Academic Affairs Assessment Overview

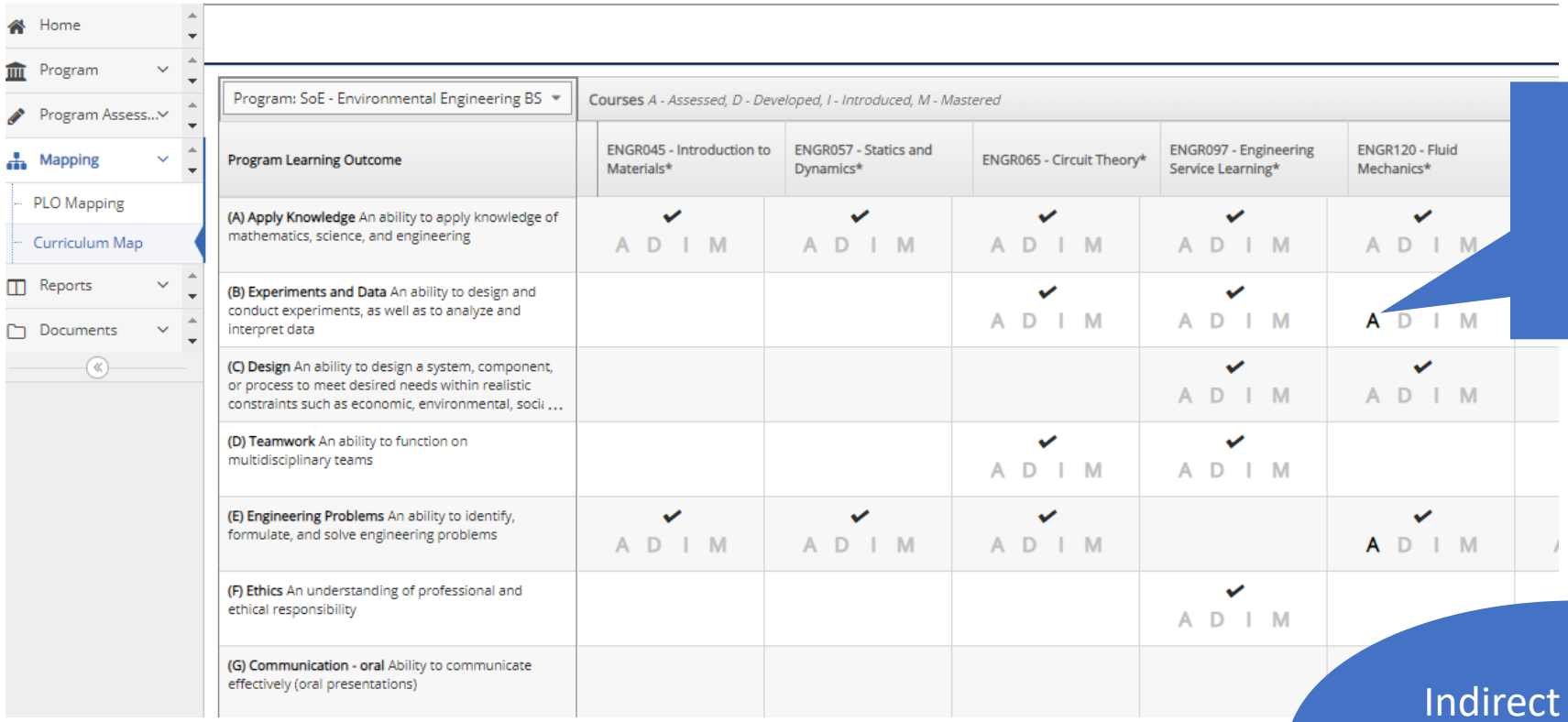
AY 2019-2020

Academic Assessment

- Program Learning Outcomes (PLO)
  - Direct evidence (student work)
  - Indirect evidence (campus surveys)

- Guide for Program Stewardship (GPS)
  - UC Merced’s electronic assessment management system

GPS: Step 1 - Program plans for collecting evidence

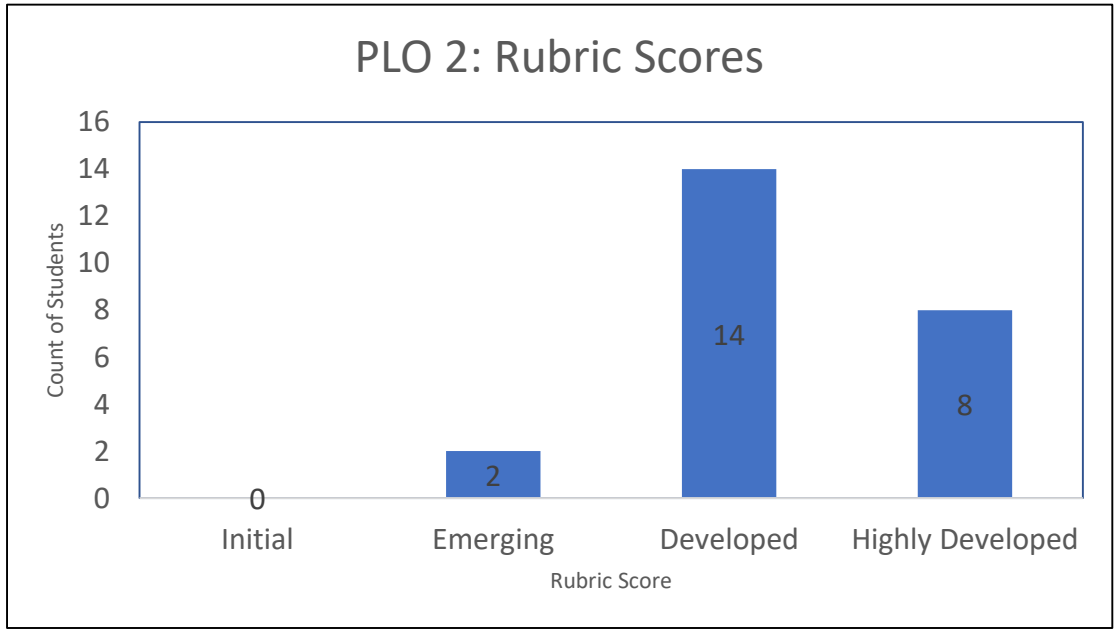


23 lab reports will be collected & scored using programmatic rubric…

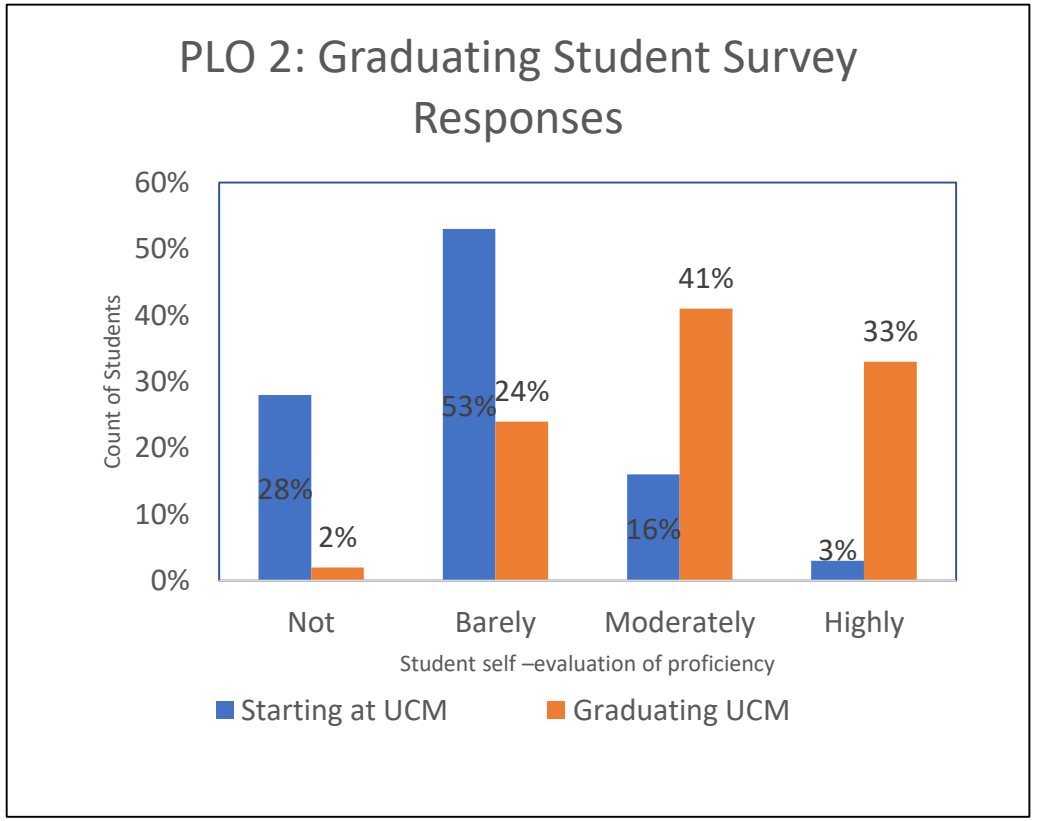
Indirect evidence will be collected from campus survey

GPS: Step 2 - Program collects evidence (direct & indirect) and evaluates student achievement of the program learning outcomes

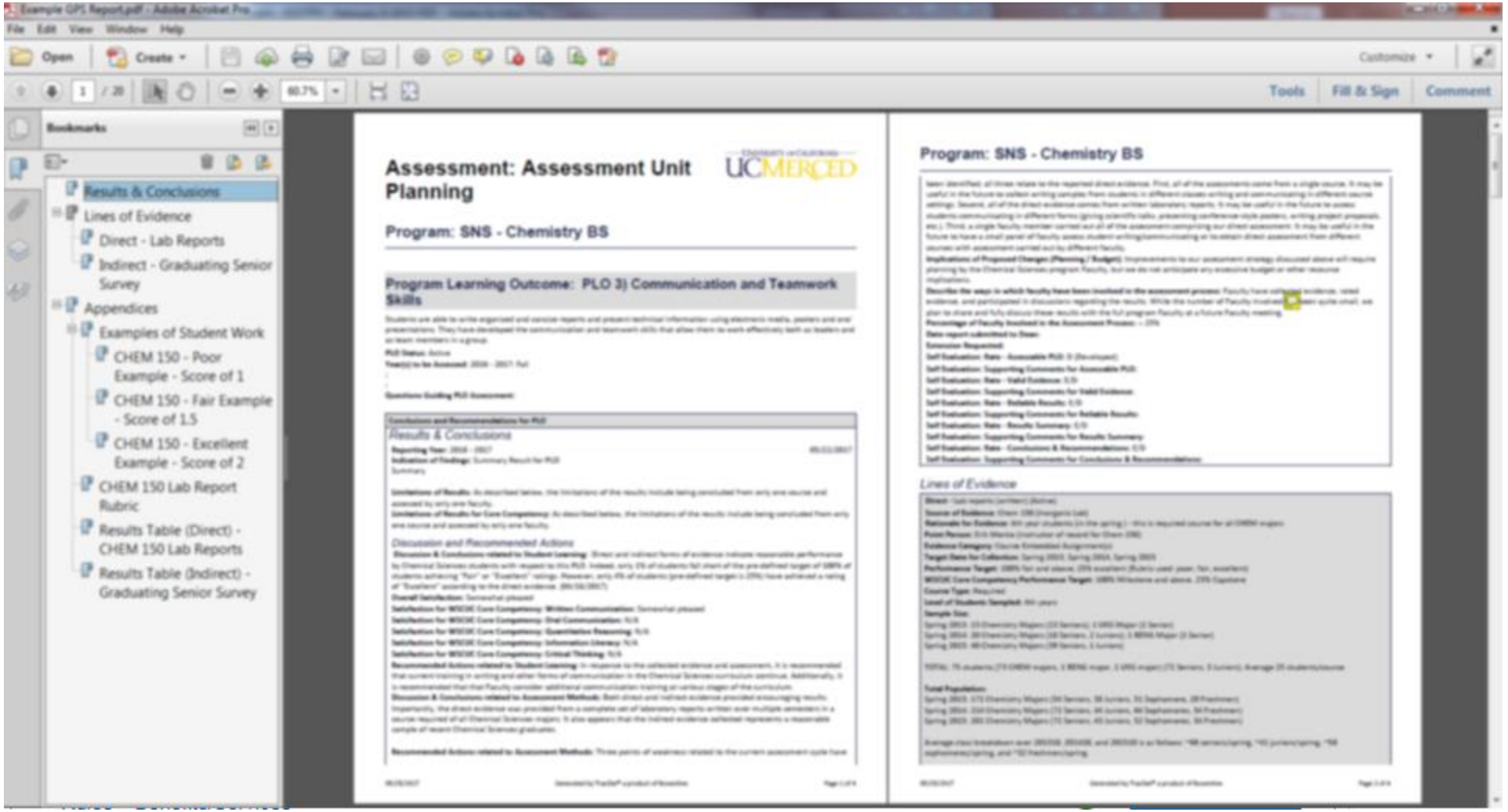
Direct Evidence



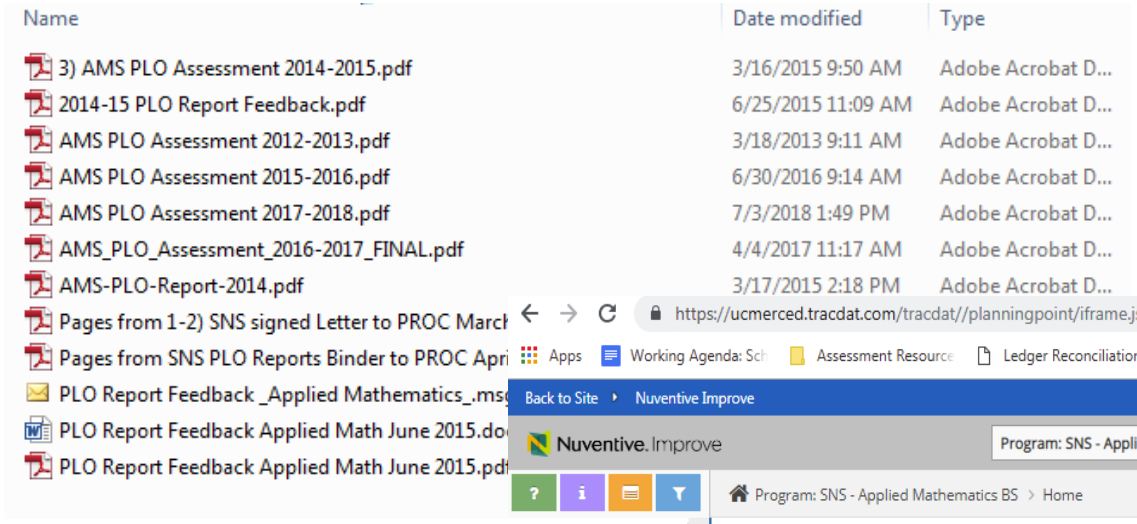
Indirect Evidence

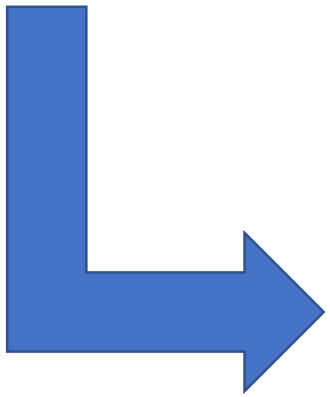


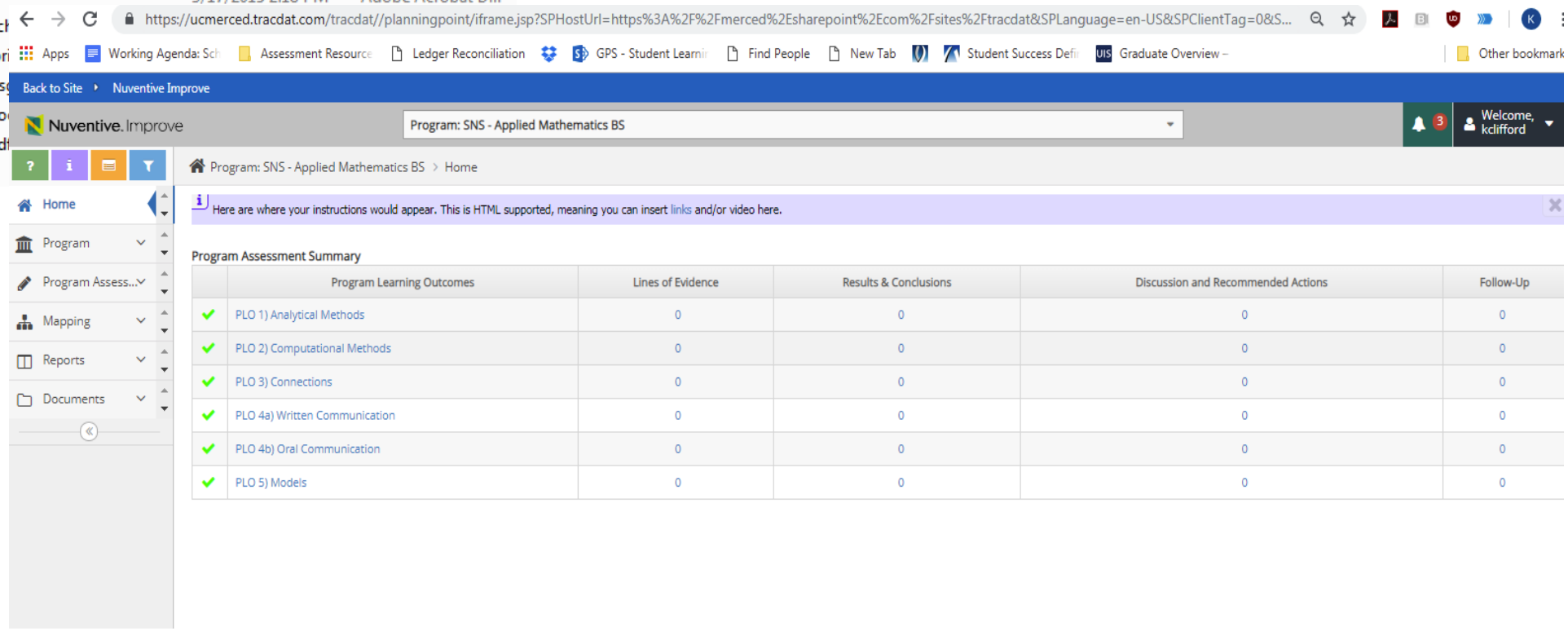
GPS: Step 3 - Program generates assessment report



GPS: Makes assessment data more accessible







GPS: Improves ability to look across multiple programs for campus-level academic planning

Written Communication: AY 2018-2019		
Satisfaction for WSCUC Core Competency: Written Communication	Unit Name	Discussion & Conclusions related to Student Learning
Pleased	Program: SNS - Applied Mathematics BS	Relevant text from annual learning outcomes report here
Pleased	Program: SNS – Earth Systems Science BS	Relevant text from annual learning outcomes report here
Very Pleased	Program: SNS - Physics BS	Relevant text from annual learning outcomes report here
Somewhat Pleased	Program: SNS – Biological Sciences BS	Relevant text from annual learning outcomes report here
Somewhat Displeased	Program: SNS – Chemical Sciences BS	Relevant text from annual learning outcomes report here

Engagement in Assessment - Undergraduate

- 17 undergraduate programs (15 majors and 2 stand-alone minors) submitted annual assessment reports in AY 2018-2019
  - SSHA: 14 Majors
  - SOE: 5 Majors
  - SNS: 5 Majors
- Direct evidence
  - 2 programs were able to re-use a rubric that had been created for a past year's assessment
  - 2 programs created a rubric that can be used in future years
  - 6 programs had multiple faculty members (range 2-8) share responsibility for scoring student work
  - One program embedded scoring of student work into the grading done by class TAs

Engagement in Assessment - Undergraduate

- Indirect evidence
  - 12 out of 17 programs used some form of indirect evidence
  - 8 out of 17 used the Graduating Senior Survey (responses ranged from 2 to 554 students)
  - Programs that did not use institutional surveys: 1 program conducted its own survey via email (6 students), 1 conducted an in-class survey (5 students), and 1 surveyed alumni (65 alumni)

- Campus Surveys: Response Rates

Survey	AY15-16	AY16-17	AY17-18	AY18-19
New Student Survey	48%	48%	41%	39%
UCUES	43%	NA	33%	NA
NSSE	NA	33%/32%	NA	17%/15%
Grad Student Survey	63%	52%	66%	TBD
Graduating Senior Survey	41%	41%	37%	32%
UG Alumni Survey	NA	27%	25%	NA

NILOA

National Institute for Learning Outcomes Assessment (NILOA)
Why Are We Assessing - April 16, 2018

We the undersigned have all dedicated a portion of our careers to helping our institutional colleagues assess student learning. Many of us are or have been teaching faculty, and it's our passion for teaching and helping students learn that drew us to this work.

We work at all kinds of institutions, large and small, public and private, research universities and two-year colleges. Our common bond is a conviction that, as good as American higher education is, today's students—and society—need not just a good but the best possible education. We see assessment as a vital tool to making that happen.

We've found that assessment, when done well, can benefit students, faculty, co-curricular staff, and higher education institutions in a number of ways, including contributing to better learning.

NILOA

National Institute for Learning Outcomes Assessment (NILOA)
Why Are We Assessing - April 16, 2018

But we have learned that assessment is most effective under the following circumstances:

- Students, faculty, and co-curricular staff share responsibility for student learning.
- Institutional leaders make student learning a valued priority.
- Faculty and co-curricular staff are respected leaders and partners in the assessment process.
- Everyone takes a flexible approach to assessment.
- Assessment respects and builds on what faculty and staff are already doing well.
- Everyone focuses on collecting information that's genuinely useful in understanding and improving student learning.
- Assessment is kept as cost-effective as possible.
- Everyone recognizes that the perfect can be the enemy of the good.
- Disappointing outcomes are viewed as opportunities for improvement and are addressed fairly, supportively, and compassionately.
- There is an institution-wide commitment to innovation and improvement.

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