California State University, Long Beach
College of Education
Assessment Office
Productivity and Quality Report 2012

Overview

This document reports on the productivity and activity of the Assessment Office from January 1, 2012 through December 31, 2012. It is comprised of the following sections: (a) a brief statement of the mission and role of Assessment Office; (b) a brief description of the roles and responsibilities of Assessment Office as well as key changes in 2012, and (c) activity indicators for the office.

Assessment Office Mission

The Assessment Office oversees and supports the College's unit assessment system, which facilitates a positive student experience and student learning through ongoing improvement of instruction and practice. The office supports the work of departments and programs, with a particular focus on the *use* of assessment data, through the following activities:

- Overseeing the implementation of the unit-wide assessment system.

- Serving as the main point for coordinating assessment-related data infrastructure needs.

- Coordinating unit-wide data collection activities related to the student experience or student learning.

- Supporting methodological/technical needs of departments and programs, when possible, through assistance with survey design and data entry.

- Coordinating professional development for faculty and staff to implement and maintain the assessment system and insure ongoing implementation to inform program improvement.

Staffing, Roles and Responsibilities

The staff members in the Assessment Office include a half-time faculty assessment coordinator, an assessment manager (20 hours per week, doctoral student), a full-time administrative coordinator, a graduate assistant, and a faculty data consultant. The office interacts regularly with the Associate Dean for Baccalaureate and Post Baccalaureate Programs, the college's TaskStream liaison (faculty member), department chairs and numerous faculty. Among the core activities of the office are:

- **Data Collection**: The Assessment Office facilitates and engages in a wide range of data collection activities. The office assists programs in collecting data on student learning outcomes (SLOs) each time a signature assignment course is offered; it also administers the Exit Survey of Advanced Programs each spring and the Alumni Survey for programs on a rotating cycle. The office also assists programs with other survey and data collection projects as needed.

- **Data Reporting/Analysis**: The office is engaged in a range of reporting activities. Each academic year, it prepares program-specific reports on SLO data (for use in program's annual/biennial reports), as well as tables that aggregate SLO data around the college's conceptual framework, CSULB learning outcomes, and NCATE standards. The Assessment Office also manages and reports data regarding the CalTPAs – including student performance data and assessor reliability data – as well as compiling summaries of Employer/Alumni survey data for the IAP report prepared by the college each year. In addition, the office manages individual surveys for multiple programs (e.g., EDD, Ed Specialist, Early Childhood, APE). Finally, the office coordinates the college's response to the U.S. News and World Report request for data on graduate education programs.
- **Annual and Biennial Reporting**: The Assessment Office coordinates and oversees reporting for program improvement in the college. Each year, programs have either an annual or biennial report due. These reports interpret student performance data and document program improvement activities. The office prepares report templates and pre-fills basic information, then collects, reviews and finalizes these reports, forwarding them to the CTC and/or CSULB as appropriate.
- **CalTPA Administration and Support**: The office has gradually become the center of support for the CalTPA process. While multiple college offices and programs are involved, the Assessment Office is responsible for administering the tasks (via TaskStream), certifying and reporting candidate scores, assigning assessors, maintaining records of assessor calibration, and managing a central CalTPA web site.
- **Additional Activities**: The office also engages in a host of other activities to support its mission and the college's work in assessment. For instance, the office organizes and facilitates presentations and workshops on assessment and is engaged in the planning and development of the proposed Nautilus database.

To ensure effective implementation, coordination of efforts, and continuous improvement, the Assessment Office team meets weekly. The coordinator also holds regular individual meetings with the administrative coordinator, assessment manager, and faculty data consultant.

Information on Office Activities in 2012

Activities Report

Much of the work in the Assessment Office is routine and occurs according to a calendar. Table 1 presents data summarizing the main or core activities of the office during the 2012 calendar year.

Table 1

Assessment Office Activities, 2011 and 2012

		2011	2012
Data Collection		**Total**	**Total**
Prefilled # of individual Excel Data collection templates with student names from BB (courses, NOT sections)		300	234
# of programs that received templates		22	22
# signature assignments (course sections) were collected (Spr-Sum)		144	114
# signature assignments sections (%) had no data submitted (Spr-Sum)		36%	40%
# signature assignments sections (%) reported only overall scores, no criteria scores (Spr-Sum)		24%	24%
data on # signature assignments (courses) are expected to be collected (Fall Only)		181	90
…at writing this, we have received data on # signature assignment (courses). (Fall Only)		50	51
# of Exit Survey responses		197	230
# of Exit Survey possible respondents		561	524
# program-specific surveys		9	9
Data Reporting/Analysis and Annual/Biennial Reporting		**Total**	**Total**
# of charts on SLO data for programs		335	319
# Annual or Biennial Report templates formatted/prefilled		27	25
# data points on U.S. News and World Report Survey		111	111
….across # offices in college		7	7
CalTPA Administration and Support		**Total**	**Total**
# of individual assessors attempted recalibration		109	69
# of individual attempts		n/a	186
	# of tasks administered (regular)	n/a	1,998
	# of tasks administered (resub)	n/a	493
total # of tasks administered		2,643	2,491
….# of programs on TaskStream		406	236
	# of tasks administered (regular)	n/a	2528
	# of tasks administered (resub)	n/a	669
total # of scorings			3,197
Other Activities		**Total**	**Total**
# of programs met with individually in Spring 2012		n/a	16

Staffing and Operational Changes in 2012

Fall 2012 was a time of significant change for the Assessment Office in terms of staffing patterns. In late August, the office added a new position (assessment manager) and filled the position with a doctoral student who works 20 hours per week. In addition, a faculty member with expertise in survey design and quantitative analysis joined the assessment team. Finally, the office also hired a new graduate assistant to help with ongoing data entry and data management.

The assessment manager is gradually assuming responsibility for the day-to-day operations of the office. These duties include managing all data collection, analysis and reporting processes, coordinating updates and revisions to all assessment documents (e.g., assessment plans, rubrics), and serving as the main point of contact with program coordinators and department chairs on assessment related issues.

The addition of the assessment manager and graduate assistant have brought new ideas and energy into the office. As a result, we spent substantial time in the fall reconceptualizing our systems for data collection, management, and analysis. The result includes new checklists, new data collection templates, new data aggregation templates and new data chars. These items respond to CTC feedback on recent Biennial Reports (requesting multiple years of data in single charts as well as the reporting of standard deviations), should help to streamline processes in the office, and, most importantly, make it easier and more meaningful for faculty reviewing program data.

Reflections on 2012

The 2012 year was one of growing complexity in the Assessment Office, on at least two levels. First, the office has grown in size recently, with the addition of the assessment manager and the faculty data consultant. While both positions bring new capacity to the office, and reflect the college's deep and ongoing commitment to assessment, the addition of the positions makes communication and coordination of our efforts all the more important and all the more challenging. Weekly meetings are helping to manage some of this coordination, but we should likely expect continued challenges in refining our structure and perhaps some confusion on the part of faculty about who to contact for what needs in the future. *It is noteworthy that only one of the staff members (the administrative coordinator) is actually full-time, and most of her time is devoted to the CalTPAs rather than the Unit Assessment System.*

The second level of complexity is reflected in the many "moving parts" that go with the assessment process. Table 1 gives some indication of the scope of work involved. Each data template must be built, each course offered must be identified, each Excel worksheet row must be filled with a student name, each point of missing data tracked….and then the data reported from faculty must be moved multiple times before it can be summarized, aggregated, and presented in chart or table form. This means that, each semester, thousands of bits of data are tracked and processed, by hand, by both staff and faculty – and this process creates the possibility of confusion and errors. The worthwhile and necessary push to create charts that reflect multiple years of data as well as standard deviations (requested by the CTC)

only adds to the complexity. Beyond this, Table 1 also reflects the thousands of times the administrative coordinator handles individual CalTPA tasks. The workload in this regard is substantial.

While the amount of work in the office has grown slightly, the main pressure in 2012 has come from the increasing complexity of the tasks the office is asked to complete combined with the number of staff (most of them part-time) involved in the process. Our commitment as a college to a flexible assessment system that prioritizes program data needs, together with the weak technological infrastructure necessary to support assessment, means that **the office as currently supported is reaching its capacity in its ability to effectively serve the college**.

Next Steps and Plans for 2013

In 2013, change will continue in the Assessment Office. Current plans are for the coordinator to cut back from 12 units per year to 9 units per year. The assessment manager will continue in her role. Related efforts and initiatives for 2013 will include:

- The role of Faculty Data Specialist will be formalized. This individual will be responsible for overseeing all data collecting and reporting in the office, with a related focus on survey design and implementation. While day-to-day operations will continue to be the responsibility of the manager, the data specialist will guide key decisions and data collection and reporting, and manage all major surveys in the college.
- The college will implement new data charts, reporting SLO data across multiple years. This may initially be implemented with only those programs completing Biennial Reports.
- A critical step for spring 2013 is to implement the long-discussed work on operational indicators. The coordinator will drive this effort but will need guidance and support from the dean, associate deans, and department chairs, as well as offices in the college.
- As a college, we may wish to resume our professional development efforts around assessment. This merits some discussion at the administrative level and the Assessment Committee. Topics might include establishing and working with advisory boards around assessment, sharing assessment data with students in the program, and calibrating around signature assignment rubrics.
- Key areas of effort in 2013 may also include:
    - A revision of the alumni survey and a new design for implementation
    - A process for getting feedback from employers of graduates of our advanced programs
    - A new evaluation of your unit assessment system