

An Assessment Matrix for CWU

Endorsed by the CWU Assessment Committee and General Education Committee,
based on HECB and NASC assessment guidelines.

Central Washington University's comprehensive plan for student assessment is represented by a matrix of fundamental assessment objectives and methods for achieving those objectives. Each of ten broad assessment objectives is represented in the form of a question; for example, "Do students possess "basic skills" on entry into Central Washington University?" Some assessment goals are further divided into two or more sub-questions. The questions cover objective and subjective aspects of the student's general education and major discipline learning experiences at beginning, intermediate, exiting, and alumni stages.

For each assessment question, five procedural aspects are described: (a) the assessment instrument or strategy, (b) when the assessment is administered, (c) who administers the assessment, (d) to whom the assessment is administered, and (e) how the results are used. The resulting table of assessment questions and procedural aspects for each forms a two-dimensional matrix. Some assessment procedures are currently in full operation. These are indicated by boldface type. Procedures that are partially in place are indicated by normal type. Procedures in the planning stages are indicated by italic type.

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Questions to be addressed by a comprehensive assessment program:

- I. Do students possess "basic skills" on entry into Central Washington University?
- II. Do students exhibit improved competency and exit with appropriate levels of competency in certain generic skills, specifically (a) writing, (b) critical thinking, quantitative-symbolic reasoning, and (d) information literacy?
- III. Do students exhibit (a) adequate content knowledge in areas of study related to general education at the completion of their general education curriculum and (b) *improved* content knowledge and skills in areas of study related to general education from entry to the completion of their general education curriculum?
- IV. Do students exhibit readiness to enter their chosen major field of study?
- V. Do students exhibit appropriate levels of content knowledge at exit related to their major field of study?
- VI. What is the personal and demographic profile of our students?
- VII. How satisfied are students with aspects of their programs, specifically (a) individual classes, (b) their majors, (c) student support services, and (d) knowledge acquired?
- VIII. How well do courses target for general education include and assess for certain general education competencies?
- IX. How do our students compare with other students who complete similar programs of study?
- X. How do individual academic programs compare with state and national standards?

Assessment activities for each question:

Note: **Activities already in place are in bold** *those being considered are in italics*; those partially in place are in regular font.

Question	Assessment Strategy	Administered when?	Administered to whom?	Administered by whom?	Use of Results	Notes
I. Do students possess "basic skills" on entry into Central Washington University?	a. Transcript review to ensure that students have completed prerequisite coursework or a GED equivalency	Prior to entry	All freshmen	Admissions office	Determines acceptance to the university	
	b. Freshman survey of HS classes taken	At entry, during University 101	All freshmen	University 101 Instructor	Confirms HS curriculum	
	c. ACT, SAT, or COMPASS a test of reading, writing, and math, with diagnostic subscales.	Prior to entry or during freshman year	All freshmen	ACT, ETS, or Testing Center	Results determine student's placement in Math, and English 101. A range of remedial options is available to students whose scores reveal deficiencies.	

Question	Assessment Strategy	Administered when?	Administered to whom?	Administered by whom?	Use of Results	Notes
IIa. Do students exhibit improved competency and exit with appropriate levels of competency in writing?	<i>Writing sample scored with statewide rubric. Senior Writing Study (SWS) rubric for seniors, modified SWS for beginning and intermediate students.</i>	<ul style="list-style-type: none"> At entry for freshmen At 90 - 105 credits for both native and transfer students At exit from the undergraduate program 	<p>Cross-sectional; random sample of students.</p> <p>Papers from appropriate classes are submitted.</p>	<p>Professors.</p> <p>Scored by readers trained in the rubrics.</p>	Assesses writing components of the university's program for the purpose of program improvement. SWS includes assessment of language of the discipline.	Although the scoring rubric will remain the same, the sample instructions will become increasingly contextualized at each successive assessment level.
	Graduating Senior Questionnaire	At graduation	All graduates. 75% reply rate	Institutional Studies	Student self-report of competencies	
	Alumni Questionnaire	1 and 5 years after graduation	Alumni mailing list	Institutional Studies	Alumni self-report of competency	
IIb. Do students exhibit improved competency and exit with appropriate levels of competency in critical thinking?	<i>Sample items scored with statewide rubric</i>	<ul style="list-style-type: none"> At entry for freshmen At 90 - 105 credits for both native and transfer students At exit from the undergraduate program 	<p>Cross-sectional; random sample of students.</p> <p>Work samples from appropriate general education classes.</p>	<p>Professors.</p> <p>Scored by readers trained in the rubrics.</p>	Assesses critical thinking components of the university's programs for the purpose of program improvement.	Statewide instrument still in development. WSU instrument may also be considered.
	Graduating Senior Questionnaire	At graduation	All graduates. 75% reply rate	Institutional Studies	Student self-report of competencies	
	Alumni Questionnaire	1 and 5 years after graduation	Alumni mailing list	Institutional Studies	Alumni self-report of competency	
IIc. Do students exhibit improved competency and exit with appropriate levels of competency in quantitative-symbolic reasoning?	<i>Sample items scored with statewide rubric</i>	<ul style="list-style-type: none"> At entry for freshmen At 90 - 105 credits for both native and transfer students At exit from the undergraduate program 	<p>Cross-sectional; random sample of students.</p>		Assesses quantitative-symbolic reasoning components of the university's programs for the purpose of program improvement.	Statewide instrument still in development. COMPASS may serve as math assessment, but not critical reasoning.
	Graduating Senior Questionnaire	At graduation	All graduates. 75% reply rate	Institutional Studies	Student self-report of competencies	
	Alumni Questionnaire	1 and 5 years after graduation	Alumni mailing list	Institutional Studies	Alumni self-report of competencies	

Question	Assessment Strategy	Administered when?	Administered to whom?	Administered by whom?	Use of Results	Notes
IId. Do students exhibit improved competency and exit with appropriate levels of competency in information literacy?	<i>Sample items scored with statewide rubric</i>	<ul style="list-style-type: none"> As freshmen at entry At 90 - 105 credits for both native and transfer students At exit from the undergraduate program 	Cross-sectional; random sample of students.		Assesses information literacy components of the university's programs for the purpose of program improvement.	Statewide instrument still in development. Trial runs in summer 2000 and summer 2001.
	Online IT Tutorial and Assessment	<ul style="list-style-type: none"> Freshman year 	All University 101 students	CWU Library staff, following Association of College and Research Libraries guidelines.	Revise online information literacy tutorial. Complete assessment cycle has been executed.	See links to tutorial and assessment assignment at www.lib.cwu.edu/infolit/univ101.html
	Graduating Senior Questionnaire	<ul style="list-style-type: none"> At graduation 	All graduates. 75% reply rate	Institutional Studies	Student self-report of competencies	
	Alumni Questionnaire	1 and 5 years after graduation	Alumni mailing list	Institutional Studies	Alumni self-report of competency	
IIIa. Do students exhibit adequate content knowledge in areas of study related to general education at the completion of their general education curriculum?	<i>Transcript Review: Individual general education course grades are combined to produce a general education GPA and GPAs in segments of the general education program.</i>	<i>Native students who have completed 90 - 115 credits at CWU.</i>	<i>All students</i>	<i>Professors of general education courses</i>	<i>Develop predictors of success and to develop enhanced support opportunities for students.</i> <i>Assesses basic and breadth curriculum.</i>	<i>Also, examine the frequency and standards for course substitutions.</i>
	COMPASS Reading, writing, math, with diagnostic subscales	<ol style="list-style-type: none"> Entering freshmen Native and transfer students who have completed 90 - 115 credits toward an undergraduate degree. 	Cross-sectional; random sample of students.		Raw score or criterion-referenced scores indicate improvement from pre to post test for native students and allow comparisons of general education knowledge and skills between native and transfer students. Assesses basic skills portion of general education program, not breadth curriculum.	Could compare COMPASS scores to freshman scores. Praxis test may be adopted by teacher preparation program, may be suitable general education instrument for all.

Question	Assessment Strategy	Administered when?	Administered to whom?	Administered by whom?	Use of Results	Notes
IIIb. Do students exhibit <i>improved</i> content knowledge and skills in areas of study related to general education from entry to the completion of their general education curriculum?	<i>COMPASS Reading, writing, math, with diagnostic subscales</i>	1. Entering freshmen 2. Native and transfer students who have completed 90 - 115 credits toward an undergraduate degree.	Cross-sectional; random sample of students in selected junior-level courses.		Raw score or criterion-referenced scores indicate improvement from pre to post test for native students and allow comparisons of general education knowledge and skills between native and transfer students. Assesses basic skills portion of general education program, not breadth curriculum.	Could compare COMPASS scores to freshman scores. Praxis test may be adopted by teacher preparation program, may be suitable general ed instrument for all.
IV. Do students exhibit readiness to enter their chosen major field of study?	Varies by department: See list of departmental entry criteria and assessment strategies	At entry to major	All students	Academic departments	To determine readiness for major, for class placement, and to propose remedial activities to improve readiness.	Praxis may be adopted by teacher preparation program, may be suitable general ed instrument for all.
V. Do students exhibit appropriate levels of content knowledge at exit related to their major field of study?	Varies by department: See NASC list of departmental end-of-major/program assessment strategies	At exit	All students	Academic departments	To assess program's effectiveness.	
VI. What is the personal and demographic profile of our students?	Standard data set from admission forms	At entry	All students	Registrar, summarized by Institutional Studies, on www.	Allows development of appropriate services for students, that provides comparison with similar schools, and that provides a basis for prediction when combined with students' performance on other measures.	

Question	Assessment Strategy	Administered when?	Administered to whom?	Administered by whom?	Use of Results	Notes
VIIa. How satisfied are students with aspects of their program, specifically individual classes?	SEOI	Administered every quarter	Administered for all classes of the university	Individual instructors, scored by Testing and Evaluation Office.	Inform faculty and their supervisors about areas of potential improvement that could constitute a faculty development plan.	Also, Noel-Levitz survey has been given on an irregular schedule. Measures many sources of satisfaction or dissatisfaction
VIIb. How satisfied are students with aspects of their programs, specifically, their majors?	Varies by department: See list of departmental entry criteria and assessment strategies	End of degree program	Depends on department	Academic departments	Provide evidence about areas of program content, structure, and delivery.	See Noel-Levitz note, above
	Graduating Senior Questionnaire	At Graduation	All graduates. 75% reply rate	Institutional Studies	Student self-report of satisfaction	See Noel-Levitz note, above
VIIc. How satisfied are students with aspects of their programs, specifically student support services?	Survey	Yearly	All students	Institutional Studies?	To determine areas of strength and challenges related to student support services.	See Noel-Levitz note, above
	Graduating Senior Questionnaire	At Graduation	All graduates. 75% reply rate	Institutional Studies	Student self-report of satisfaction	See Noel-Levitz note, above
VIIId. How satisfied are students with aspects of their programs, specifically knowledge acquired?	Departmental surveys	Varies according to department	Varies according to department	Departments	Curriculum, advisement changes	See Noel-Levitz note, above
	Graduating Senior Questionnaire	At Graduation	All graduates. 75% reply rate	Institutional Studies	Student self-report of satisfaction	See Noel-Levitz note, above
VIII. How well do courses targeted for general education include and assess for certain general education competencies?	<i>a. Survey of faculty, developed by General Education Committee</i>	Yearly	All general education courses		Make sure all students, regardless of choices in the general education menu, have an opportunity for exposure to and assessment of generic general education competencies.	Survey devised by General Education Committee
	<i>b Syllabus review. Gather syllabi from selected courses.</i>	Yearly	All general education courses		Identify the level of communication with students about general education competencies and assessment for each general education class.	

Question	Assessment Strategy	Administered when?	Administered to whom?	Administered by whom?	Use of Results	Notes
IX. How do our students compare with other students who complete similar programs of study?	a. Placement rates	Yearly survey			Curriculum, advisement changes	
	b. Graduate school entry	Yearly survey			Curriculum, advisement changes	
	c. Opinions of employers	Varies by department/program; see attached list			Curriculum, advisement changes	
	d. Formal assessments such as GRE, major field assessment tests, CPA, LSAT, MCAT, and professional certification exams.	Varies by department, for example, the major field tests are required by some departments.	Varies by department, for example, the major field tests are required by some departments.		Curriculum changes	
X. How do individual academic programs compare with state and national standards?	Specialized accreditations or external program reviews	Varies by accrediting agency and university program review schedule			To identify areas of strength and challenges related to individual programs.	