

# Making Assessment “Personal”: Unpacking Student Learning and Engagement

## 46<sup>th</sup> Annual CAIR Conference

Rohit Murarka, Robert Dawson & Su Swarat



Orange County State College established in 1947  
The first and only California institution of higher  
learning to be established in the Orange County  
area.  
Orange County State College merged with  
the University of California, Irvine in 1967.  
The University of California, Irvine merged with  
the University of California, Santa Ana in 1967.  
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with the University of California, Irvine in 1967.  
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Dr. William E. Campbell 1967-1973  
Dr. George W. Blevins 1973-1979  
Dr. Miles D. B. Coffey 1979-1987  
Dr. Brent M. Moore 1987-1993  
Dr. William E. Coffey 1993-1999

CALIFORNIA STATE UNIVERSITY

# Outline

- Disaggregating student data for assessment
- Curricular Assessment
- Co-Curricular Assessment

# Overview

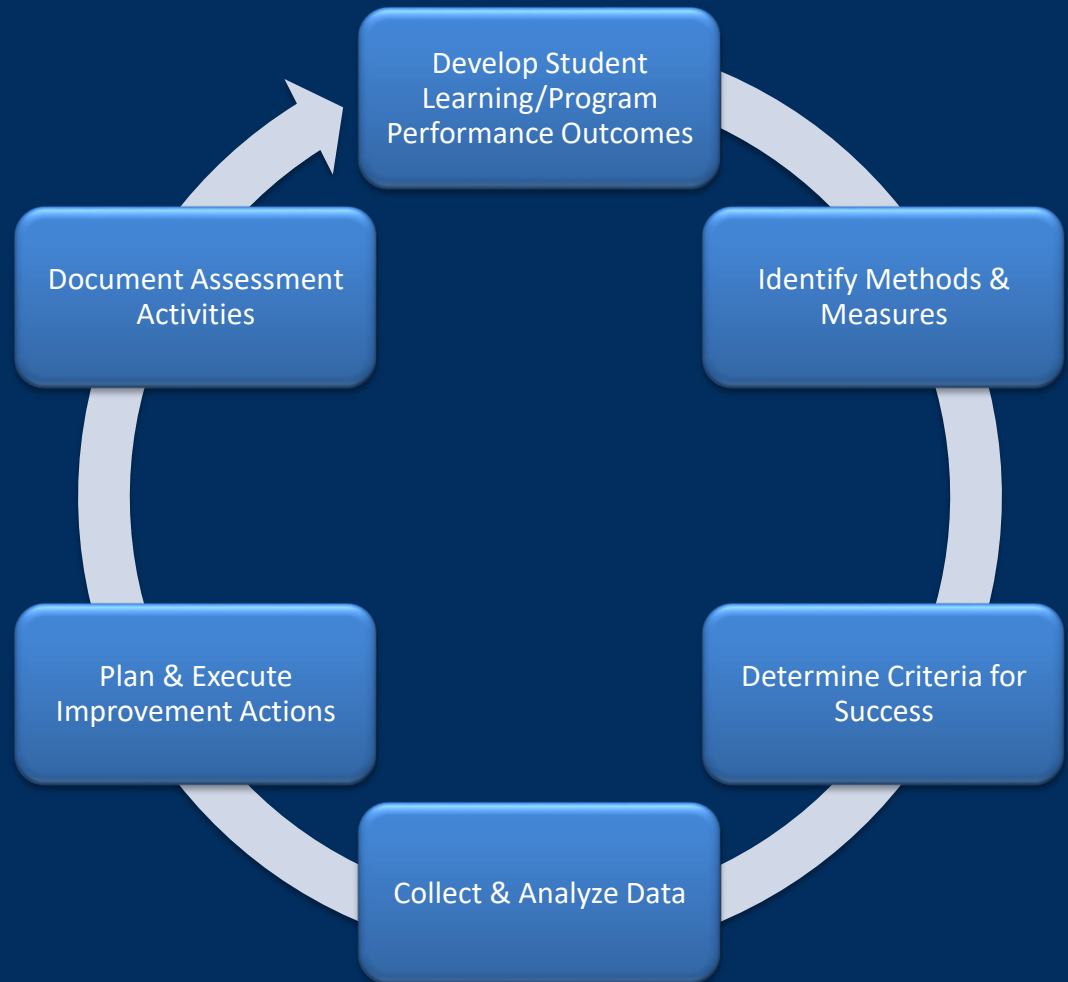
- 40,087 enrollment in Fall 2021
- WSCUC granted reaffirmation for a full and maximum 10 year period in Feb. 2020
- Commended on the assessment infrastructure and processes and the collaborative work of the Office of Assessment and Institutional Effectiveness

# Overview Contd.

- CSUF was recommended to determine the differential impact of various student success strategies
- Strategic Goal 1: *“Provide a transformative educational experience and environment for all students.”*

# Institutional Context: Assessment

- 6 Step Assessment Process
  - All divisions follow the 6 step process
  - Annual Reporting
- Assessment Liaisons
  - Represent each college and division
  - Monthly Meetings
  - Support units assessment





# POP-UP POLL

*TIME FOR YOU*



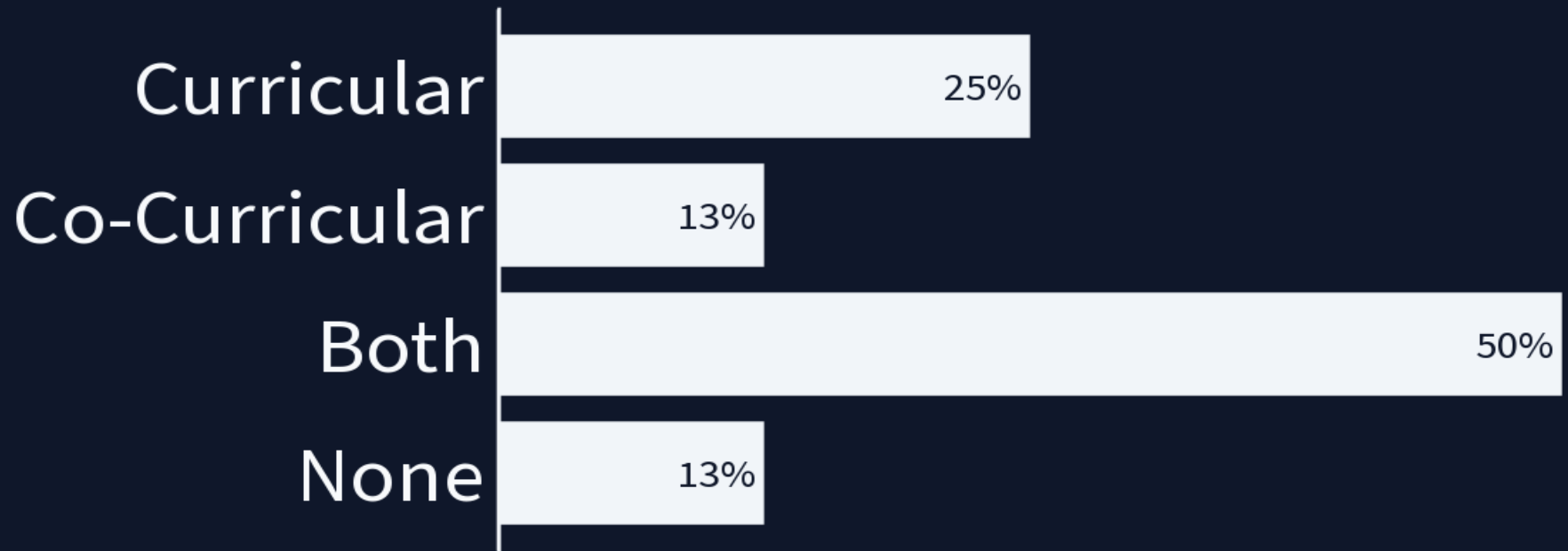
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# Do you conduct curricular and/or co-curricular assessment on your campus?



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# Do you disaggregate data in your assessment?



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# Curricular Assessment: GE

- Cultivating a culture of assessment on campus
- GE Faculty Learning Community



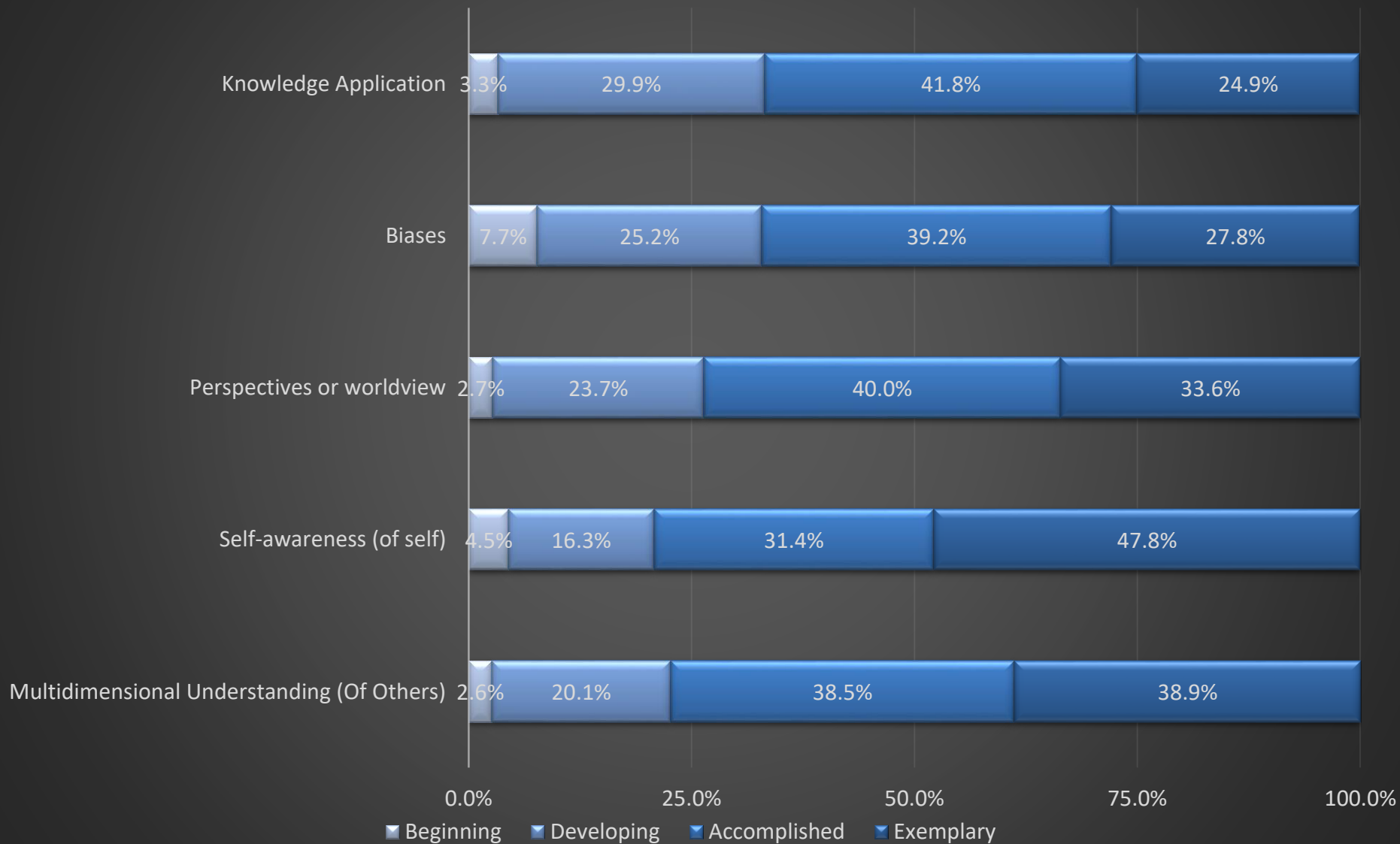
# Curricular Assessment: Learning Goals

- Five GE Learning Goals
  - Fundamental Knowledge
  - Critical Thinking
  - Teamwork
  - ***Diversity (Local/Global Community)***
  - ***Communication (Written/Oral)***

# Curricular Assessment: GE Diversity (Local/Global Community)

- Learning Goal:  
“Student will develop self-awareness, knowledge, and intercultural skills, and critical reflection to participate ethically and effectively in local communities and global context.”
- Rubric:
  - Multidimensional understanding (of others)
  - Self-awareness (of self)
  - Perspectives or worldview
  - Biases
  - Knowledge Application

# Results: Faculty Scores (Diversity)



# Results: Differences Based on Student Characteristics (Diversity)

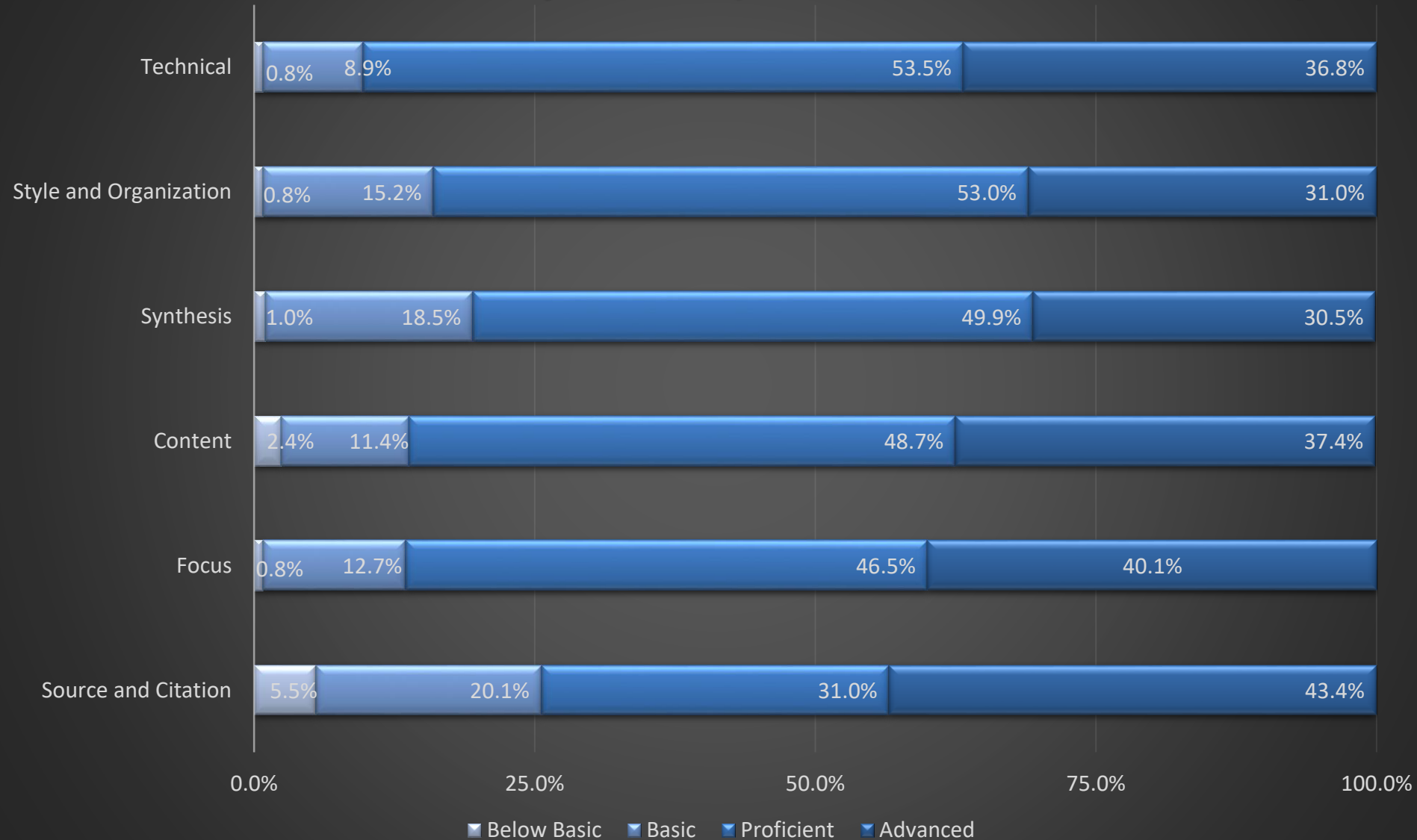
Criterion	Gender	UR	Financial Aid (Pell)
Multidimensional Understanding (Of Others)	No Difference	Non-UR > UR	No Difference
Self-awareness (of self)	No Difference	Non-UR > UR	No Difference
Perspectives or worldview	No Difference	Non-UR > UR	Non-Pell > Pell
Biases	No Difference	Non-UR > UR	No Difference
Knowledge Application	No Difference	Non-UR > UR	No Difference

# Curricular Assessment: GE Communication (Written)

- Learning Goal:  
“Students will develop ideas and communicate them competently and ethically, verbally or nonverbally, both orally and in writing, in a variety of context.”
- Rubric:
  - Source & Citation
  - Focus
  - Content
  - Synthesis
  - Style & Organization
  - Technical



# Results: Faculty Scores (Communication - Written)



# Results: Differences Based on Student Characteristics (Communication – Written)

Criterion	Gender	UR	Financial Aid (Pell)
Source & Citation	Female > Male	No Difference	No Difference
Focus	Female > Male	No Difference	No Difference
Content	Female > Male	Non-UR > UR	No Difference
Synthesis	Female > Male	No Difference	No Difference
Style & Organization	No Difference	Non-UR > UR	No Difference
Technical	No Difference	Non-UR > UR	No Difference

# Curricular Assessment: GE Results Summary

- Diversity
- Communication (written)
- Faculty Feedback
  - Closing the loop

# Co-Curricular Assessment: Supplemental Instruction (SI)

- Piloted in 2007 in calculus and introductory biology courses
- Adopted after the UMKC model
- Recognized as a High Impact Program in 2013-2014
- Directly addresses CSUF Strategic Planning Goal 2: *“Strengthen opportunities for student completion and graduation.”*
- Has won various accolades and recognition nationwide

# Co-Curricular Assessment: Supplemental Instruction (Contd.)

- Consists of the SI Program staff, SI Leaders, SI Senior Leaders, SI Implementation Team and the SI Faculty Liaisons
- Currently provides support to over 40 courses across 5 colleges, and 15 departments
- Over 200 course sections are supported by SI
- SI Program staff consists of an Assistant Director, SI Program Coordinator and an Administrative Analyst
- So how does the program do assessment with such short staff?

# Co-Curricular Assessment: SI Analysis

Semester: Summer 2020 | Course: (All) | Sex: (All) | UR Status: (All) | Pell Recipient: (All) | First Generation to attend: (All)

## Success Rate for SI Courses

Course	Number of Students		Summer 2020 Success		Difference	
	Non-Participant	Participant	Non-Participant	Participant	Non-Participant	Participant
ACCT301A			80.00%	77.78%		-2.22%
ACCT302			88.89%	100.00%		11.11%
CHEM120B			62.50%	100.00%		37.50%
CHEM301A			38.46%	62.50%		24.04%
CHEM301B			47.37%	42.86%		-4.51%
MATH115			65.22%	100.00%		34.78%
MATH135			70.59%	100.00%		29.41%
MATH150A			50.00%	71.43%		21.43%
MATH150B			43.48%	40.00%		-3.48%
Grand Total			61.01%	83.33%		22.33%



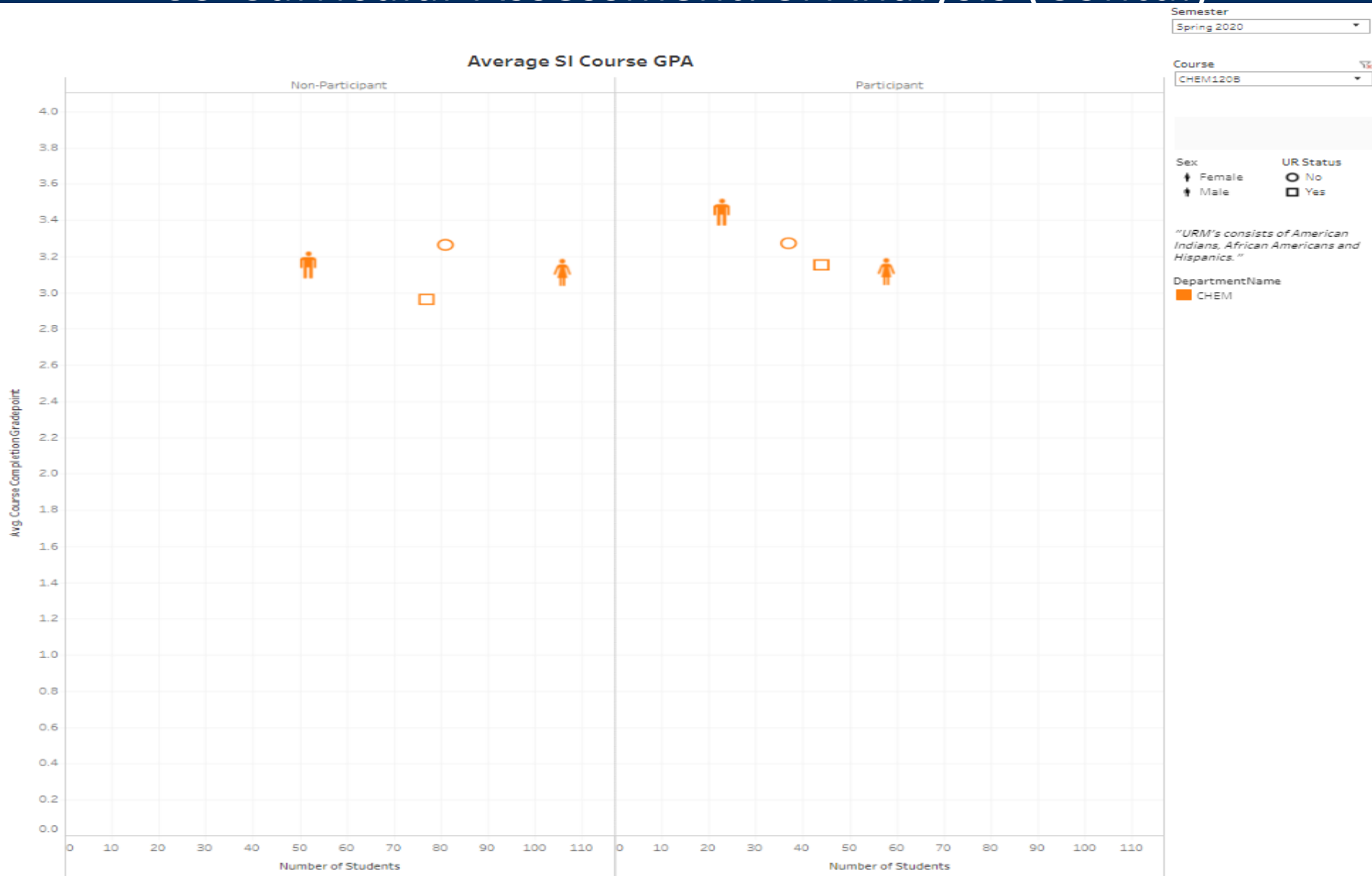
# Co-Curricular Assessment: SI Analysis (Contd.)

Semester: Summer 2020 |
 Course: (All) |
 Sex: (All) |
 UR Status: (All) |
 Pell Recipient: (All) |
 First Generation to attend: First Generation Student

## Success Rate for SI Courses

Course	Number of Students		Summer 2020 Success		Difference	
	Non-Participant	Participant	Non-Participant	Participant	Non-Participant	Participant
ACCT301A			57.14%	60.00%		2.86%
ACCT302			66.67%	100.00%		33.33%
CHEM120B			100.00%	100.00%		0.00%
CHEM301A				0.00%		
CHEM301B			37.50%	33.33%		-4.17%
MATH115			50.00%	100.00%		50.00%
MATH135			100.00%	100.00%		0.00%
MATH150A			25.00%	100.00%		75.00%
MATH150B			0.00%	50.00%		50.00%
Grand Total			48.48%	76.92%		28.44%

# Co-Curricular Assessment: SI Analysis (Contd.)



# Co-Curricular Assessment: Student Success Centers

- These were established as part of the Student Success Initiative
- Each college has a student success center and a student success team to help the students
- Services include providing student space and amenities, academic advising and workshops, college and department scholarship opportunities, connection to different campus resources etc.

# Co-Curricular Assessment: Student Success Centers (contd.)

- The analysis of the student population served by these centers is the first step towards creation of a substantial database for the analysis of student success initiatives

# Co-Curricular Assessment: Student Success Centers (contd.)

## Student Success Centers Utilization

Participant Demographics	FTF Participants Retention/Graduation rates	Transfer Participants Retention/Graduation rates
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Total Undergraduate Students Served  
College of the Arts

Student Success Center  
College of the Arts

Academic Year  
2019-2020

Participant Race/Ethnicity	Number of Students	%
American Indian or Alaska Native		0.12%
Asian		20.48%
Black or African American		2.77%
Hispanic/Latino		41.33%
Native Hawaiian or Other Pacific Islander		0.12%
Nonresident alien		4.46%
Two or more races		3.86%
Unknown		5.18%
White		21.69%
Grand Total		100.00%

First Generation to Attend	Number of Students	%
First Generation		22.89%
Non-First Generation		77.11%
Grand Total		100.00%

Double Opportunity	Number of Students	%
No		52.41%
Yes		47.59%
Grand Total		100.00%

Academic Year Pell Recipients	Number of Students	%
No		47.35%
Yes		52.65%
Grand Total		100.00%

Triple Opportunity	Number of Students	%
No		80.96%
Yes		19.04%
Grand Total		100.00%

Sex	Number of Students	%
Female		65.78%
Male		34.10%
Non binary		0.12%
Grand Total		100.00%

Notes :

Data consists of Student Space and Amenities, Assistant Dean for Student Affairs Meetings w/Students, Academic Advising and Workshops

# Summary

- Power of Disaggregating data
- Curricular and Co-Curricular Assessment
- Future direction



# References

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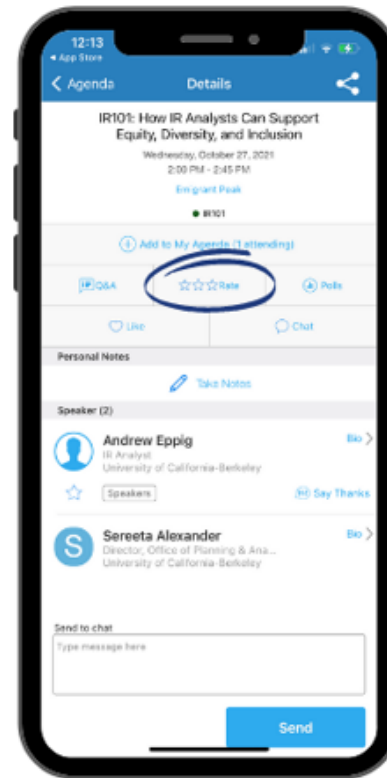
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