

California State University, San Bernardino

CSUSB ScholarWorks

CSUSB Video Recordings

Arthur E. Nelson University Archives

5-4-2021

CSUSB Pedagogy Forum 2021: "CSUSB Assessment Journeys: Welcome to the Assessment Learning Community!"

Jennifer Mersman

Pamela Moses

Judy Sylva

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/csusb-video-recordings>

Recommended Citation

Mersman, Jennifer; Moses, Pamela; and Sylva, Judy, "CSUSB Pedagogy Forum 2021: "CSUSB Assessment Journeys: Welcome to the Assessment Learning Community!"" (2021). *CSUSB Video Recordings*. 7. <https://scholarworks.lib.csusb.edu/csusb-video-recordings/7>

This Video is brought to you for free and open access by the Arthur E. Nelson University Archives at CSUSB ScholarWorks. It has been accepted for inclusion in CSUSB Video Recordings by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

CSUSB Pedagogy Forum

“CSUSB Assessment Journeys: Welcome to the Assessment Learning Community!”

START - 00:00:00

Diane Podolske: All right, well welcome everybody I am Diane Podolske I'm your your Director of the Office of Community Engagement and it's my honor to.

Diane Podolske: introduce this session that we're going to have on the CSUSB assessment journey, welcome to assessment, the assessment learning community, which I think it's lovely.

Diane Podolske: it's my pleasure to introduce our speakers Dr Judy Silva is a professor in special education and rehabilitation and counseling and she's currently sharing her expertise with the campus as our faculty assessment quarter coordinator for academic programs.

Diane Podolske: Sure it's one of the co chairs of the class Committee which I am on and it includes administrative academic affairs and student affairs assessment coordinators, which.

Diane Podolske: I have to say, having been at this campus for a long time it's really great to see that all the divisions are really focused now on assessment, and I think that that this is a dawning of a new day for our our campus for sure.

Diane Podolske: The thing I love about Judy is that she's able to put people at ease about assessment sometimes it's a very scary or stressful topic, and she has such an engaging personality that I just feel.

Diane Podolske: Like it's all going to be okay, and so I think she's a good person to learn from, and I think you're really going to enjoy working with her, she received her PhD in education from uc riverside.

Diane Podolske: And then also Dr pamela Moses is joining us was in the square right here she's our campuses organizational change facilitator, she works with institutional research and analytics she's also co Chair of the class committee.

Diane Podolske: She is a person who promotes continuous improvement assessment and she has a where judy's working with academic affairs.

Diane Podolske: pamela has a variety of division she's working with information technology services administration and finance university advancement and the president's office so she has four.

Diane Podolske: or five Vice Presidents in a president to answer to so yikes she's busy.

Diane Podolske: she's I love having her on committees, because she not only provides a fresh perspective but she's really good at unraveling things that seem really complicated and I value that her for that, because.

Diane Podolske: Sometimes assessment can seem overwhelming and she's really good about helping break it down into manageable steps she received her PhD in experimental psychology and cognitive science from the University of California, in San Diego.

Diane Podolske: Is Jennifer going to join us God or.

Judy Sylva: No, but introduced her anyway, she.

Judy Sylva: She can get to this extravaganza.

Diane Podolske: not here, but here in spirit, Dr Jennifer Marie Smith she's the assessment and research officer for the division of student affairs so you can see, we have a.

Diane Podolske: Multi layer approach toward assessment going on here at CSP she's also a Co Chair of the class committee.

Diane Podolske: She was so the student affairs divisions to help them set up their assessment protocols and make data driven data driven decisions.

Diane Podolske: And what I like about her is that she's the voice of reason in any committee she's like wait a second, what are we talking about and so.

Diane Podolske: She was very valuable and that way I has a great sense of humor also and she received her PhD from Claremont graduate university, so we have very capable professionals that are leading our assessment efforts it's my pleasure to work with them and i'm looking forward to your presentation.

Judy Sylva: Oh diane that was so nice Thank you.

Judy Sylva: I think when when you send us the draft I think pamela's response was like you know I think we all three of us felt that way.

Judy Sylva: What did you say Pam what you said that would use it.

pamoses: Now I, my feeling was just wow I don't remember what was it, you can just we every any day i've got no to sell.

pamoses: My person who does introductions.

Diane Podolske: We have really talented people here, and I think when someone's in your backyard sometimes you don't recognize their awesomeness and I want to make sure that people understand that so.

Judy Sylva: Oh well, thank you so much, so we have a little presentation here and pamela might recognize parts of it from our brainstorming.

Judy Sylva: One thing i'll tell you about assessment at CSU USB and i'm going to go into this more in the presentation, but.

Judy Sylva: what's been so amazing about the last, this is my third year in this role as the director of assessment for academic affairs and what's been so amazing is that we've been given so much support and so much latitude to collaborate.

Judy Sylva: You know, to reach across to the smartest people that we can find.

Judy Sylva: doesn't matter where they are what they do we're just looking for smart people and and it's been really so much fun.

Judy Sylva: To do this in this collaborative way and get to do even more work with with people like Diane and you know we brought Pamela in recently into her role and just watching how.

Judy Sylva: Everything evolves because we're collaborating I think that's kind of cool so all right I'm going to now attempt to share my screen with my presentation it's always very exciting.

Judy Sylva: To see this process.

Okay.

Judy Sylva: And I'm going to do this.

Judy Sylva: And all worked all right, so you see my presentation.

Judy Sylva: Excellent Okay, and I can see you, but I should well I gotta leave you there for a minute Okay, so this presentation is our CSU SP assessment journeys, welcome to the assessment learning community.

Judy Sylva: Because the thing that you will hear us say about assessment all the time is it's we're all learning and we're all learning together.

Judy Sylva: And we're all learning at the same time, so welcome you you've been you've come to this session, and so we want to formally welcome you to our assessment learning Community community.

Judy Sylva: So i'm going to start you off with a little poll, so if you have your your phone or if you can open another browser screen on your computer that you're on any any device that is connected to the Internet will do.

Judy Sylva: For this little ball and Oh, I was gonna put the link in the chat I forgot hold on, let me do that, right now, for you.

Judy Sylva: All right.

Judy Sylva: Oh no there.

Judy Sylva: So it's just as R s dot campus labs.com.

Judy Sylva: So if you just put that paste that into your little browser srs campus labs COM, it will prompt you to put in your name and the CONNECT ID and the CONNECT ideas on the screen here it's .

Judy Sylva: And when you do that.

Judy Sylva: Hopefully you guys are just about there just give me a thumbs up when you're kind of seeing the CONNECT ID excellent Thank you don.

Judy Sylva: Here typing okay family got there, this is.

Judy Sylva: A free association free word association little poll, and what i'd like you to do is the question should be on your device or your screen.

Judy Sylva: And it says what's the first word or image that comes to mind when you hear or see the word assessment.

Judy Sylva: i'm going to go over the results in a minute, but just be just quick, the first thing that POPs into your mind one word is better, but I guess you could do to avoid like sentences that will make our word cloud really funky.

Judy Sylva: So just the first word that comes into your mind when you hear or see the word assessment go ahead and put it in and oh Friday, if you want to join us good at srs campus labs COM on your phone or on your computer that you're on in a browser and use the CONNECT ID .

Judy Sylva: So I guess I should put the code in the chat as well right Thank you.

Judy Sylva: You .

Judy Sylva: So we've got that in the chat So anyone who joins us.

Judy Sylva: They can just go right in there and do it, and like I said i'll go over the results in a couple more slides i'll just give you some time to kind of get your free word association on.

Judy Sylva: Alright, so, while you're doing that I wanted to show you this slide.

Judy Sylva: This is the history of assessment at cal state San Bernardino pamela do you want to go over this one.

pmoses: I will leave it to you.

Judy Sylva: Well, I think i've been here for all of this history so.

Judy Sylva: I have, I know has been here for this entire history so have you may be able to relate, so the history of assessment at CSU sb really sort of has its origins in and we got some feedback, so we were in the process of.

Judy Sylva: Submitting documentation to walk, which is our institutional accrediting body in preparation for our our site visit and our reaffirmation of accreditation and this was an interesting time in history, because.

Judy Sylva: It was at a time when accreditation was changing from an account of well still accountability, but from a compliance framework.

Judy Sylva: A framework of you know how many books, do you have in the library, do you have enough books on each topic in the library.

Judy Sylva: You know your who are your faculty how many do you have how many rooms, do you have how many chairs, do you have how many computers, you have that was kind of the compliance focus on accreditation.

Judy Sylva: And, around this time was in particular was kind of taking the lead in evolving to accreditation based on outcomes for students, this was a time when people were questioning the cost of an education, because this is coming out of the crash of and the the sort of you know.

Judy Sylva: Depression event that we had in the country and people were seriously looking at student debt and the benefits of a college education.

Judy Sylva: So wasp was changing their expectations and they looked at the stuff that we submitted for our accreditation and their recommendation in June of was.

Judy Sylva: A more comprehensive strategic plan will be crucial, and their understanding of how our institutional access outcomes so in the fall of faculty led the assessment effort faculty Member was sort of tapped to lead that effort in the division of academic affairs.

Judy Sylva: In April of I think we did, I think it says, I he, but I think it was supposed to be, ie I think something got lost here in translation.

Judy Sylva: And I, II II is an inventory of educational effectiveness indicators and it was a requirement for wasp so we created one for every single degree program on the campus for the first time in April and then we did it again in February of and these efforts were led by faculty.

Judy Sylva: In was the the birth of the assessment working party, the a wp.

Judy Sylva: And the assessment working party was the first attempt at this kind of collaboration around assessment to take a look at the outcomes experienced by students who get their degree from cal state San Bernardino.

Judy Sylva: we got some recognition from was for those efforts and the strategic planning process for the institution began.

Judy Sylva: We developed institutional learning outcomes, led by the assessment working party in .

Judy Sylva: And then, in May of the strategic plan was complete in the way that you might have seen it over the last five years class kind of became the replacement for the assessment working party in class stands for the Committee on learning.

Judy Sylva: assessment and student success.

Judy Sylva: So that's what that's what class turned into.

Judy Sylva: In July of Michael when was hired in student affairs and he pioneered student affairs assessment so that was very exciting, because now we weren't just looking at assessment through the lens of academic programs, we were looking at through also student services.

Judy Sylva: And in we had to submit an interim report to ask and they said that we clearly incompletely address the topics of concern from our earlier we accreditation so yay that was very exciting.

Judy Sylva: and

Judy Sylva: I became the first faculty director of assessment for academic affairs with full reassignment for that role.

Judy Sylva: All of my predecessors had just partial reassignment as faculty to this role, and it wasn't enough to to get it done so I was the first one, who was brought in to be well and I had to like interview for the job and everything it was a competitive process and it will be again.

Judy Sylva: Because my last term is the next school year so is my last term in this position, so it will be available again.

Judy Sylva: So hopefully some of you might consider applying.

Judy Sylva: And, and then we adopted campus labs is an assessment management system in.

Judy Sylva: So we've been in the process of developing that since then we're still not done we're still in the middle of it.

Judy Sylva: We did another IE I report in but this one was very.

Judy Sylva: Was was a good one, but the really good one happened in June of because, in June of .

Judy Sylva: Every single degree program at California State University San Bernardino on the semesters successfully submitted their assessment plans into campus labs for us to create that.

Judy Sylva: inventory of educational effectiveness indicators so that was a huge milestone in our history, so you can kind of see where we started with you know them saying well, what are you doing.

Judy Sylva: us having lots of efforts involving faculty and other leadership and assessment following wasps recommendations along the way.

Judy Sylva: Adopting a platform to support our management of assessment information and getting to a participatory model where everyone could contribute to the development of some of these tools for accreditation whew that was long.

Judy Sylva: But that's that's the history on our campus so we we continue to grow and evolve and assessment.

Judy Sylva: So i'm gonna.

Judy Sylva: i'm gonna get out of this share for a second, so we could take a look at how are.

Judy Sylva: How our little poll is shaping up here that generate the word cloud oh women and enough people that have a really cool one but let's see what it looks like.

And i'm going to share my screen again.

Judy Sylva: Okay, so that's what our word cloud looks like.

Judy Sylva: it's not that impressive.

Judy Sylva: We needed a much bigger group of people.

Judy Sylva: So let's look at some of the.

Judy Sylva: terms that your word association.

Judy Sylva: lead to so we've got overview data survey improvement outcomes assignment and impact.

Judy Sylva: So I want to kind of open it up to all of you and ask you to share like what What was your, why did you put the word that you put what was the what's the association that you have and how do you see that at cal state San Bernardino currently so i'm going to.

Judy Sylva: Just open it up to you unmute your MIC and or wait raise your hand at me or something and that might make it easier by calling you huh.

Judy Sylva: Who wants to share.

Judy Sylva: body, thank you.

Fadi Muheidat: Well, thank you God for this event, I chose assignment, the reason I chose assignment I use it, because it's a tool to assist submit, so I use us as it for the moment I think of any.

Fadi Muheidat: Like I know I saw outcomes in data, because you mentioned it to collect data assistant outcome, but I was focusing more in the tool that I want to use, which in this case of that assignment that could be any type of assignments, but that's because you said what comes to your mind right.

Yes.

Judy Sylva: Thank you so much that's perfect okay don had her hand raised, but I don't see her at her chair so i'll go to diane she has her hand raised.

Diane Podolske: Also, so diane right well I picked the word impact and it's I see assessment as a way that we measure the impact of our programs.

Judy Sylva: All right, thank you diane diane.

Dawn Blue: Sorry, my dogs lost their little minds, I had to go fight them down um.

Dawn Blue: For me, the overview as nurse we do assessment on our patients, and it involves observing it also involves.

Dawn Blue: listening and touching to gather data and.

Dawn Blue: Also.

Dawn Blue: Looking over.

Dawn Blue: test results and things like that so it's a whole overview of the whole patient and if you're missing pieces, then you don't really get an accurate assessment.

Judy Sylva: So I like that to me the when when you were.

Judy Sylva: Talking the word that popped into my mind was like holistic right it's like a lot of the pieces coming together around something so thank you don thanks for sharing that pamela.

pmoses: yeah so Donna made me think of the word integration popped into mind, which is a good assessment word I put improvement because the purpose, I see of the whole assessment process is for continuous improvement to learn something and game.

Judy Sylva: Yes.

Judy Sylva: Thanks for planting that because we're definitely going to be using that a little bit.

Judy Sylva: anybody else want to share with the Oh yes, Sarah.

Sarah Dunn: yeah I was just going to add that I put data, and you know I am learning a lot about data driven decisions and I talked to my students about evidence based medicine or evidence based practices and health and so i'm always talked about using the data to inform you.

Judy Sylva: awesome how exciting okay Mary.

Mary Frances Keiser: So I used to run the education department at the mission and foundation museum and I would have to I conducted a lot of education programs.

Mary Frances Keiser: And I would use surveys to assess how much knowledge they gained, which then would equate into our grant reports, so I had to justify why we should get grant funding in the future, and so that's why I picked survey.

Judy Sylva: Oh, my gosh that's a great one because that's another purpose for doing assessment right my mainly yeah.

Judy Sylva: Thank you so much.

Judy Sylva: Well, thanks for playing everybody i'm like a did you want to add anything I think you're the only one who didn't raise our hand.

Faika Lore: So I put up comes but i'm still like an assessment new so i'm still learning and.

Faika Lore: yeah.

Faika Lore: So I didn't raise my hand.

Judy Sylva: The assessment new.

Judy Sylva: that's funny.

Judy Sylva: All right, okay well thanks her for for indulging us in that little exercise, and you know I think that's the first time i've ever done that where there wasn't like something negative on there, you know, sometimes people associate that word assessment with just like some kind of pain.

Judy Sylva: or unpleasantness.

Judy Sylva: So i'm like all right, this is pretty cool.

Dawn Blue: For the assessor but for the patient, sometimes yeah.

Judy Sylva: Yes, in your world that's very true.

Judy Sylva: Oh, my gosh all right i'm having a little too much time, I need to get refocused and see this is my big problem for my leadership sort of falls apart.

Judy Sylva: Okay, so okay so we've unpacked a few of these perceptions about assessment and they're all really positive, so let me get back to my well who's he wants to hear like that think.

Judy Sylva: Oh, thank goodness Okay, here we go boom all right let's move you guys a little bit, by the way.

Judy Sylva: So purposes for assessment right there's got to be a reason for doing it it's kind of silly to do it for no reason and a couple of examples.

Judy Sylva: That are just really broad is, you know that assessment drives what we do, if you are in education for an organization, if you are teaching classes, if you are coordinating a program.

Judy Sylva: Any of these things assessment what drives our instruction our programming or services right like what we do is driven hopefully by assessment.

Judy Sylva: Another purpose for assessment is that assessment can help us deepen the learning of the learners, whoever they are right if their students if they're our colleagues.

Judy Sylva: You know if they're people that we work in an office with it deepens learning if we engage in assessment to continue to inform better learning.

Judy Sylva: Assessment informs progress before Sarah and I were at my little table for the amount of time we were at that little table which apparently was too long.

Judy Sylva: We were talking about strategic plans and assessment can inform progress on objectives or goals or outcomes on a strategic plan for example.

Judy Sylva: An assessment can also inform as Pamela set me up for so nicely, a moment ago.

Judy Sylva: improvement and in the classroom that might mean assessment might also inform our pedagogy or our teaching, practice, you know, the more that we understand about our learners and how they learn.

Judy Sylva: The more we can identify approaches to our teaching to support that learning, you know better and more efficient ways.

So.

Judy Sylva: So I got another poll question for you and this one's going to hurt a little bit.

Judy Sylva: For two reasons it's going to hurt a little bit.

Judy Sylva: One reason why it's going to hurt a little bit is because i've got to set up the poll question, so let me just do that.

Let me move you okay so.

Judy Sylva: Okay, so it's the same place that you just were hopefully if you were still logged into srs campus labs.edu with connect ID there's another question on there that says, which definition of assessment resonates with you.

Judy Sylva: So i've got four super wordy definitions of assessment on the.

Judy Sylva: On the slide so i'm going to give you a few minutes to read all those words and letters.

Judy Sylva: And comprehend them and then shoes so they're numbered and four so on your poll.

Judy Sylva: choose the one that resonates with you that kind of speaks to your understanding or your use of our definition of assessment and there's no wrong answer here so i'm just kind of curious what really resonates with you.

Judy Sylva: Tonight i'll have some mood music in the background or something.

Judy Sylva: Alright we're able to read all the definitions.

Judy Sylva: yeah Okay, I know it was a lot i'm so sorry.

Judy Sylva: But let's let's take a look at our poll.

oops.

Judy Sylva: sharing this.

Judy Sylva: Go here whoo okay i'm going to share the screen with you as you can see.

Judy Sylva: Okay, so there's a big tie here.

Judy Sylva: Between number one and number four and somebody like number two, we will not hold that against you.

Judy Sylva: So without revealing necessarily your vote i'm going to stop sharing this for a second I do want to open it up again and maybe you can talk a little bit about like what aspect of.

Judy Sylva: Whatever definition resonated with you in your current role like was there some aspect of any of these definitions that just resonates for you personally, in your role.

Judy Sylva: And you can oh Mary she was on the draw oh my gosh she hit that hand raise so bass.

Fadi Muheidat: she's playing with the first and.

Mary Frances Keiser: You.

Mary Frances Keiser: know the reason why is because I, I believe it, it is ongoing so even in my own courses I usually have an entrance survey and then exit survey and it's just to improve my teaching overall because I find it really important not.

Mary Frances Keiser: To engage with my students and make sure they're learning and they're interacting as much as possible with my courses and so that's why I thought well.

Mary Frances Keiser: You know it's systemic and it's ongoing it's something that should be continually worked on over and over again, I find that to be really important that's why I picked for awesome.

Judy Sylva: All right, Mary Thank you so much, oh and dawn was click on the drop to.

Judy Sylva: Go for done.

Dawn Blue: um that one reflected more our home nursing process systematic ongoing.

Dawn Blue: In one what threw me off was.

Dawn Blue: It was all the end results outcomes and stuff that's not assessment you assess outcomes, but that's not assessment to me it's another step in that process that's what threw me away from one and two, for.

Judy Sylva: All right, excellent Thank you that's awesome so it just you needed that consistency in the idea of assessment being sort of not having a defined endpoint just kind of keeps going alright awesome vika good job we hit the hand raise.

Faika Lore: um yeah you know I think i'm one resonated more with me, because I think like.

Faika Lore: There has to be like a level of like vulnerability and honesty to do, assessment and I think that's what kind of gravitates me towards it, because it allows you to like do things honestly, which leads to like like the greater good, they do something better right like.

Faika Lore: Maybe i'm not being articulate but yeah I.

Faika Lore: that's why I was drawn to one.

Judy Sylva: yeah so I mean there's definitely a vulnerability and doing assessment that's what makes it such a difficult thing in.

Judy Sylva: Especially the higher in the organizational structure and the institution you go it becomes challenging it's a little scary to make yourself vulnerable to knowing.

Judy Sylva: You know areas of improvement or things that aren't working but it's you can't really evolve or grow or change until you confront both of those things right, so I think that's why maybe that's why that resonated there you liked that aspect of it's okay.

Judy Sylva: All right, well, thank you, does anybody else want to share i'm gonna barrel through because I don't have that much time left.

Fadi Muheidat: Okay awesome.

Judy Sylva: Thank you buddy yes.

Fadi Muheidat: Actually, I chose one and my husband for, to be honest with you, I chose one, because this is the way I usually, when I.

Fadi Muheidat: Like to create a rubric for my classes, be in a in a sense, in engineering and previous institution as part of a bit evaluation process and was reporting I you know my hardcore support because that's kind of systematic like for the program for the university for the College.

Fadi Muheidat: But you know if i'm talking about teaching purposes, I would go with one but that took like my program my department codes for.

Judy Sylva: All right, well thanks that's a really good distinction actually in this too, so I appreciate that Thank you.

Judy Sylva: All right.

Judy Sylva: i'm gonna barrel forward because.

Judy Sylva: it's not going to be as interactive as I just got it, I want to make sure you see all the good stuff that we put together for you here, so let me remember what i'm supposed to do, oh the brain and the hands, they just need to get it together.

Okay, here we go.

Judy Sylva: Okay, so these are some of the anchors that we've kind of been working with and relying on support assessment processes at CES USB so Pam i'm gonna show the some of the slides and you just jump in you want to talk about this one, the cycle.

pmoses: Sure, I can do this, so we think about assessment as in being comprised of four.

pmoses: main phases.

pmoses: One of planning where you're thinking about what your goals are what your vision for your program or your division or Office might be and how those aligned also to institutional goals or strategic plans.

pmoses: And in that process, you are articulating the outcomes, that is, the impacts that you want to have and what might be good evidence to make a case for.

pmoses: Your success at reaching those are achieving those outcomes are those effects that kind of change that you want to bring about on campus.

pmoses: And then the next phase is doing you go out and you do your good work, and in that process, you gather data might be transactional data or you specifically seek out data like survey information cetera.

pmoses: And then the next part of the face and the third is to check, so you analyze that data and you look at your findings and you think about what this means in the real world how this pertains to the strategies and approaches that you've taken.

pmoses: So in and and reflect on that, and then the last phase of this is act in which you are creating a plan now for revising your approach or your practices to refine them for ongoing improvement.

pmoses: And the next go round evolve this, so I think of it as a continuous spiralling upwards, as you move through these different phases.

Judy Sylva: yeah and you can see that the applications beyond the examples that are given could be endless could be given to a given course could be given to a series of professional development and learning activities anything this cycle could be applied to.

Judy Sylva: Another tool that we use is some version of a logic model, and these are just sort of the broad components of a logic model that we often will use a sort of assessment professionals to support people who have different types of assessment questions.

Judy Sylva: revolving around some kind of outcomes and understanding of how to improve will use a logic model kind of like this to support that process of.

Judy Sylva: Engaging in some assessment processes, and so this is one example of one that you know we've certainly used and it's it's it gives examples that covers a lot of different types of reasons or purposes for doing assessment.

Judy Sylva: pamela, what do you want to add about the logic model that we have illustrated here.

pmoses: Well, I would make i'm moving quickly here so broad strokes, I would make three comments here you read this from left to right and it has the law underlying logic.

pmoses: or premise is that if we provide the things on the left side columns it will produce and bring about the changes that you see on the right.

pmoses: So you have inputs outputs outcomes what you're going to measure it impact, however, you when you go about creating an assessment plan you start on the right.

pmoses: And you build it out towards the left, so you start by articulating the change that you want to see what's that going to look like and feel like how you're going to measure it.

pmoses: Stating that specifically and then you get to that puts the inputs, which is where we there's a strong pole the start you're planning there, but with assessment we start on the right build the left and then.

pmoses: Oh, I think about this tool, also as a multipurpose document, it is a container for sorting out.

pmoses: The inputs, the outputs it conceptually helps me to put these things in different categories and see them side by side, so i'm really clear about these develop different elements as i'm making my plan.

pmoses: But it also serves as an archival document once you've created your plan now you have it all laid out so that you can return to it and see an overview so it's a multifunctional kind of tool for putting together a plan and and actually getting insight from your whole process.

Judy Sylva: yeah sometimes it's so messy that you know you're moving back and forth among any of these components of the model.

Judy Sylva: As you learn more as you gain more input from stakeholders and other people who are involved in whatever your assessment enterprise actually is.

Judy Sylva: So it's it's just kind of one of those things that we use sort of as an anchor to help support organizing lots of different moving parts in the assessment process.

Judy Sylva: And to help us keep track of what we're really striving for and that's why we start.

Judy Sylva: With the impact, a lot of time like what do we really want to see happen because of what we're doing or how we're contributing to that.

Judy Sylva: So yeah it's just one of the many This is one example, most of ours aren't as linear as this when we actually get to working with.

Judy Sylva: With individuals with programs, you know with organizations it's kind of all over the place, but it at least helps you sort a lot of good ideas into component parts.

Judy Sylva: So, the last thing so you've seen so far we've talked a little bit about what assessment is the purposes for assessment we looked at, you know where what resonates with you, relative to assessment in your roles here at CES USB.

Judy Sylva: Now I want to very, very quickly, talk about assessment capability at CSU SP.

Judy Sylva: So one of the things that has been developed over the last two years, is what we call the assessment capability collaborative and it's a weird thing.

Judy Sylva: Because it doesn't live any place organizationally or as part of an institutional hierarchy necessarily it kind of is a reflection of a collaboration across the divisions at the institution, so our fearless leaders are the deputy provost and.

Judy Sylva: Vice provost for academic programs Claire Weber and our chief data officer and she has lots more titles, besides that that I can't remember right now, but everyone just mostly knows her as just Muriel.

Judy Sylva: And that's the way she introduces herself half the time to it's really funny.

Judy Sylva: So the Co chairs and then you can see that the sort of directors or the leadership and assessment at the divisional levels were represented here, and then we work with lots of champions all kinds of folks.

Judy Sylva: So one of the structures that's emerging from this as the assessment capability leadership institute or athlete and many of you well, I know for sure that Fadi I think you're doing actually this summer right.

Judy Sylva: Yes, and Sarah I'm going to talk about you in a minute, but you'll also be participating actually the summer.

Judy Sylva: And so, actually is just this experience that we put together with a sort of intensive.

Judy Sylva: learning experience and professional development to sort of have like just sort of starting level of passing and keep the old Diane's participating to I forgot when she's participating in some very fun ways.

Judy Sylva: And then.

Judy Sylva: Then we also this year have identified seven faculty fellows on campus and Sarah is one of those faculty fellows.

Judy Sylva: And so we're building some capability at the sort of institutional level, so things that the Faculty fellows will be focusing on this year will be things like high impact practices.

Judy Sylva: will be things like strategic planning at different levels of the institution and supporting that those efforts with outcomes assessment.

Judy Sylva: And then we have college assessment coordinators in class I'm not going to go to that website, right now, in the interest of time Oh, and that was last slide.

Judy Sylva: Because what I really wanted to kind of end with today was really where do you see yourself, how can we support you in your role with assessment capability.

Judy Sylva: What can we do to support you in doing assessment at whatever whatever things you're doing assessment on, so I will stop talking for like a minute.

Dawn Blue: Our department has a very specific plan that we developed for our creditors or outcomes and evaluations and the assessments and a committee that does assessment and evaluation as well.

Dawn Blue: And I know the IRB has been real helpful in providing us data when we needed it to fill in our charts and diagrams for writing our reports and stuff so we're appreciative of that.

Judy Sylva: Oh good so you work a lot with institutional research to get a lot of the dashboards and summaries of evidence to support your accreditation efforts.

Dawn Blue: yeah the demographics and other things that we can't get from students ourselves and make it big identified and all that, so we get that from IRB and then we look at our.

Dawn Blue: Courses individually and in aggregate and figure out what's working what's not what needs fixing excellent.

Judy Sylva: So we've got some assessment capability that lives in nursing department that we may have to tap into.

Judy Sylva: All right, well i'm so sorry to cut this off, but my time management was really awful today and I do apologize, I hope that you'll hop over to the wrap up and the closing remarks that are happening right now and.

Judy Sylva: Thank you for coming to our little session.

Judy Sylva: bye everybody.

END - 00:43:25