

Pacific Crest Assessment Workshop: Oct. 28-29, 2005; CLA Team
(Christine Horner, Sam Swindoll, Marina Tolmacheva, Bernadette Hyner, Ray Sun)

1. Essence Statement for History

Process note: A bottom up approach is to collect learning objectives from each faculty member for every class they teach and then drawing from those to develop an essence statement that will have broad legitimacy.

The essence of the history BA program at WSU is to foster an historically based world view and to enable students to teach and write about history – the broad outlines of historical developments, themes, issues, and patterns; and familiarity with the nature of historical argument and methodologies.

Note: Research other programs in the state so that we know how WSU differs.

2. Stakeholders

Majors, particularly education history majors: interest in getting jobs, getting prepared to do professional work, getting into graduate school

Faculty: interest in working with outstanding students, having students write challenging papers and do challenging research, interest in having a strong curriculum, being good teachers

Graduate and professional schools

GE students: number of students in the class

Secondary schools

Other programs that use history courses as part of their major: number of their students in history courses

Other programs with interest in specific history GE courses: interest in the course being offered so their students can take it

College of Education: concerned about the number and quality of WSU history undergrads

Honors: History faculty teach for honors courses and in return the History Department gets TA funding. Honors is interested in the quality of history honors courses. Number of courses taught in history.

Interest of ?? in having citizens with a global world view in time perspective

3. Specifying Program Scope

What are we?

- represent an established and sophisticated discipline that bridges the humanities and social sciences
- we are rooted in chronology
- we are relatively small, diverse for our size
- we are a group of highly dedicated, qualified teachers and researchers
- we prepare students for jobs in the secondary school system. (History teaching standards are established by the state. So the secondary school curriculum to some degree determines our scope.)
- we prepare students for graduate school in history, area studies, law school (a small number), etc.
- moderately small major
- take average students and turn them into high performers

What are we not?

- not general education. History does not equal world civ.
- not a service department (not our mission), not CES, not Areas Studies, not Political Science, not language
- does not produce professional historians

4. Top five current goals and future goals; 3-5 year time frame

Current

- hire faculty in existing areas
- continue to refine end of program assessmentxxxx
- participate in bicentennial commemoration of Lewis and Clark expedition
- revise undergraduate curriculum for teacher preparation
- maintain qualified facultyxxxxx

Future Goals

- hire faculty in new areasxxxxx
- strengthen Tri-Cities major
- better utilize cross-campus capabilities
- ongoing reassessment of curriculum
- assess learning outcomes over time and improve
- track employment records of students
- implementation of learning outcomes from revised curriculum (formally incorporate learning outcomes into new curriculum)xxxxx
- initiative to support faculty development

5. Identify top five products or assets of the current and future program

Assets

- commitment of faculty to undergraduate instruction
- widespread faculty participation in teaching writing skills and geographical knowledge (eg using maps) (WSU doesn't have a geography major)
- the number of areas and subdisciplines covered
- qualified historians
- endowed fund
- current advising system

Products

- student research skills
- student writing skills
- faculty research productivity

6. Description of key processes, structures, and systems associated with the program which will help accomplish the current and future goals from Step 4

Refining end of program assessment:

Current: Required writing in the major courses (methods and research seminar) and capstone seminar

- examine whether 300 is really accomplishing what we want it to
- check to see whether all the data is actually being used (currently it is sitting in a file. Is it being used?)

Current: Learning outcomes dictated by the state, test taken outside the university system

- investigate potential funding for assessment informed teaching and curriculum development (work with CTLT)
- explore using existing tools that are already embedded in courses (tests, assignments, etc) for assessment

Get better feedback from students on how we're doing

-Right now get low response rate. Have gotten interesting info. Need to develop a mechanism for improving response rates. Find out what other departments are doing. Determine which would work for our department. Figure out how to get faculty buy in into the assessment system.

Maintain qualified faculty

- use of endowed funds for faculty and graduate student scholarly activities
- use student evaluations, faculty productivity reports, faculty mentoring

Hiring people in new areas

-develop description of where the discipline is going, develop data demonstrating that we are on the edge of being cutting edge, provide data to the administration

7. Performance Criteria

Current Qualities

Rigorous

- high performance environment
- high quality writing performance
- improvement oriented writing
- high expectations, greater breadth of expectations
- higher level of learning (Bloom's taxonomy)

“A high performance environment with clear expectations, strong performance criteria, effective and timely assessment, where students perform through writing and research resulting in high-level learning outcomes.”

Supportive

- advising
- undergraduate oriented faculty
- collegial
- student centered; help students be successful
- friendly, helpful

“Helping students grow through advising, faculty involvement, and a friendly and collegial atmosphere.”

Broad

- diverse subject areas
- diverse theoretical approaches
- diverse classroom teaching styles
- students have choices about what to take

“Our program offers students a coherent set of choices across broad subject areas, methodologies, and teaching styles.”

Responsive

- timely feedback
- faculty accessibility
- aware of student needs
- continuing curriculum revisions
- make changes in response to student concerns

“Responsive faculty provide timely feedback, are accessible and aware of student needs, make changes in response to assessment outcomes and student concerns.”

Inclusive

- flexible major requirements
- diverse teaching styles
- diverse student body/diverse faculty
- student club, honorary society

Attracts students with diverse backgrounds, interests, and abilities.

Future Qualities

Assessment Informed

Well-Funded

-scholarships

Scholarly

-faculty are active researchers

8. Measurable Characteristics of Above Criteria

*** Are we looking at characteristics that reflect what we do, or the impact they have on students? Need to create linkage.**

Rigorous

Student learning outcomes, writing performance over time; research projects

Means: seminar research paper (Writing, research); writing portfolio (completed jr. year); quantity of writing required; how many courses require or allow drafts for revision; how many courses include geographical knowledge (maps)

Supportive

degree of faculty involvement in undergraduate education;

student satisfaction with advising; student accomplishments

Draft #1

Time to degree completion;

How many full-time faculty teach undergraduate courses/ratio of FT faculty to students taught; number of office hours; student feedback on quality of advising; student feedback on course evaluations

Broad

Diversity of curriculum; student flexibility in degree requirements; varied teaching venues/styles

Draft #1

Number of courses offered in different subject areas; teaching venues (WHETS, on-line components; Hist. 300 and senior seminar/469); class size. (Note for future: create a culture to make it possible to measure inclusion of diverse teaching styles from faculty syllabi such as discussion as a significant part of assessment).

Inclusive

Responsive

Template
for
Designing your Program Assessment System (PAS) or Unit Assessment System (UAS)

<i>Essence:</i>	
<i>Stakeholders:</i>	
<i>Scope - What we are:</i>	<i>What we are not:</i>
<i>Current Goals:</i>	<i>Future Goals:</i>
<i>Assets/Products:</i>	<i>Processes/Systems:</i>
<i>Qualities:</i>	
<i>Performance Criteria:</i>	

<i>Criteria</i>	<i>Measure</i>	<i>Weight</i>	<i>Means</i>	<i>Instrument</i>	<i>Current</i>	<i>Future</i>	<i>Accountability</i>
Rigorous	Student learning outcomes		Seminar paper	Grading rubric			
Rigorous	Writing		Seminar paper	Grading rubric			
Rigorous	Writing		Writing Portfolio	Writing Center Report			
Rigorous	Research		Seminar paper	Grading rubric			
Supportive	degree of faculty involvement in undergraduate education;		Dept. enrollment records	Calculations of faculty to student ratio Compared to graduate instructors			
Supportive	student satisfaction with advising		Student evaluations and exit survey	Calculations of mean responses			
Supportive	student accomplishments		Student records on degree completion	Calculations of graduation rates			

Supportive	Student accomplishments		Departmental student awards	Number of awards given annually			
Supportive	Student accomplishments		Student records on degree completion	Mean average of years to graduation			
Broad	Diverse curriculum		Record of annual course offerings	Breakdown of spread of course coverage			
Broad	Student flexibility		Program requirements	Number and ratio of required vs. elective courses			
Broad	Varied teaching styles/venues		Annual records of courses offered in DDP, WHETS, or with an on-line	Number and percentage of technologically enhanced courses as a ratio of the Dept's total course offerings			
Inclusive	Diverse student body		University enrollment records	Comparing departmental with university enrollment records			
Inclusive	Curriculum development		Departmental curriculum records	Comparing annual departmental curriculum records			
Responsive	Faculty accessibility		Course Syllabi; student course evaluations; exit surveys	Average number of hours per faculty per week; Calculation of mean level of satisfaction			
Responsive	Timely Feedback		Student evaluations	Calculation of mean level of satisfaction			

Example
of
Unit Assessment System (UAS)
New Assessment Office within the OIRA

<p>Essence: promotes an ongoing institutional culture of assessment and monitors the effectiveness of an improving assessment system</p>	
<p>Stakeholders: Students, faculty, staff, administrators, trustees, community members, accreditation organizations, programs, units, District of Columbia, Federal Government</p>	
<p>Scope - What we are:</p> <ol style="list-style-type: none"> 1) We assist in the preparation of reaccreditation reports 2) We provide leadership in the ongoing development and the management of a university-wide assessment system 3) We provide help in the design of surveys and means of collecting data 4) We develop and schedule workshops and provide materials to educate the university community about topics related to assessment 5) We are an inclusive, participatory and transparent unit 6) We provide assessment feedback on the development and use of assessment systems 7) We monitor the progress of assessment system usage 	<p>What we are not:</p> <ol style="list-style-type: none"> 1) We do not design program assessment systems for academic programs (PAS) or administrative units (UAS) 2) We do not conduct program reviews 3) We are not analysts to interpret survey results 4) We do not write annual assessment reports for individual academic program or administrative units 5) We do not make institutional decisions or set policy even for assessment practices 6) We have no hidden agendas for data collection and there is no evaluation of performance
<p>Current Goals:</p> <ol style="list-style-type: none"> 1. Create a culture of assessment and continually improving performance in learning, teaching, research, service, and administration throughout the university 2. Facilitate the formation and functioning of PAS and UAS for every academic program and administrative unit 3. Set performance expectations for quality in PAS and UAS 4. Provide professional development activities for the university community to strengthen assessment 5. Assist in the integration and alignment of the assessment systems and processes with other university systems and processes 6. Assess current PAS and UAS to improve their quality in implementation 	<p>Future Goals:</p> <ol style="list-style-type: none"> 1. To develop a meta- assessment system for the university that aligns institutional measures of effectiveness, strategic plans, operational plans, functional unit assessment systems, and program assessment systems into annual budgeting and decision making processes 2. To bring every academic program and administrative unit in the university to a point where it has an ongoing effective PAS or UAS for the improvement of learning, teaching, research, service, and administration leading to greater university effectiveness 3. To have every academic program and administrative unit produce annual assessment reports

<p><i>Assets/Products:</i></p> <ol style="list-style-type: none"> 1. An improving meta-assessment system 2. Self-study report 3. PAS and UAS training Process 4. An Improving Assessment Manual 5. A Blackboard Site for Assessment 6. Flashlight Software System 7. Facilitators for workshops and consulting 8. Core number of PAS and UAS as models for other academic programs and administrative unites 9. Measures of Institutional Effectiveness and supporting documentation 10. Unit Assessment System for Academic Affairs 	<p><i>Processes/Systems:</i></p> <ol style="list-style-type: none"> 1. Design: Provides the design manual, templates, workshops, assessment, and coaching for the development, implementation, and on-going improvement of PAS and UAS systems 2. Professional Development: coordinate workshops, seminars, and personal interactions on an annual time-frame to continually advancing assessment practice 3. Communication: Communicates assessment practices throughout the university at the classroom level, course level, program and unit level, and at the university level through email, phone mail, Blackboard postings, UDC Spark, University newspapers, and website 4. Collaboration: encourages team participation by broad segments of the university community students, faculty, staff, administrators, alumni, and community members to be involved in the on-going assessment efforts 5. Facilitation: Constantly is seeking out areas that need help, setting up means for advancing designs, bringing in local stakeholders, building consensus, assessing forward movement, and finally helping them bring designs into practice. 6. Monitoring: Setting up a means for inventorying all academic programs and administrative units to be able to follow their design, development, implementation, improvement of both their PAS or UAS and their annual assessment reports.
<p><i>Qualities:</i></p> <p>Transparent Improvement oriented Systematic Servant leadership Communicative Collaborative Inclusive</p>	

Performance Criteria:	
Transparent:	Assessment office provides processes, systems, and information that are unbiased, easily accessible, and provides access to the results of the assessment efforts for all community members
Improvement oriented:	Facilitates an extensive ongoing dialog of how to improve the campus quality through a diverse set of assessment practices and systems, improved processes, better analyses, and a strong commitment to help each other strengthen our respective academic programs or administrative units.
Systematic:	Constantly promoting an advanced understanding and implementation of the value of assessment through identifying and aligning appropriate measures, systematic processes, annual documentation of accomplishments and action plans and the use of this feedback into budgetary decision making and strategic planning
Servant leadership:	Assessment office is service-oriented, committing extensive time, energy, and talents to facilitate and engage the entire community in assessment practice for continuous quality improvement
Communicative:	Articulates and communicates a consistent clear vision of the assessment initiative and the institutional commitment through constant formal and informal communications that is supported with a growing expertise, expanding resources, and aligned strategic planning
Collaborative:	Engages with each academic program and administrative unit in a collaborative mode to help assist in understanding assessment mindset, principles, design, implementation, and documentation that will help the program advance in quality and development
Inclusive:	Assessment office has the most available access with regards to its resource allocation, support, informational materials, models, blackboard postings, and personnel

Criteria	Measure	Weight	Means	Instrument	Current	Future09	Accountability
Transparent	Accessibility	15%	Blackboard	Ratio of systems posted and annual assessment reports	Modeling it PAS/UAS 24/600 AAR 1/600	PAS/UAS 400/600 AAR 350600	Marie
Transparent	Forthcoming	10%	Blackboard	Scoring Sheet 1 (average)			Marie
Improvement oriented	Quality of Annual Assessment Reports	10%	Blackboard	Scoring sheet 1 of the quality			Marie
Systematic	Alignment	5%	Blackboard	Scoring sheet 1			Marie
Systematic	Consistency	5%	Blackboard	Scoring sheet 1			Marie
Systematic	Timeliness	10%	Log of Posting	Number of days late			Marie
Servant leadership	Satisfaction	10%	Client Survey	Index of Satisfaction			Marie
Communicative	% of People Informed	10%	Phone survey of new employees 1 year after arriving	Number count in %			Marie
Communicative	Knowledge of Assessment	10%	On-line test taken by random sample of faculty and staff	Average test score			Marie
Collaborative	Satisfaction	5%	Client Survey	Index of Satisfaction			Marie
Inclusive	% of Implementation	10%	Blackboard	Ratio of systems posted and			Marie

				annual assessment reports			
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