A decorative horizontal brushstroke composed of yellow, red, and green dots, tapering at both ends, positioned above the main title.

Focus Days!

Creating a Culture of Assessment on Campus

Dr. Randy Swing

Ms. Heather Langdon

Appalachian State University

Presentation to Assessment Colleagues - October 1999

KEY FEATURES



- Faculty Assessment Committee
 - established by Chancellor, appointed by the Provost
- Small Assessment Office
 - Director & Statistical Research Assistant
 - \$60,000 for testing and operations
- Two Assessment Days
 - Cohort based “mass” testing
 - Multiple testing sites, common testing time
 - Make-up Days

Focus Days



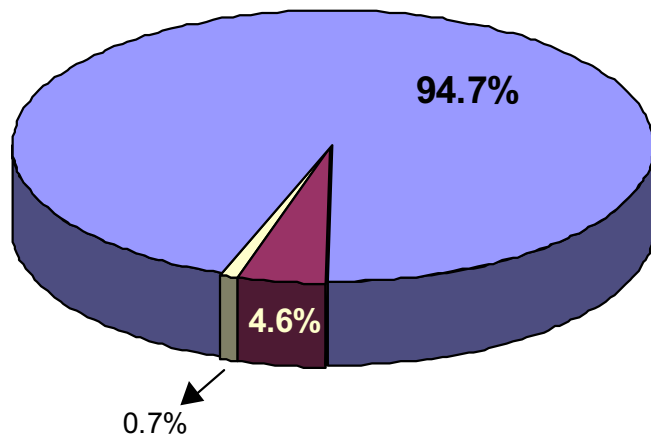
Fall - 1/2 Day, following Convocation

- All undergraduate classes cancelled 'til 5:00
- Freshmen test for 2 - 3 hours
- Departmental assessment meetings, focus groups, etc.
- (Builds on survey & placement testing during summer orientation)

Spring - Thursday after MLK holiday

- All undergraduate classes cancelled 8 - 5
- Sophomores test for 2 - 3 hours
- Campus-wide day for assessment activities
- (Will add Senior testing in two years)

1998 - 99 Participation

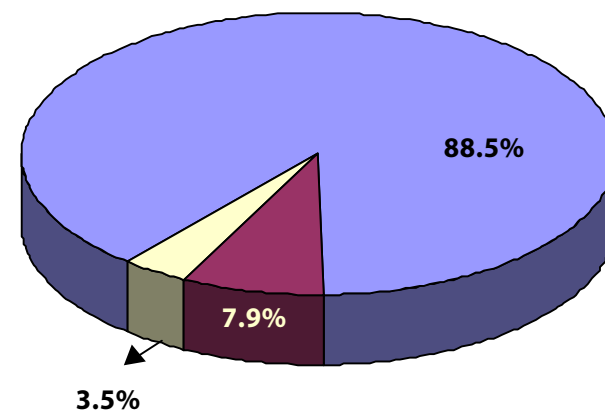


Freshmen

94.7% Tested on Focus Day

4.6% Make-up Testing

0.7% Did Not Test



Sophomores

88.5% Tested on Focus Day

7.9% Make-up Testing

3.5% Did Not Test

Cohort Based - Designator Focused



- Each year's freshman cohort focuses on a specific set of learning outcomes.

"ND" - 1997 & 1998
"W" - 1998
"C" - 1999
"S" - 2000

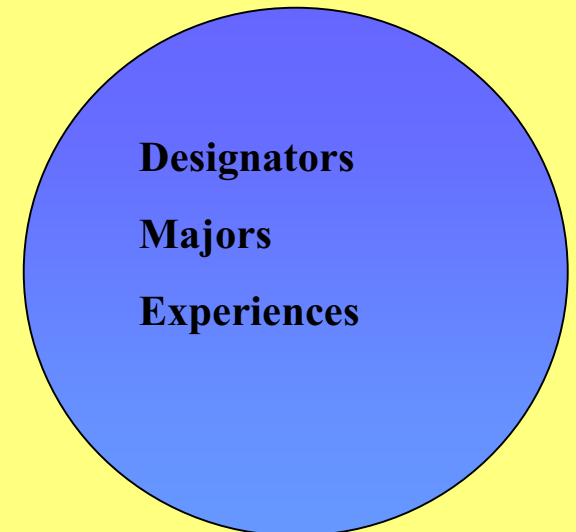
Freshman Benchmarks



Sophomore Formative Evaluation



Senior Year



Tests & Surveys Used



- ACT-CAAP (Critical Thinking, Reading, Writing (editing), etc.)
- Appalachian Essay (Placement/Assessment)
- Appalachian Math/Science Reasoning
- Computing Skills & Experiences Survey
- Hands-on Computing Test
- Appalachian Information Literacy
- Learning Community Questionnaire
- CSXQ (Expectations)
- CSEQ (Experiences)
- NSSE
- NCTLA (pre and post)

Inviting Support



- Use Student Proctors
 - Training creates a cadre of informed and supportive students
- Use Faculty & Staff Proctors and Leaders
 - Increases involvement, taps valuable skills
 - Creates first hand knowledge of the process
- Give the effort a name and logo - market it!
- Use direct mail, personalize letters and mailings
- Carrots “beat” Sticks
- Mimic SAT-type testing (id, admit ticket)

Lessons Learned



- Today's students grew up in a culture of assessment - talk to them as adults, ask for their help
- Inviting students to proctor & participate works
- Assessment depends on the good will of others
- Wide involvement works
- Don't wait for a perfect plan - jump in and go
- Expect to do the heavy lifting in the first year(s)
- A happy process makes data more believable

Unexpected Outcomes



- Focus Day Attendance as Early Warning
- 141 freshmen did not test on time

	Missed testing	Tested on time
Did NOT return the following fall	46%	17%
Year GPA	2.16	2.69