

2016-17 SJSU Annual Assessment Summary

The assessment committee proposed and implemented several action items that respond to the 2015 WASC visiting team report. Assessment facilitators from 7 colleges along with the director of assessment and AVP of graduate and undergraduate programs at SJSU developed processes to improve assessment effectiveness. The proposed action items were implemented campus-wide as described below. Evaluation of the proposed action items was mostly done through reviewing the 2016-17 annual assessment reports submitted from more than 300 programs at SJSU.

Improve consistency of assessment reports and increase closing the loop activities following assessment

The assessment committee created a revised template for program chairs to follow in compiling their 2016-17 annual assessment reports. All programs assessed were reminded in a campus-wide email to provide details on closing the loop activities. Step by step instructions on practices for closing the loop was created by the director of assessment and shared with all program chairs. Based on the submitted reports from all programs, 90% of the programs complied with this emphasis and provided their closing the loop activities in the 2016-17 annual assessment reports.

Establish and document formal processes

The SJSU director of assessment created and maintained a Google folder to document annual assessment reports, report reviews, and report feedback. This Google folder is shared with all parties of interest for quick referencend mpverification of assessment related information. The foldersndre dated by year to maintainndndrchive for future documentation purposes. All annual assessment reports were available for the public to view online under the program records link of Graduate and Undergraduate Studies website (www.sjsu.edu/gup/ugs/faculty/programrecords).

Courses should be evaluated based on direct assessments of learning, not grades earned by students

Program chairs were reminded all annual assessment reports should use direct assessment, not course grades, in 2016-17 and beyond. This memo was sent to all program chairs in late 2016. As of May 30, 2017, all programs comply with this as verified on the submitted 2016-17 annual assessment reports.

All programs should describe their direct assessments of PLOs

Program chairs were reminded that all annual assessment reports should describe their direct assessments of PLOs in 2016-17 and beyond. This memo was sent to all program chairs in late 2016. Several items related to PLOs were added to the checklist whennnual assessment reports

locate any annual assessment report or the review of such report by searching within the year of interest and then the college that the program is under to view the information easily.

Action plan recommendations should include LOs and assessment

To facilitate the program planning committee's tracking of action plan action items, the assessment committee added an item to the 2017-18 annual assessment report. The newly added item will require program chairs to report the progress and status of action items from the last program review. It is expected that all learning outcome and assessment related issues noted in the action plan will be addressed and reported in the future annual assessment reports.

Develop assessments of core competencies at or near graduation that are consistent in length, format, and details

Three core competency task forces were formed with members from diverse and varying background in 2016-17. Many task force members were from the assessment committee. These task forces focused on 3 of the 5 core competencies, i.e., writing communication, oral communication, and quantitative reasoning. The critical thinking task force is forming and a leader for it suggested in the April 2017 assessment meeting. Regular meetings were conducted by members of the 3 established task forces. A half-day workshop entitled "Quantitative Reasoning Across the Curriculum" was held on March 3, 2017 at SJSU. Guest speakers from California State University, Monterey Bay offered their experience in setting up quantitative reasoning assessment and guided participating faculty members on how to create rubrics and assessment plans in this workshop. The written communication task force drafted a rubric and an assessment plan that they will be piloting in summer 2017. At the April 2017 assessment meeting, it was decided that AAC&U's Oral Communication VALUE Rubric will be used as a starting reference for the oral communication task force to formulate SJSU's own rubric. The assessment committee will apply the selected rubric on some prior student projects (provided through video clips) to determine what works best SJSU's oral communication assessment.