Co-Curricular Assessment & WASC Senior College and University Commission (WSCUC)

Presented by Laurel Wilder, Associate Director
Institutional Research, Planning & Assessment
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Learning Outcomes for today

Participants will be able to identify WASC’s expectations for co-curricular programs.

Participants will understand the difference between Assessment and Evaluation.

Participants will identify an example of assessment, or an opportunity for assessment, within their units.
ASSESSMENT is not...
ASSESSMENT … Is not **Standardized Testing**

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
The purpose of...

evaluation is to JUDGE quality.

Too short and not enough leaves. C-

assessment is to INCREASE quality.

ASSESSMENT... Is not Evaluation
ASSESSMENT … Is not a *Single Measure*
ASSESSMENT … Is not Research

- Assessment informs practice
- Assessment typically has implications for a particular program or institution

- Research traditionally tests theories
- Research is usually generalizable and has broader implications for higher education
<table>
<thead>
<tr>
<th>Evidence-based</th>
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<tbody>
<tr>
<td>Helpful in making the case for resources</td>
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<tr>
<td>Data-driven</td>
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<tr>
<td>Decision-making</td>
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<tr>
<td>Action</td>
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ASSESSMENT is…

The **systematic** collection, review, and use of information about educational programs undertaken for the **purpose of improving** student learning and development.

ASSESSMENT... Is Evidence-Based

You say your program works but why should I believe you?

Because I have evidence.

freshspectrum.com
“Student affairs staff members need to have more than programs, activities, and experiences they think would contribute to student learning....”
“They need to have the empirical evidence to be confident that these programs, activities, and experiences actually do contribute to student learning.”

- John H. Schuh and Ann M. Gansemer-Topf
ASSESSMENT... Helps make the case for Resources

You better show great results if you want to stay funded

Why, what do you know, I have great results right here

freshspectrum.com
ASSESSMENT... Provides useful information for **Data-Driven** decision-making

If we joined forces, we would be unstoppable

freshspectrum.com
"Measurement without feedback is just data. Feedback without measurement is just opinion."

- Charles Schroeder
ASSESSMENT...

Can address **Complex Learning**

SO, MRS. MERRITT—WHY DO YOU LOVE ALL YOUR DATA SO MUCH?

BECAUSE IT MAKES LEARNING QUANTIFIABLE! MEASURABLE! EASY TO CHART! IF YOU CANNOT QUANTIFY IT, IT DOESN'T COUNT!

THANK YOU FOR RECOMMENDING THIS BOOK, MR. FITZ! I READ IT IN ONE NIGHT! I THINK IT CHANGED MY LIFE!

HOW DO YOU QUANTIFY THAT?

WE'LL HAVE TO COME UP WITH A RUBRIC.
The end of ASSESSMENT… is Action

Fig. 1 Assessment Cycle

- Review expectations for student learning (articulate or review learning outcomes).
- Apply insights from assessment to improve student learning opportunities.
- Gather evidence of student learning.
- Interpret evidence, identifying strengths and weaknesses.
Reaffirmation of Accreditation
CFRs
Core Competencies
Academic Program-Level Assessment: Key developments
WASC reaffirmation of accreditation

- 10 Years (the maximum)
- Mid-cycle review Spring 2018
- Interim Report Fall 2018

“...the numerous co-curricular opportunities made available to students to bolster student success also deserve special commendation.”

-WASC Commission Action Letter March 2014
Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.
Consistent with its purposes the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students’ personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.
Assessment of teaching, learning, and the campus environment academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

GUIDELINE: The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.
WASC Core Competencies

- Written communication
- Oral communication
- Quantitative reasoning
- Information literacy
- Critical thinking

VALUE Rubrics:
http://www.aacu.org/value/rubrics/index.cfm
Academic Program-Level Assessment: Key Developments

- Council on Assessment (COA)
- Assessment Research Group (ARG)
- Committee on Learning Outcomes (CLO)
- Pilot: Econ, Biology, History
  - Workshops
  - Articulate learning outcomes
  - Assessment project
- All majors now have articulated learning outcomes and are moving forward with assessment plans
- Integration into Program Review
- Assessment Grant Program
Role of Student Affairs

- Telling your story
- Sharing results
- Examples
- Resources
Role of Student Affairs: Telling Your Story

- Responsibility for “learning” exists outside the classroom
- Responsibility for “learning” doesn’t always take the same form; some entities on campus produce it, some facilitate it, some support it
- Responsibility for assessing learning exists outside the classroom as well
- Accreditation can be an opportunity to shine
Try to grab that 84, it would look really good in our report.
Figure 1. How awesome we are

SOURCE: Because we said so

freshspectrum.com
Results

UCUES 2012:

Describe the most important way that you have changed or developed as a person.
Results: CLAS Study

EOP Students (n=1,111): Estimated Change in CHEM 1A Grade Points By Number of CLAS Group Tutorial Hours
(Point estimate and 95% confidence level of estimate are shown)
Results: CLAS Study

2006 Freshmen EOP Student 6-Year Completion Rates by CLAS Tutorial Hours
Base = Admitted to a STEM Major and Retained One Year in a STEM Major (n=170)

<table>
<thead>
<tr>
<th>Number of CLAS Science Tutorial Hours in Year 1</th>
<th>No Degree</th>
<th>Non-STEM Degree</th>
<th>STEM Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>60+</td>
<td>19%</td>
<td>30%</td>
<td>51%</td>
</tr>
<tr>
<td>40-59</td>
<td>13%</td>
<td>39%</td>
<td>48%</td>
</tr>
<tr>
<td>20-39</td>
<td>20%</td>
<td>55%</td>
<td>25%</td>
</tr>
<tr>
<td>1-19</td>
<td>15%</td>
<td>63%</td>
<td>22%</td>
</tr>
<tr>
<td>None</td>
<td>36%</td>
<td>36%</td>
<td>27%</td>
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EXAMPLES

Assessment of Student Learning Outcomes can reveal the changes in attitudes, aptitudes or behaviors that a student user can describe or demonstrate after utilizing a service or program. (CSU Sacramento)

How do we know?

1. We can ask students
2. We can observe students
3. We can “test” students
4. We can ask students to reflect
5. We can design a research study
1. Making Assessment Meaningful: What New Student Affairs Professionals and Those New to Assessment Need to Know

NILOA Assessment Brief by Marilee Bresciani (2011)

2. The role of student affairs in student learning assessment

Resources

Books
