

PSLO Assessment in SAS Update



For Faculty Senate Meeting
Ryoko Yamamoto, Co-DAA, PSLO Emphasis
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Assessment Heatmap – What is it?

- Visualization of the progress in academic assessment in SAS during the last year (F20-F21 comparison)
- Anonymous evaluation of the PSLO assessment status in 26 SAS degree programs in seven areas + color-coded presentation: Departmental infrastructure, PSLO, Curriculum map, Strategic scheduling, Regular data gathering, Recording & sharing, Ongoing link to action
- Assessment Fellows "Assessment of Assessment" exercise (Nov 2021) + One-on-one interviews (Jan 2022)

	0 Not Evident	1 Emerging	2 Proficient	3 Mature
1 Departmental Assessment Infrastructure	The program does not have a designated departmental infrastructure for assessment coordination.	The program has a designated departmental infrastructure for academic assessment, but there is no formalized, systematic supporting structure or procedure.	The program has a designated departmental infrastructure for academic assessment and an established, systematic supporting structure, but they are not fully operationalized. College-wide assessment infrastructure is not yet fully operationalized.	
2 Program Level Student Learning Outcomes (PSLOs)	Student learning outcomes have not been written for this program or have not been made publicly available. However, the program has established student outcomes that are mapped to the measurement of PSLOs but have not been established.	PSLOs have been written for this program and made publicly available. PSLOs are explicitly mapped to the measurement of PSLOs but have not been established.	PSLOs have been written for this program and made publicly available. PSLOs are explicitly mapped to the measurement of PSLOs and are operationalized for assessment.	
3 Curriculum Mapping	No curriculum map exists.	A curriculum map has been developed but lacks clear linkage between all PSLOs. Some PSLOs are not mapped to the curriculum map, and not all courses that contribute to a PSLO are not shown in the map.	A comprehensive curriculum map has been developed showing clear linkages between all PSLOs. All PSLOs are addressed by the curriculum map, and all courses that contribute to a PSLO are shown in the map.	
4 Strategic Scheduling	No assessment schedule exists.	The program takes on short-term planning for selecting which PSLOs to assess in the current year.	The program establishes mid-term planning for the assessment of a full set of PSLOs within a Five Year Review cycle.	

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5 Regular Data Gathering	Systematic regular assessment of PSLOs has not commenced.	Systematic regular assessment of PSLOs has been initiated but has not been designed and conducted, but the practice has not been fully established.	Systematic regular assessment of PSLOs with direct measures has been established and is supplemented with assessment with indirect measures.	
6 Assessment Recording & Sharing	Assessment data are not systematically recorded.	Assessment data are systematically recorded but not routinely shared with the departmental assessment coordinators.	Assessment data are systematically recorded and routinely shared with the departmental assessment coordinators and college-level assessment coordinators.	
7 Ongoing Link to Action	Assessment data are not regularly used to improve the program.	Assessment planning and data gathering are used to inform development and results are regularly used to improve the program.	Assessment is linked to continuous improvement. Development and results are regularly used to inform assessment data for program modifications and used as the basis of improving the program.	Assessment is linked to continuous improvement. Development and results are regularly used to inform assessment data for program modifications and used as the basis of improving the program. Assessments are performed to ensure that program modifications are effective in improving learning assessment results.

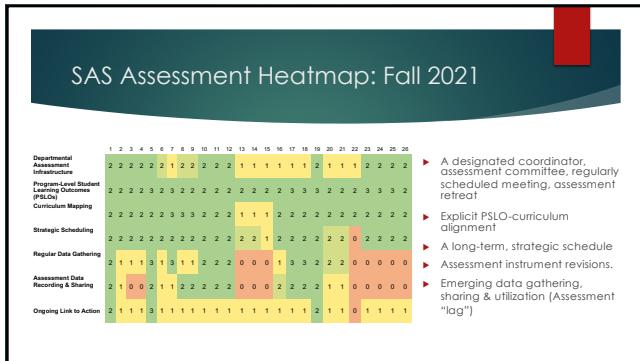
MSCHE Expectations

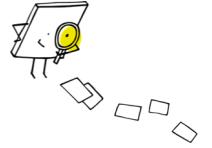
- MSCHE are NOT micro-managers
- Evidence-based, collaborative curricular development based on ongoing, systematic student-learning-data gathering and analysis
 - ✓ Clearly articulated learning goals
 - ✓ Mission – learning goals - curriculum alignment
 - ✓ Regular, systematic checking of student learning
 - ✓ Sharing of information with all stakeholders
 - ✓ Utilization of information for improvements

SAS Assessment Heatmap: Fall 2020

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Departmental Assessment Infrastructure	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program-Level Student Learning Outcomes (PSLOs)	2	2	2	2	2	0	2	2	2	2	2	2	0	2	3	3	2	2	2	2	2	2	2	2	2	2	2
Curriculum Mapping	0	2	0	0	2	1	0	0	2	2	2	0	0	0	2	2	2	1	2	2	2	2	2	2	2	2	2
Strategic Scheduling	0	1	1	1	2	1	0	1	1	1	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0
Regular Data Gathering	0	1	0	0	2	1	0	1	1	1	1	0	0	0	0	2	2	0	1	1	0	1	0	0	0	0	0
Assessment Data Recording & Sharing	0	1	1	1	3	1	0	0	1	1	1	0	0	0	0	2	2	0	1	1	0	1	0	0	0	0	0
Ongoing Link to Action	0	1	1	1	3	1	0	0	1	1	1	0	0	0	0	1	1	0	1	1	0	1	0	0	0	0	0

- No clear coordination structure of PSLO assessment
- Limited PSLO-curriculum alignment
- Irregular/short-term planning
- "Check the Box" Assessment



- ### Observations
- Faculty-led assessment is essential to **pedagogical autonomy & academic freedom**
 - Skepticism and confusion take over in absence of clear and consistent structure and guidance
 - If it is not on a calendar, it will be on a backburner
 - Harmful "Someone is paid to do assessment" rhetoric: **PSLO assessment = curriculum building = departmental project**
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There really needs to be an almost college-wide discussion that centers on what has to happen with assessment. Meaning **all faculty need to know that those doing the coordinating are only trying to get a job done and done effectively.**

(Assessment Fellows Midterm Feedback)

If we don't develop **better tools re: the basics of assessment and clear messaging from AA about the value of assessment to faculty** - not the requirement or risk of discipline - we will not be able to do this job in any meaningful way. [...] **In the meantime, this role needs hazard pay and should really be done by tenured faculty**

(Assessment Fellows Midterm Feedback)

- ### Accomplishments to Be Made
- Create a basic assessment toolkit
 - Clear structure of college-wide coordination and consistent messaging
 - Resource for sustainable assessment
 - Broader sharing of assessment findings with stakeholders
 - Continued data collection and analysis
 - Active use of assessment data for curriculum development / assessment for curriculum development
 - Refinement of assessment instruments