment Officer, the GE Outcomes Assessment Task Force, Program Chairs, and the Provost. Program chairs will lead discussions at Program meetings and with individual faculty teaching upper division GE. At these meetings faculty will discuss the results, the cohesiveness of the curriculum to the Learning Outcomes, and next steps to improve the GE curriculum based on the results. The meetings will also address any improvements that should be made to the assessment process itself.

Each Program chair will file a report with the GE Outcomes Assessment Task Force, the Chief Assessment Officer, the Provost, and the IR Director, who maintains a data base of GE assessment activities.

Outcomes are assessed on a rotating schedule. The GE Outcomes Assessment Task Force determines the five-year outcome assessment timeline. The schedule for assessment of the GE Learning Outcomes is as follows:

CSUCI General Education Assessment Plan
November 27, 2006

Learning Outcome	Assess Every 5th year starting	Leadership team[5]	Method
1.1 Reason inductively and deductively.	Spring 2008	Faculty from GE A3[6]	
1.2 Communicate clearly and logically	Fall 2007	Faculty from GE A3	
2.1 Access needed information effectively and efficiently.	Spring-Fall 2007	Amy Wallace (Library) Bob Mayberry (English)	Funded by grant ($14,200 over 2 years) to support a retreat to create rubric; student assistants to gather student work products; summer time to score student work products and summarize results
2.2 Evaluate information and its sources critically.	Spring-Fall 2007	Amy Wallace (Library) Bob Mayberry (English)	See above
2.3 Explain the economic, legal, social, and ethical issues surrounding the use of information.	Spring-Fall 2007	Amy Wallace (Library) Bob Mayberry (English)	See above
3.1 Speak and present effectively in various contexts.	Fall 2007	Faculty from A-1	
3.2 Write effectively in various forms.	Fall 2007	Faculty from A-2	
4.1 Conduct planned investigations, including recording and analyzing data and reaching reasoned conclusions.	Spring 2009	Faculty from B-1 & 2	
4.2 Solve problems using mathematical methods and relevant technology.	Spring 2008	Faculty from B-3	

[5] Leadership teams for each assessment will be composed of two "experts" and one "non-expert", and will include one member of the GE Committee/GE Assessment Committee.

[6] Curriculum areas are:

Area A: Communication in the English Language and Critical Thinking
Area B: The Physical Universe and Its Life Forms; B1: Physical Universe, B2: Life Forms, B3: Laboratory Courses, B4: Computers and Information Technology
Area C: Arts, Literature, Philosophy and Foreign Language; C1: Arts, Music, and Theatre, C2: Humanities (Literature, Philosophy, and Foreign Languages)
Area D: Social Political & Economic Institutions & Behavior; Historical Background
Area E: Lifelong Understanding and Self-Development

4.3 Use graphs, tables, etc. to represent and explain mathematical models.	Spring 2008	Faculty from B-3	
4.4 Make connections between important/core/key concepts (or big ideas) in the natural sciences to describe/explain natural phenomena.	Spring 2009	Faculty from B-1 & 2	
5.1 Analyze creative human products and ideas.	Fall 2008	Faculty from C	
5.2 Articulate personal thoughts and emotions when encountering human creations and ideas.	Fall 2009	Faculty from C	
5.3 Create original and imaginative works in philosophy, literature, language, and/or the arts.	Fall 2009	Faculty from C	
6.1 Convey how issues relevant to social, cultural, political, contemporary/historical, economic, educational, or psychological realities interact with each other	Spring 2010	Faculty from D	
6.2 Discuss how social sciences conceive and study human experience.	Spring 2010	Faculty from D	
6.3 Use social science methods to explain or predict individual and collective human behavior.	Spring 2010	Faculty from D	
7.1 Integrate content, ideas, and approaches from various disciplinary perspectives.	Fall 2006	Brad Monsma (Chair) Greg Wood Jeanne Grier Harley Baker	Scoring of representative sample of student work from Upper division Interdisciplinary GE courses using rubric
7.2 Integrate content, ideas, and approaches from various cultural perspectives.	Fall 2008	Faculty from C3b & Center	
8.1 Use relevant technology in various contexts to present and/or integrate ideas.	Spring 2009	Faculty from B-4	

Part 3: Program review and Program outcomes assessment

Program review is the periodic assessment of the curricular, pedagogic, research, and organizational success of a major, occurring every five years. Program outcomes assessment occurs yearly and helps faculty create a cohesive curriculum that is aligned with the mission, goals and Learning Outcomes of the major. Just as the University has developed its Mission Statement, program areas develop the Mission Statement for each major and identify the broad vision of the fundamental purposes and values of the program.[7] Learning Outcomes are statements that specify the knowledge areas that students will be able to exhibit upon completion of their major. All Program Areas have developed a set of assessment blueprints that detail the Learning Outcomes, outline the methods to assess attainment of theses Learning Outcomes, and determine how such data might be used in program review and modification. Each major has identified approximately 10 to 15 Learning Outcomes. Additionally all Program Areas have a complete assessment cycle for at least one of those Learning Outcomes.[8]

Program Chairs have the responsibility for ensuring that Program Assessment is conducted in a comprehensive and timely manner for the academic program. To facilitate this assessment, each Program identifies a faculty member to serve as the Program Assessment Officer. The Assessment Officer receives six units of reassigned time annually for serving in this capacity.

The Program Assessment and Review Committee (PARC) is responsible for overseeing program assessment and program review activities within academic affairs. PARC reports to the Provost.   PARC Committee is co-chaired by the Chief Assessment Officer and the Associate Vice President for Academic Programs and Policy, with the CAO taking the lead on assessment activities and the Associate Vice President for Academic Programs and Policy taking the lead on program reviews. Membership in PARC includes the program assessment officer from each major and the Director for Institutional Research. The Office of Faculty Development coordinates workshops to train Program Assessment Officers in the development of assessable Learning Outcomes.

Programs assess approximately a quarter of their Learning Outcomes in the spring semester and involve activities and responses from graduating seniors. Utilizing direct and indirect assessment, a variety of methods and tools are used as determined by each program, e.g., portfolios, essays, questionnaires, interviews, projects and other capstone activities.

Each year the Programs will summarize the results of their assessments, including actions taken as a result of the assessments, and forward these summaries to the Director of Institutional Research and to the Chief Assessment Officer, who will write a summary report to the Provost. The Director of Institutional Research will maintain the database of assessment reports.

---

[7] Allen, M.J., 2004. *Assessing academic programs in higher education.* Bolton, MA: Anker.
[8] The Smith Family APPP project laid the groundwork for building in an assessment plan for all Learning Outcomes in all majors and provided the initial training for CSUCI faculty in this area.

Program Learning Outcomes are assessed over a five-year period, using the five-year mandated program review cycle as the framework. Thus, Programs assess approximately three or four of their Learning Outcomes each year, completing the entire assessment in four years. In the fifth year academic programs will undergo their Program Review, having assessed all of their Learning Outcomes and with four years of data to draw upon as they undertake their program reviews.

In any given year 20% of all programs at the University will be undergoing program reviews. These program reviews will be conducted and overseen by PARC. The first program to undergo a program review, on a pilot basis, will be the English Program in 07-08.   In following years, other programs will be scheduled for review until a five-year review cycle is in place for all programs. The Program Review cycle follows:

Table 2: Program Review Cycle

2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Eng	History	Art	Chem	Bio	Eng	History	Art	Chem	Bio	Eng	History
	Econ	Com Sci	ERSM	Educ	Spanish	Econ	Com Sci	ERSM	Educ	Spanish	Econ
		Bus	Math	Psych	Liberal Studies	Political Sci	Bus	Math	Psych	Liberal Studies	Political Sci
			Soc	Perf Arts	Comm	Early Child	Nursing	Soc	Perf Arts	Comm	Early Child
				New 1	New 2	New 3	New 4	New 5	New 1	New 2	New 3
					New 6	New 7	New 8	New 9	New 10	New 6	New 7
						New 11	New 12	New 13	New 14	New 15	New 11
							New 16	New 17	New 18	New 19	New 20
								Etc.	Etc.	Etc.	Etc.

The cycle for the assessment of the baccalaureate will be closely tied to the Program Review Cycle. Programs undergoing program review will not be expected to participate in the program outcomes assessment process or in the assessment of the baccalaureate, as shown in the following chart. A typical seven-year cycle, with four programs chosen at random follows.

Seven-year Program Review and Baccalaureate Assessment Cycle:
Four Sample Programs with Varying Program Learning Outcomes

Green=Program Learning Outcomes   **Blue=Baccalaureate Learning Outcomes**

2007	2008	2009	2010	2011	2012	2013
English Program Review	**English** Assess 3 Learning Outcomes	**English** Assess 2 Learning Outcomes	**English** Assess 3 Learning Outcomes	**English** Assess 2 Learning Outcomes	**English Program Review**	**English** Assess 3 Learning Outcomes
	Assess 1 International Outcome	Assess 1 Multicultural Outcome	Assess 1 Civic Engagement Outcome	Assess 1 Integrative Outcome		Assess 1 Multicultural Outcome

2007	2008	2009	2010	2011	2012	2013
History Assess 3 Learning Outcomes	**History Program Review**	**History** Assess 3 Learning Outcomes	**History** Assess 3 Learning Outcomes	**History** Assess 3 Learning Outcomes	**History** Assess 3 Learning Outcomes	**History Program Review**
Assess 1 Integrative Outcome		Assess 1 Multicultural Outcome	Assess 1 Civic Engagement Outcome	Assess 1 Integrative Outcome	Assess 1 International Outcome	

2007	2008	2009	2010	2011	2012	2013
Art Assess 2 Learning Outcomes	**Art** Assess 2 Learning Outcomes	**Art Program Review**	**Art** Assess 2 Learning Outcomes	**Art** Assess 2 Learning Outcomes	**Art** Assess 2 Learning Outcomes	**Art** Assess 2 Learning Outcomes
Assess 1 Integrative Outcome	Assess 1 International Outcome		Assess 1 Civic Engagement Outcome	Assess 1 Integrative Outcome	Assess 1 International Outcome	Assess 1 Multicultural Outcome

2007	2008	2009	2010	2011	2012	2013
Math Assess 4 Learning Outcomes	**Math** Assess 3 Learning Outcomes	**Math** Assess 2 Learning Outcomes	**Math Program Review**	**Math** Assess 4 Learning Outcomes	**Math** Assess 3 Learning Outcomes	**Math** Assess 2 Learning Outcomes
Assess Integrative Outcome	Assess 1 International Outcome	Assess 1 Multicultural Outcome		Assess 1 Integrative Outcome	Assess 1 International Outcome	Assess 1 Multicultural Outcome

All Program outcomes assessment results and all baccalaureate outcomes assessment results will ultimately be sent to the IR Director where such data is housed. Annually, the Chief Assessment Officer will write a summary report for the Provost of the above assessment

activities and their outcomes, plus General Education outcomes assessment results. The Provost will include a summary of all assessment activities in the Annual Report to the President, including an assessment of the status of our commitment to improve the quality of our educational programs.

Part 4: Course-level assessment

The primary loci of learning activities lie in the classroom and in the interactions between faculty and students. The learning that occurs here must be tied to GE, the program objectives and to the overall objectives of the baccalaureate. Intentional teachers are necessary for intentional learners, requiring teachers to clearly identify and assess the Learning Outcomes for the courses they teach.

Academic Programs are responsible for ensuring that Learning Outcomes are identified for each course. Learning Outcomes are then required to be placed in each syllabus. Program chairs are responsible to see that their faculty adhere to this rule. The Curriculum Committee is ultimately responsible for ensuring that each learning outcome can be assessed. All course proposals must list several assessable student Learning Outcomes in order to be approved by the Academic Senate Curriculum Committee. All course syllabi list the Learning Outcomes for each course and all syllabi are available for examination.

Faculty are responsible for conducting course level assessment of student Learning Outcomes within their own programs.[9] Faculty use a variety of course assessment tools and techniques, including rubrics-based examination of essays, one-minute in-class assessments, portfolios, journals, interviews, projects, etc. These assessment results remain with the faculty for their own improvement and are reviewed yearly in conjunction with the AVP for Faculty Development and the Chair.

In some cases, the assessment is intended to assess student Learning Outcomes in addition to improving the course, while in other instances the focus is on student learning and not necessarily on course improvement. The Chief Assessment Officer works with each program chair to identify the focus, timeline and sampling procedures for assessment of course level student Learning Outcomes.

The Office of Faculty Development (OFD) also provides a variety of support for faculty assessment activities. The office provides individual advice and instruction in how to go about course level assessment and maintains a resource library on assessment and scholarship of teaching and learning that is especially useful for particular faculty assessment projects. In addition, OFD provides assessment workshops with nationally known experts in the field of assessment.
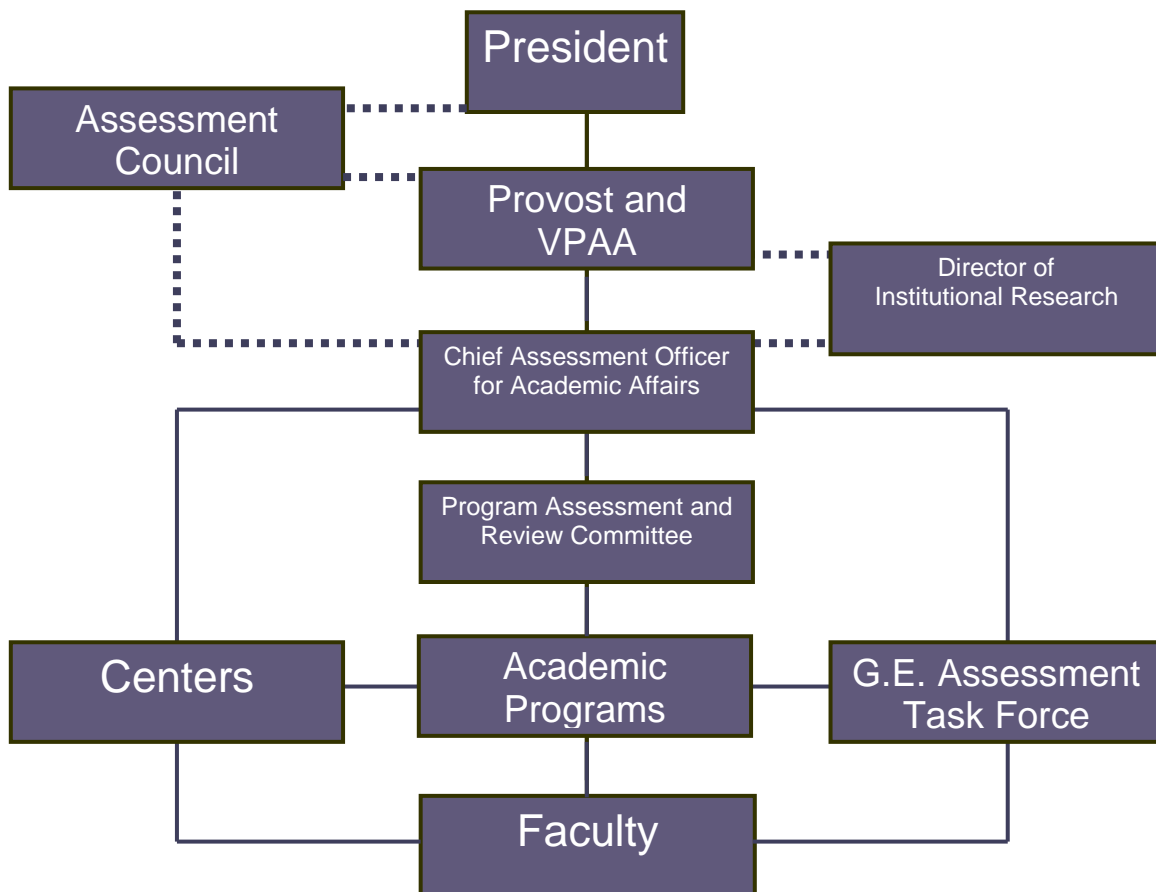
---

[9] Faculty are credited in the Retention, Tenure and Promotion guidelines for assessment activities in the category of service.
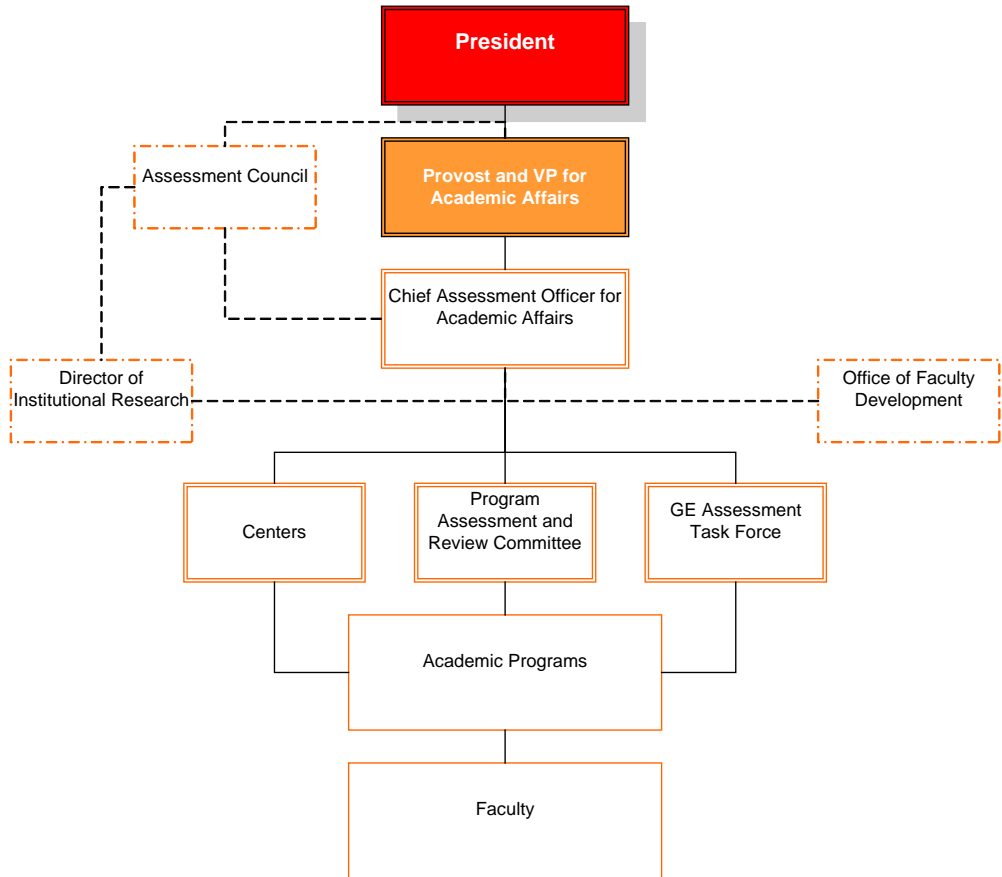
Part 5: Assessment Structure at CSUCI

The CSUCI model for the structure of the assessment of student Learning Outcomes is shown below. The roles and responsibilities of each in the assessment of process is also described and follows the diagram.

CSUCI Assessment Structure

```
                                    President

Assessment
Council                          Provost and
                                    VPAA                    Director of
                                                       Institutional Research

                              Chief Assessment Officer
                                for Academic Affairs

                              Program Assessment and
                                 Review Committee

        Centers                   Academic                G.E. Assessment
                                  Programs                   Task Force

                                    Faculty
```

CSUCI Assessment Structure

President

Assessment Council

Provost and VP for Academic Affairs

Chief Assessment Officer for Academic Affairs

Director of Institutional Research

Office of Faculty Development

Centers

Program Assessment and Review Committee

GE Assessment Task Force

Academic Programs

Faculty

12/04/06

The President
The President is responsible for all assessment activities at CSUCI including the assessment of student Learning Outcomes. Within the Office of the President, the Special Assistant to the President for Institutional Effectiveness oversees University-wide quality improvement efforts through the Assessment Council and coordinates assessment-related data collection initiatives, with special attention to those in the Divisions of Academic and Student Affairs.

The Assessment Council (AC)
In Fall 2004 President Rush directed the creation of the CSUCI AC to provide support for assessment activities across the campus. The Special Assistant to the President for Institutional Effectiveness chairs the council. Each division designates one or more assessment officers to participate on the AC and to oversee and coordinate assessment activities within their respective divisions. Membership also includes the Director of Institutional Research and the Associate Vice President for Academic Programs and Planning. The charge of the AC is as follows:

> CSUCI is committed to continuous improvement in the fulfillment of its mission. In the spirit of this commitment, the President of CSUCI directs the creation of the CSUCI Assessment Council. The role of the Council, with broad cross-divisional representation, is to support the mission of the University by promoting and coordinating the on-going assessment of institutional effectiveness.
>
> Specifically the Council shall:
> - Examine existing practices and programs, recommend new and different strategies as warranted, and provide counsel aimed at improving and enhancing the effectiveness of institutional assessment activities.
> - Provide support for systematic campus-wide participation in assessment through workshops, training, and resource development.
> - Provide support to the campus community through development, planning, implementation, and coordination of assessment efforts.
> - Provide support to the campus community through the interpretation and analysis of findings, the reporting of findings, and the integration of those findings into further program development and assessment.
> - Prepare an annual report on the activities of the Assessment Council and other reports as needed.
> - Engage in other assessment and institutional effectiveness projects as directed by the President.

The AC meets monthly to provide mutual support, resources, and formative feedback for divisional and unit plans. The AC maintains a website that includes information about the Council, agendas and minutes from Council meetings, Council-developed CSUCI policies, and other assessment related information.

The AC develops policies including those that have established the Office of Institutional Research as the official repository of all CSUCI institutional research and calendaring institutional research activities. The AC oversees a periodic review of each division's assessment plan. Operating on a five-year cycle, the AC provides summative feedback to the President about the scope and adequacy of the assessment, the effective measurement of defined outcomes, and how successfully results are used to inform the stated goals of the division.

Provost and Vice President for Academic Affairs (VPAA)
The Provost and VPAA is responsible for assessment activities in responsible for all assessment activities in the Division of Academic Affairs and conducts periodic reviews of assessment activities in the Division of Academic Affairs. Reporting directly to the Provost and Vice-President for Academic Affairs are the Office of Institutional Research and the Chief Assessment Officer for Academic Affairs.

The Chief Assessment Officer for Academic Affairs (CAO)
The CAO is the center of assessment activities in the Division of Academic Affairs. Reporting directly to the Provost, the CAO provides guidance and assistance to the Centers, the Program Assessment and Review Committee (PARC), the GE Assessment Task Force, and to each academic program. The CAO prepares an annual report on assessment activities in the Division of Academic Affairs including the assessment of student Learning Outcomes and assessment activities in other areas (e.g. library, academic advising, and faculty recruitment).

The CAO is a member of the Assessment Council, the General Education Assessment Task Force, and is co-chair of the Program Assessment and Review Committee. Finally, the CAO communicates with other divisions that assess student Learning Outcomes (e.g. co-curricular activities in the Division of Student Affairs), and using these assessments, as well as assessments conducted within the Division of Academic Affairs and the Centers, the CAO coordinates the assessment of the baccalaureate.

Office of Institutional Research (OIR)
To assist in the collection and analysis of evidence, the Office of Institutional Research is the primary source of statistical reports pertaining to the campus and reports directly to the Provost and VPAA. The OIR supports the work of the Assessment Council, the CAO, and assists units and committees in data collection and preparation needs. In addition, the OIR conducts studies and prepares special reports for the campus and serves repository for all official reports for campus-wide accessibility. The OIR website is the main tool used for dissemination of timely information to both internal and external audiences.

Office of Faculty Development (OFD)
The Office of Faculty Development provides support for faculty assessment activities.[10] OFD built and maintains the Faculty Resource Room collection of books on assessment and scholarship of teaching and learning, identifying which books will be especially

---

[10] The OFD supports faculty in teaching, scholarly and creative activity, and service.

useful for particular faculty projects. The OFD coordinates participation of faculty many assessment conferences and workshops.

Program Assessment and Review Committee (PARC)
PARC consists of the assessment officers from each of the academic programs. These officers are recommended by the programs areas and appointed by the Provost and VPAA to their posts, and receive reassigned time for their service to their program areas and the Division through their participation on PARC. PARC is co-chaired by the CAO and the Associate Vice President for Academic Programs and Policy. PARC develops the guidelines for periodic program review and oversees the five year program reviews process.

Mission-Based Centers
The mission-based centers are responsible for developing guidelines for the assessment of its mission focus. Each center works with academic programs on the development of specific tools for the academic program level assessment of that mission focus. One mission pillar will be selected each year for particular emphasis and focus for assessment. The Academic Program will conduct the actual assessment and will report the results in its periodic review. It will also report the results to the center which will in turn prepare a report for submission to the CAO. The CAO will include the finding from these reports in the annual report on assessment of student Learning Outcomes.

General Education Assessment Task Forces (GEATF)
The GEATF is broadly composed of faculty and the CAO. It is chaired by a senior faculty member with extensive educational assessment experience. GEATF is responsible for the assessment of the General Education program. GEAFT identifies leadership teams to shepherd the assessment process for each learning outcome. Using the recently developed student Learning Outcomes for general education, the GEATF reviews and develops a set of assessment tools and then conduct the assessments.

Academic Programs
Each Academic Program is responsible for the assessment of that component of the academic program. To facilitate these assessments, each Program nominates a faculty member to serve as the assessment officer for the program. The assessment officer receives six units of reassigned time annually for serving in this capacity.

Through the assessment officer, programs work with the Centers, the GEATF and represent the academic program on PARC. Academic Programs are responsible for the assessment of mission-based student Learning Outcomes as they pertain to their program. The assessment plans for the mission-based elements are prepared by the Academic Programs in accordance with guidelines outlined by the centers. The assessments are conducted by the Academic Programs and are used by the program in its periodic review. Academic programs may also coordinate assessment with the GEATF when appropriate. It is CSU and CSUCI policy that every major program conducts a five-year periodic program review that includes the preparation of a self-study and the hosting of external

reviewers. Academic programs work with PARC, who has the responsibility to oversee the periodic reviews.

Faculty
The faculty conduct the assessment of student Learning Outcomes through their service within their own program or through their service on other committees.[11] While faculty are responsible for conducting course level assessments, they also are responsible, with the chairs and the program assessment officers, for the assessment of their academic program areas and for the assessment of mission-based Learning Outcomes, in consultation with the centers.

---

[11] Faculty are credited in the Retention, Tenure and Promotion guidelines for assessment activities in the category of service.