

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

*Presented by Laurel Wilder, Associate Director
Institutional Research, Planning & Assessment
July 23, 2014*

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...

*Standardized
testing*

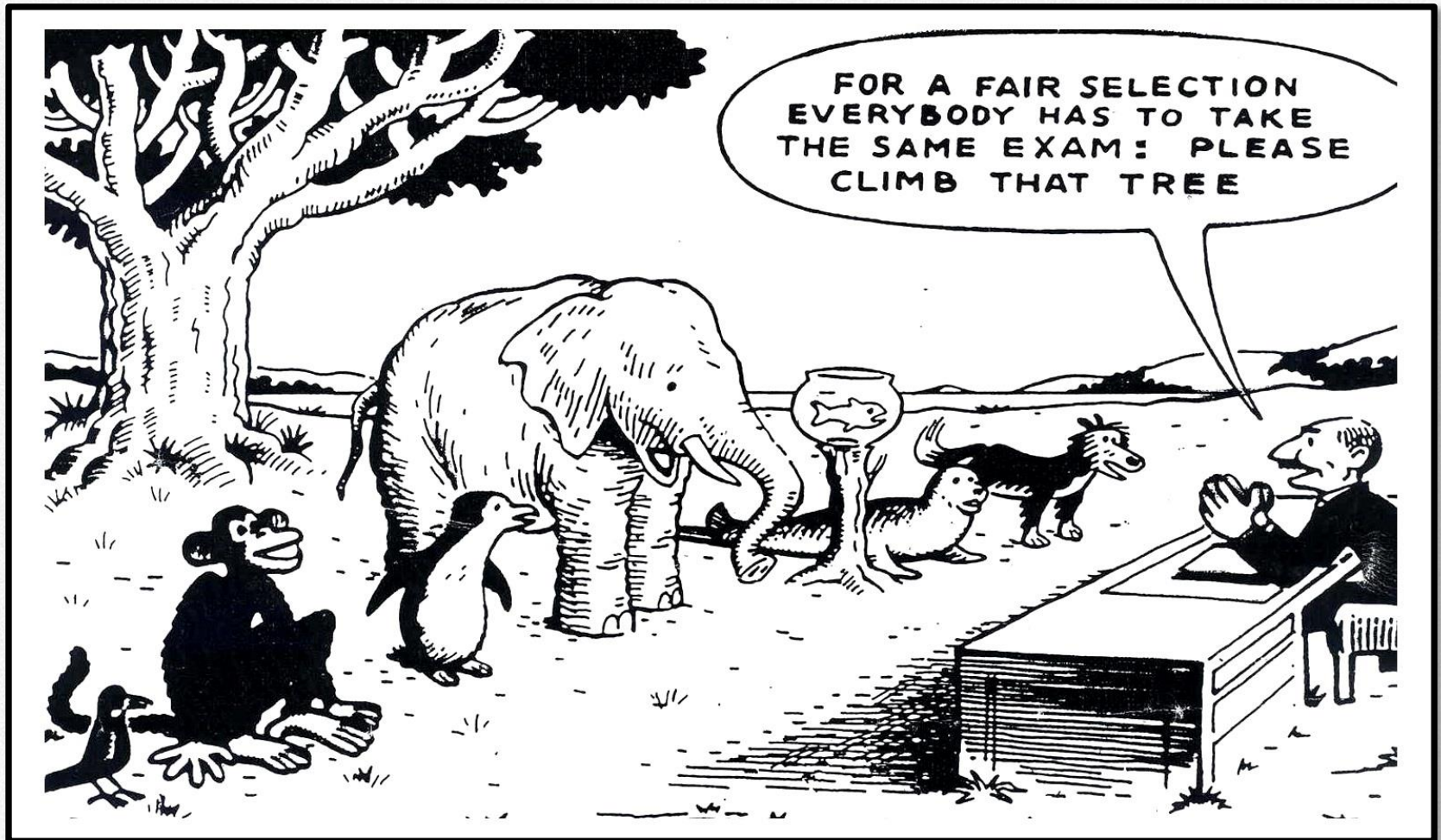
Evaluation

A single measure

Research

ASSESSMENT ...

Is not **Standardized Testing**



ASSESSMENT...

Is not *Evaluation*

The purpose of...

evaluation

is to

JUDGE

quality

assessment

is to

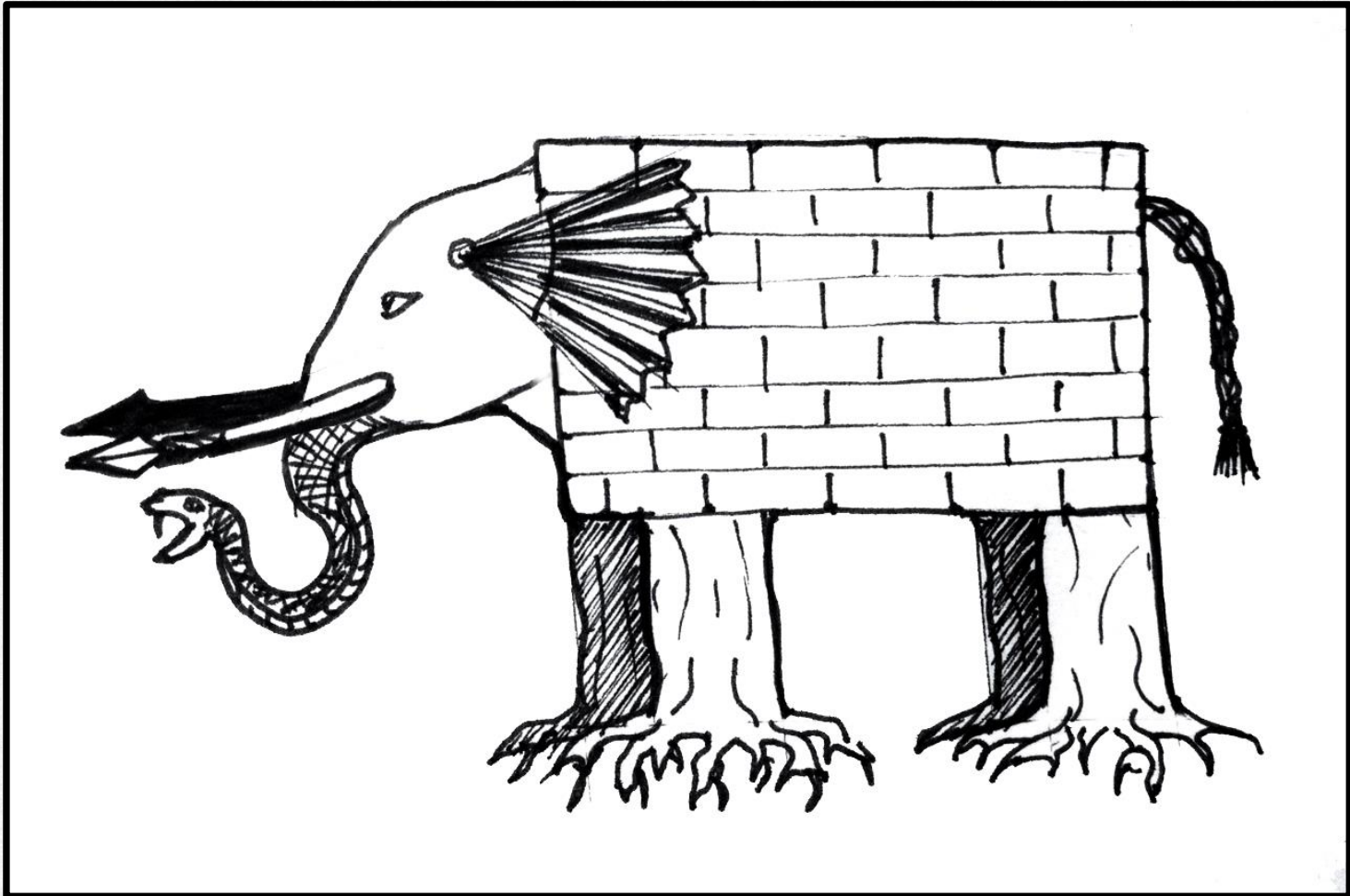
INCREASE

quality



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

ASSESSMENT is ...

Evidence-based

*Helpful in making
the case for
resources*

*Data-driven
Decision-making*

Action

ASSESSMENT is...

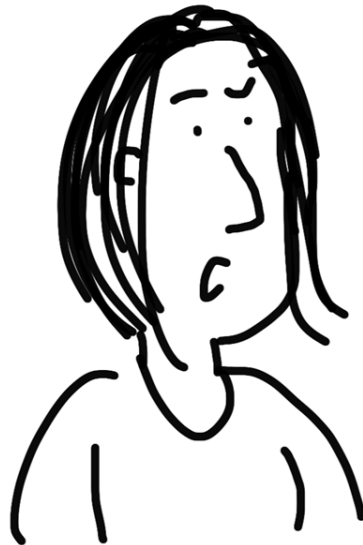
*The **systematic** collection, review, and use of information about educational programs undertaken for the **purpose of improving** student learning and development.*

(Palomba, C.A., & Banta, T.W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass.)₉

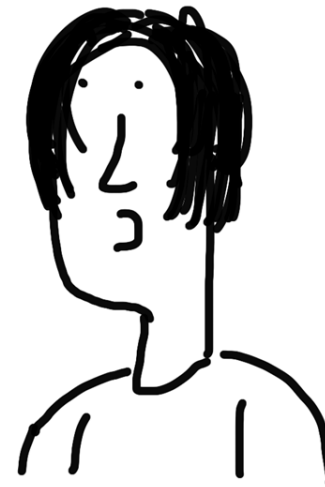
ASSESSMENT...

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...

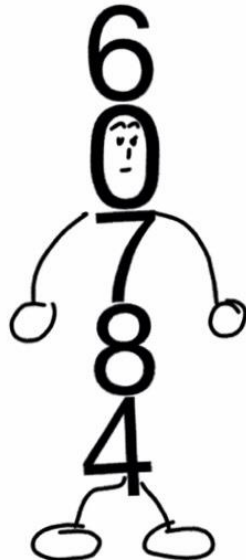
Helps make the case for
Resources



ASSESSMENT...

Provides useful information
for **Data-Driven**
decision-making

If we joined forces, we would be
unstoppable



**"Measurement without
feedback is just data.
Feedback without
measurement
is just opinion."**

- Charles Schroeder

ASSESSMENT...

Can address **Complex Learning**



The end of
ASSESSMENT...

Is **Action**

Fig. 1 Assessment Cycle



Re:
WASC

*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

WASC CFR

1.4

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.

WASC CFR

2.11

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.

WASC CFR

4.3

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

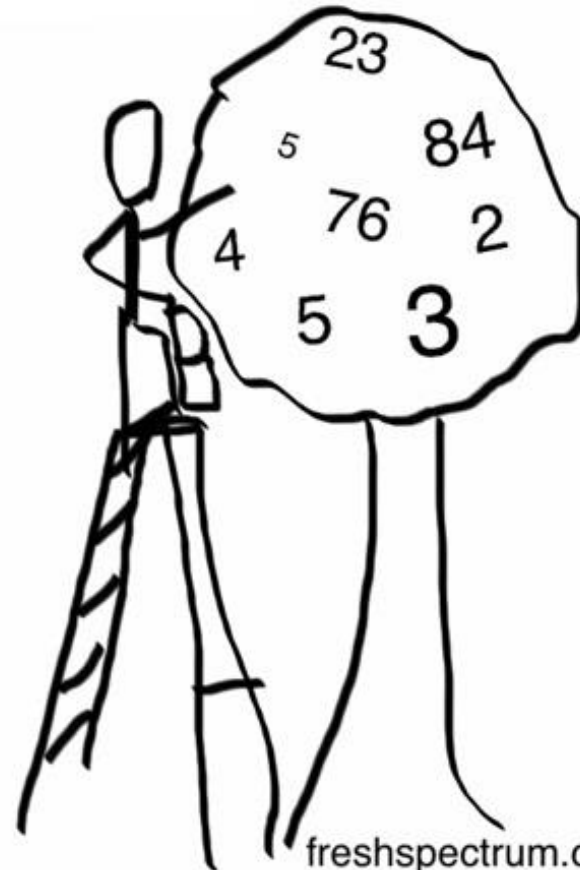
Resources

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**

Telling Your Story

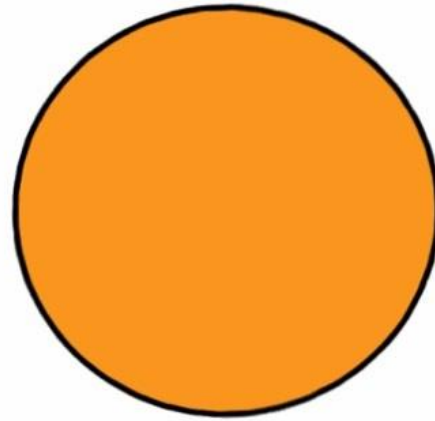
Try to grab that 84,
it would look really
good in our report




freshspectrum.com

Telling Your Story

Figure 1. How awesome we are



 Really awesome

SOURCE: Because we said so

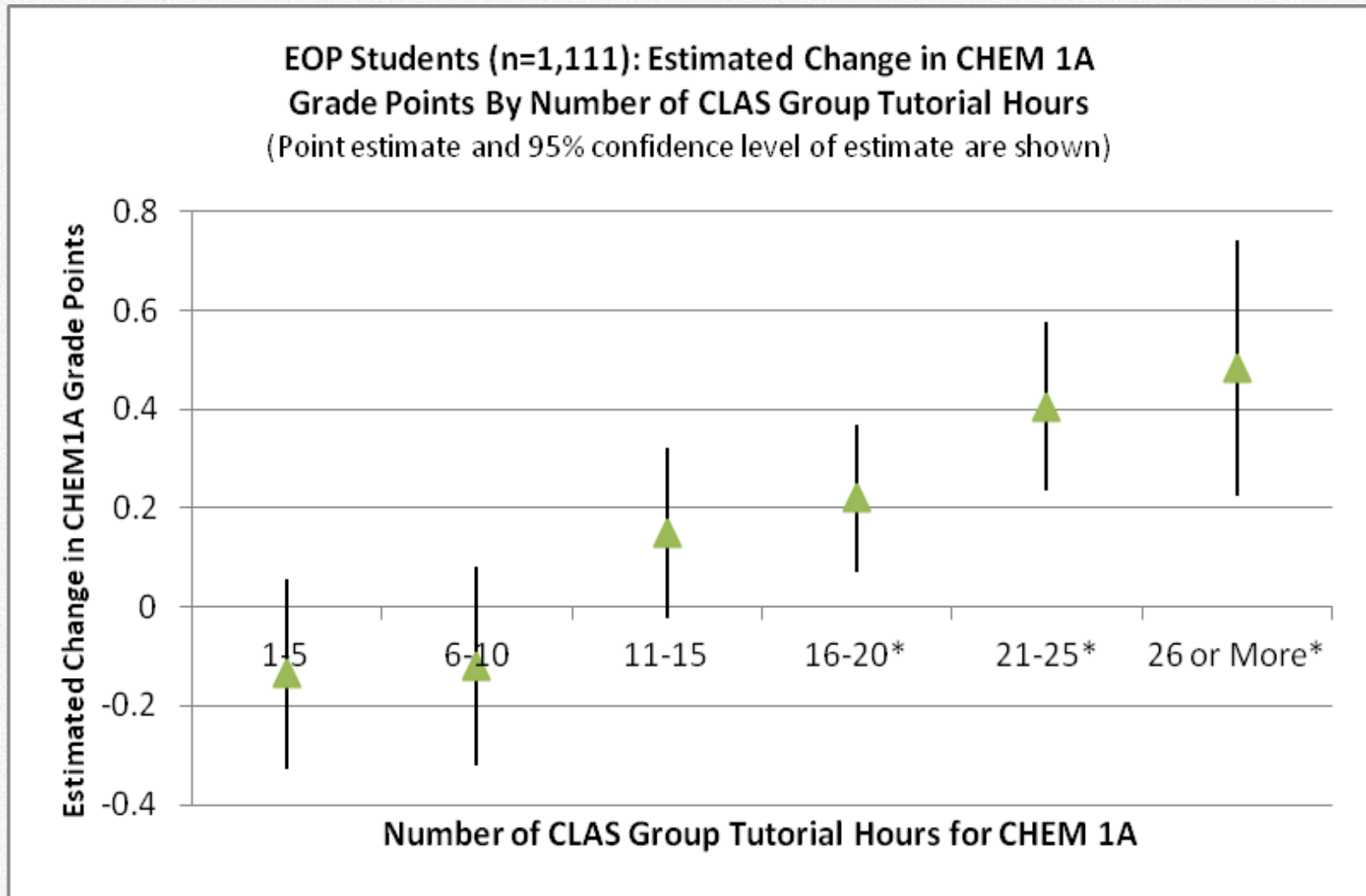
freshspectrum.com

Results UCUES 2012:

Describe the most important way that you have changed or developed as a person.

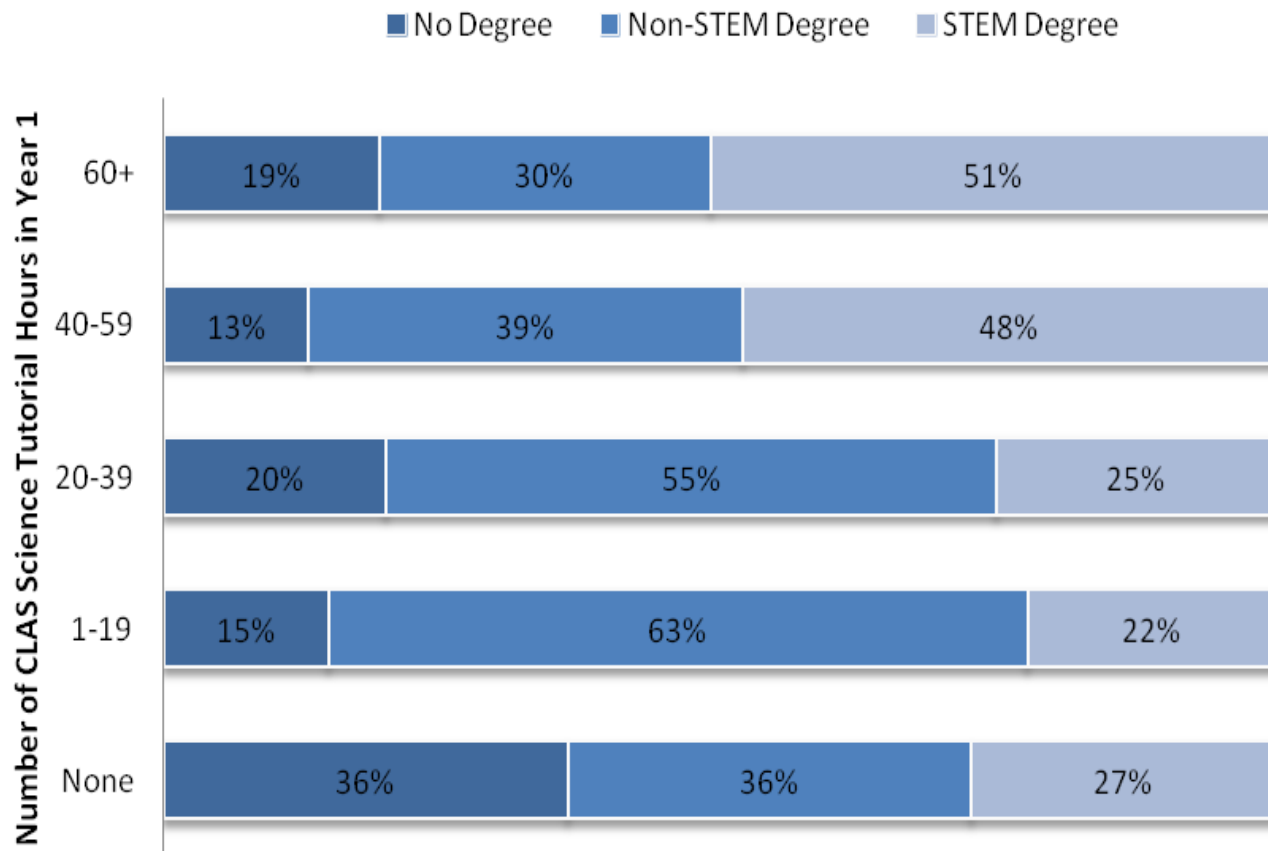


Results: CLAS Study



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)



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**

Resources

NILOA

<http://www.learningoutcomeassessment.org/papers.htm>

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

NILOA Occasional Paper No.7 by John H. Schuh and Ann M. Gansemer-Topf (2010)

Resources

Books

1. Nichols, Karen W., and James Oliver Nichols. ***The department head's guide to assessment implementation in administrative and educational support units.*** Agathon Press, 2000.
2. Walvoord, Barbara E. ***"Assessment clear and simple."*** San Francisco: Jossey-Bass (2004).

