Annual and 5-Year Review

Assessment 101

Office of Institutional Effectiveness
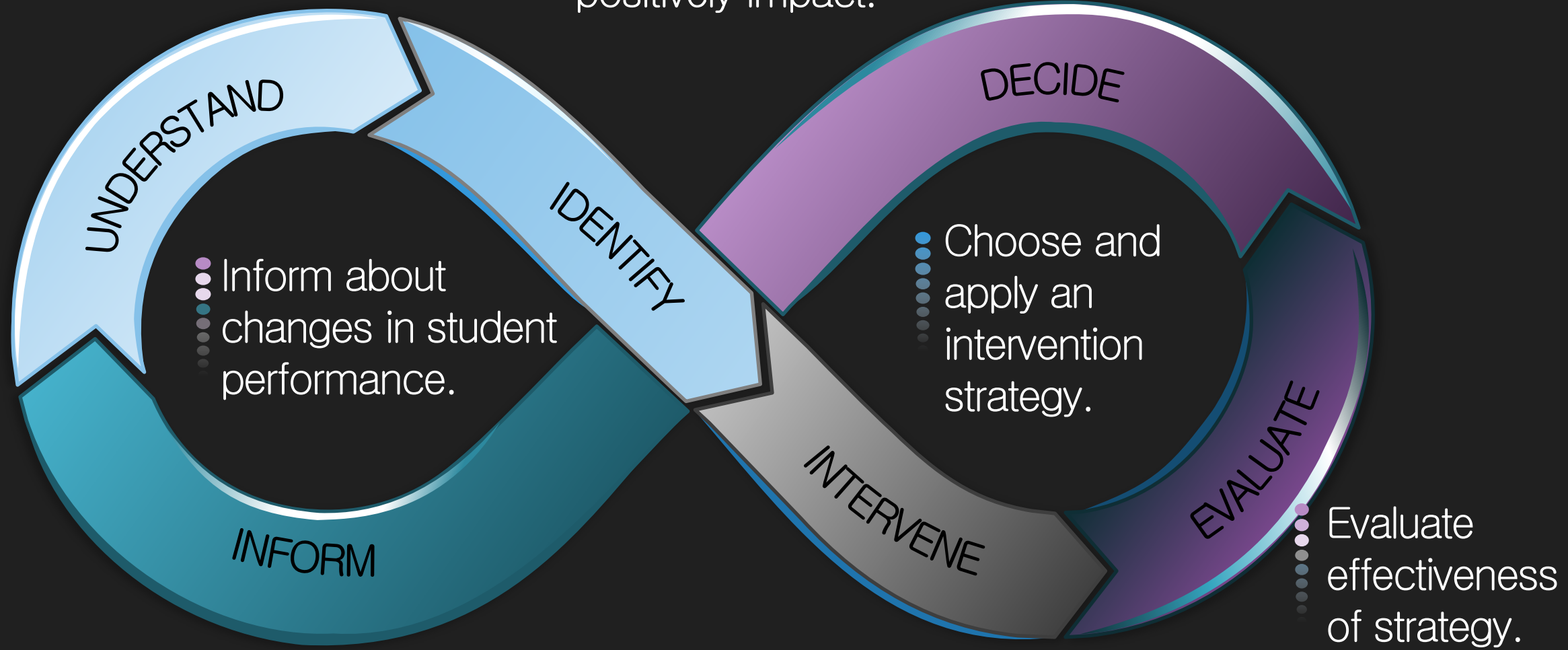Office of Academic Programs
October, 2017

Why do I need to care about assessment?

The 'infinite assessment loop'

Longitudinal studies about student success.

Identify target populations to positively impact.

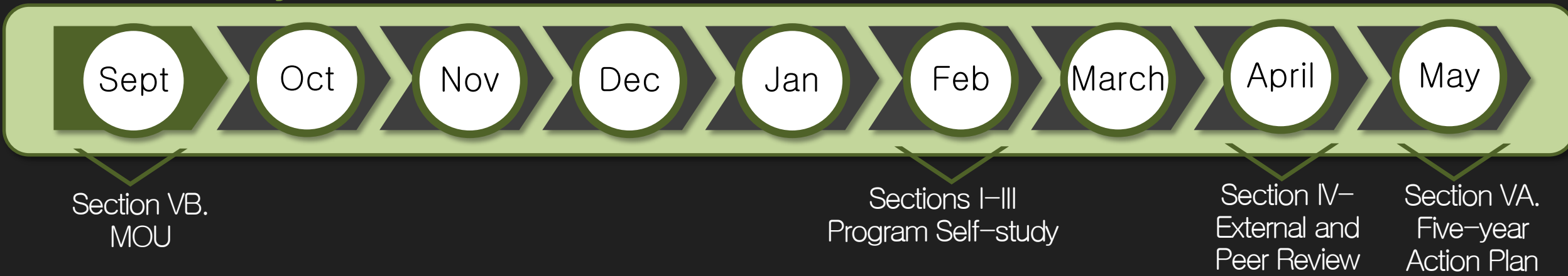Determine whether to expand, contract, or stop intervention.

UNDERSTAND

IDENTIFY

DECIDE

Inform about changes in student performance.

Choose and apply an intervention strategy.

INFORM

INTERVENE

EVALUATE

Evaluate effectiveness of strategy.

Assessment Timetables

Annual Cycle

Annual Reports are NOT due if program is on its 5–year cycle.
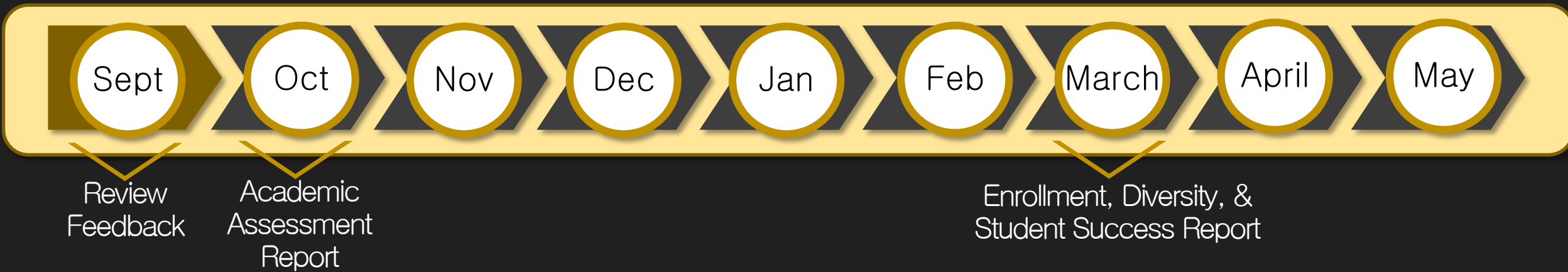
| Sept | Oct | Nov | Dec | Jan | Feb | March | April | May |

- Sept — Review Feedback
- Oct — Academic Assessment Report
- March — Enrollment, Diversity, & Student Success Report

Five–Year Cycle

| Sept | Oct | Nov | Dec | Jan | Feb | March | April | May |

- Sept — Section VB. MOU
- Feb — Sections I–III Program Self–study
- April — Section IV–External and Peer Review
- May — Section VA. Five–year Action Plan

The Annual Cycle

Annual Reports are NOT due if program is on its 5-year cycle.

| Sept | Oct | Nov | Dec | Jan | Feb | March | April | May |

Review Feedback

Academic Assessment Report

Enrollment, Diversity, & Student Success Report

Where do we submit materials?

https://academicprograms.humboldt.edu/content/compliance
-assist-prep

Academic Assessment Report

1. What curricular and/or pedagogical changes were made in the past year to improve student learning?	2. Why were these changes made? NOTE: Making evidence-based decisions is the goal here. Whenever possible, please include or attach data and/or examples of student work that demonstrated the need to make these changes.	3. What effects on student learning do you expect to see as a result of this change?	4. What program SLO(s) will be affected by these changes?	5. At what point in the future will enough students have been affected by this change that it will be appropriate to assess whether the change was effective?	6. What curricular and/or pedagogical changes is your program discussing for this next year and beyond?	7. What data/evidence/student work demonstrate the need to make these changes in the future?

Enrollment, Diversity, & Student Success Report

1. Describe enrollment trends in your program, major(s), FTES, and retention/graduation rates.   Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.

2. Describe trends in the composition of your majors (such as diversity, level of college preparedness, time to degree, etc.). Please highlight any significant findings or unique outliers. Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.

3. Describe trends in overall course success rates for service courses as well as major courses. Please highlight any notable findings or opportunities for improvement you see in the coming year. If trends have been stable over time, to what do you attribute that stability? Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion. What program SLO(s) will be affected by these changes?

Enrollment, Diversity, & Student Success Report cont.

4. Describe how your program has influenced student success rates. What efforts have you made to improve, or what opportunities are available to improve it? If trends have been stable over time, to what do you attribute that stability? Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.

5. Describe trends in inclusive student success for your program. What efforts have you made to improve or what opportunities are available to improve it? If trends have been stable over time, to what do you attribute that stability? Summarize the range of faculty opinions covered in the discussion of this data and/or describe the action plan that is a result of the discussion.

6. Summarize the actions that your program has taken in the past three to five years in response to Enrollment, Diversity, & Student Success data. Based on the data, evaluate whether the changes have been effective.

HUMBOLDT STATE UNIVERSITY

Strategic Data Workbook
Office of Institutional Effectiveness

2017-2018 Strategic Data Workbook:
Annual Program Review: Diversity/Enrollment/Student Success Questions

Version: 01.01
(Last updated 10/2/2017)

If you have questions or comments about this workbook, contact Michael Le at 707-826-5489 or Le@Humboldt.edu

About Strategic Data Workbooks
The Strategic Data Workbook (SDW) project began in fall of 2015 to support HSU's Annual Academic Program Review. In fall of 2016, the project blossomed into a data deployment strategy, which includes several workbooks.

Strategic Data Workbooks are private and located in secure folders (e.g., Network folder or Google Drive) accessed via Lightweight Directory Access Protocol (LDAP) Authentication. While the workbooks were created using Tableau Desktop (paid product), users may download Tableau Reader (free product) to read and interact with the workbooks. Tableau Reader has been added to HSU's trusted software installation sites (PC's use Software Center and Mac's use Self-Service).

Privacy Acknowledgement
Each SDW is a packaged workbook, meaning that the data is included in the file. Level 1 data is never included; however, Level 2 is almost always included. This means that the data file contains private information that should be protected due to legal, ethical, and privacy concerns. As the recipient of this file from Humboldt State University's Office of Institutional Effectiveness, you have permission to access and use this data for your own inquiries but may not publish it or provide it to others who do not have existing permissions.

If you download this file from the secure folder, you are responsible for the secure storage and erasure of this file upon completion of your inquiries. As an agent of HSU, it is your responsibility to read and understand CSU and HSU policies and practices regarding use and storage of this data. As an agent of the CSU, you are required to complete the Data Security & Privacy training every two years.

Resources
HSU Policy EM:P10-03 HSU Implementation of the CSU Data Classification Standards
http://www.humboldt.edu/policy/PEMP10-03HSU-Implementation-CSU-Data-Classification-Standards

More Information about SDW's
http://www2.humboldt.edu/irp/Dashboards/StrategicDataWorkbooks/sdw_info.html

CSU Data Security & Privacy Training
https://training.humboldt.edu/content/data-security-privacy

\\ad.humboldt.edu\OAA\ProgramReview

Annual Review Feedback

No process to date. Ideas include:

- Assessment coordinator in OIE evaluates quality of assessment described in department reviews and provides deans with impressions.
- Deans offer each department brief comments on any perceived strengths and weaknesses.

The Five-Year Cycle

| Sept | Oct | Nov | Dec | Jan | Feb | March | April | May |

Section VB. MOU

Sections I-III Program Self-study

Section IV- External and Peer Review

Section VA. Five-year Action Plan

Sept → Oct → Nov → Dec → Jan → **Feb 28th** → March → April → May

Section I-III Program Self-study

IA. Program Goals

Based on the previous review cycle, summarize the goals and targets your program has been striving to reach since your last program review.

IB. Program Student Learning Outcomes

List your program student learning outcomes and describe any updates or changes you've made since your last program review.

IIA. Program Quality

Using evidence (e.g., student assessment data, student success data, demand for your program, demand for your graduates, external review, etc.), discuss what actions you have taken to maintain and improve the quality of your degree program(s). Include in this discussion any of the following that have occurred over the past five years: Assessment of Program Student Learning Outcomes—Changes in Curriculum—Implementation or Expansion of High-Impact Practices (e.g., undergraduate research)—Purposeful Faculty Professional Development—Specific Student Support (e.g., supplemental instruction)

Section I-III Program Self-study cont.

IIB. Continuous Improvement

Discuss the questions that will direct your program's next five-year cycle of continuous improvement.

What will you be tracking and/or assessing over the next five years to ensure your program continues to improve?

IIIA. Enrollment/ Diversity/ Student Success Data

The data dashboards provided by OIE contain information on enrollment numbers, retention and graduation rates, diversity and demographics information, and URG gaps in individual courses.

If part of the recent data has changed significantly from prior years, provide an explanation for the changes.

If part of the data is not reflected in the data dashboards, please specify why.

Analyze trends in the data over the last five years.

IIIB. Diversity & Inclusive Excellence Goals

What were your enrollment/diversity/student success goals from your previous action plan and/or MOU?

Provide an update on those goals. Are they still relevant? If so, what actions have you taken to achieve them? What progress has been made towards those goals?

If those goals have been met, or are no longer relevant, what would be appropriate alternative goals for your program for the next review cycle?

Section IV External Review

IVA. External Review

The purpose of the external review is to assist faculty in improving program quality by providing a comparative and broader perspective on the program and student learning. Coordinate reviewer selection and site visit with dean's office.

IVB. ICC Peer Program Review

The Integrated Curriculum Committee's (ICC) Peer Program Review sub–committee is made up of faculty from each college as well as a representative from the HSU library and the academic assessment coordinator. Their purpose is to provide peer feedback with a focus on institutional and curricular contexts.

Section V Five-year Action Plan

VA. Five-year Action Plan

Based on sections I–IV, recommend a 5-year plan of action to improve the program.

May 15th

VB. MOU

The dean, vice provost, and provost craft an MOU that contextualizes the five-year plan for the program within the priorities of the college and university.

Sept 3rd

Contact Information:
General questions or help with Compliance Assist:
Interim Academic Assessment Coordinator
Mark Wicklund, IE Mark.Wicklund@Humboldt.edu

Report Extensions: Academic Programs/Provost

Coming soon: CTL Professional Development
White Glove Service for Compliance Assist
White Glove Service for Building Quality Assessments

ACADEMIC PROGRAM ASSESSMENT & REVIEW

2017-18 DEADLINES

Where to find . . .

REPORT TEMPLATES, GUIDES, AND VIDEO TUTORIALS are available at: *https://academicprograms.humboldt.edu /content/guides-templates*

COMPLETED REPORT INFORMATION is submitted to CampusLabs at: *https://humboldt.compliance-assist.com/index.aspx*

REQUEST ACCESS to the system through the Compliance Assist (PREP) Access Request form at: *https://academicprograms.humboldt.edu /content/access-request-form*

PAST REPORTS are available at: *https://academicprograms.humboldt.edu /content/program-review-documents.*

NEED HELP? CONTACT THE OFFICE OF INSTITUTIONAL EFFECTIVENESS (*irp@humboldt.edu*) for assistance in developing effective assessment approaches and/or analyzing student success data. Assistance with curriculum, pedagogy, and instructional design is available through the Center for Teaching and Learning (*ctl@humboldt.edu*) and through Academic Technology (*at@humboldt.edu*).

ANNUAL REVIEW

Oct 31	Academic Assessment Report (department submits)
Mar 30	Student Success Report (department submits)
May 15	Department Activity Report (department submits)
Sep 3	Dean's Review (college dean submits) or IE reviews

Annual review is required for all programs not doing five-year review.

FIVE-YEAR REVIEW

Feb 28	Self-Study (department submits)
Apr 16	External Review (external reviewer submits)
Apr 16	Peer Program Review (ICC sub-committee submits)
May 15	Five-year Action Plan (department submits)
Sep 3	MOU (college dean submits)

Five-year review is required this year for:

CRGS	Geology	Philosophy
Education MA	Int'l Studies	Physics
English BA and MA	LSEE	Sociology BA and MA
Env. Sci. & Mgmt.	Mathematics	

Complete program review schedule: https://academicprograms.humboldt.edu/node/35

ANNUAL PROGRAM REVIEW

1. **Program** describes this year's assessment activities and plans for the coming year. Report is submitted to CampusLabs in October.
2. **Program** uses data dashboards to analyze program enrollment and success trends. Report is submitted to CampusLabs in March.
3. **Program** describes faculty and student achievements for the year. Report is submitted to CampusLabs in May.
4. **College dean** reviews report and issues memo of understanding.

FIVE-YEAR PROGRAM REVIEW

1. **Program** submits self-study to CampusLabs in February, which summarizes program goals, learning outcomes, and efforts to make improvements based on assessment data. Program enrollment and student success trends are also detailed.
2. **External reviewer** evaluates program. Report is submitted to CampusLabs in April.
3. **ICC peer review sub-committee** provides feedback on self-study. This is submitted to CampusLabs in April.
4. **Program** creates a five-year action plan, which is submitted to CampusLabs in May.
5. **Provost and college dean** review study and action plan in light of college and university priorities.