The Assessment Connection

The Intersection of Academics & Student Affairs Assessment

March 8, 2017
As a result of today’s Community Of Practice (CoP) session, you will be able to:

1. Discuss the benefits of assessment
2. Define WASC accreditation requirements for Student Affairs
3. Identify ongoing academic assessment processes at UCSB
4. Analyze and suggest opportunities for Student Affairs and Academic assessment collaboration
Institutional Research, Planning & Assessment

- Who am I? What do I do?
- 3 questions for today - the first 2 for me; the final question is for all of us:
  - What is assessment? (Background and assessment in Student Affairs according to WASC)
  - How do faculty assess their academic programs?
  - Where is the intersection/collaboration/connection of academics and student affairs assessment?
Three A’s
Accountability, Accreditation & Assessment

• What is Assessment?
  • An investigation into learning. What changes can be made to ensure learning is happening and educational effectiveness continues?

• Incredibly Brief Assessment History
  • Where did all this assessment talk come from?

• Bifurcation of Assessment
  • Because we have to AND because it can make us better
Student Affairs Assessment & WASC

- What is WSCUC (or “WASC”) stands for: Western Senior College and University Commission
- Watchdog of educational effectiveness and gateway to federal financial aid (No WASC – No Fed $)
- From the WASC Handbook of Accreditation, 2013
  - “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.” (2.11)
  - “Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.” (4.3)
THREE (OVERSIMPLIFIED) STEPS IN PROGRAMMATIC ACADEMIC ASSESSMENT

• First, faculty define the Program Learning Outcomes ("PLOs")
  • Faculty consensus of skills and knowledge needed by the end of a program

• Then, faculty map those PLOs (using a Curricular Map)
  • Where (courses) and at what level are these PLOs taking place in the program?

• Finally, faculty make an assessment plan
  • Template provided

• (the fourth step will be to report on the assessment findings)

• Required from the outside; generated from the inside
1. PROGRAM LEARNING OUTCOMES (PLO)

- PLOs describe the skills and knowledge a student is expected to attain upon completion of a course of study in a degree-granting program
- Defined by the faculty in both graduate and undergraduate programs
- Subject to Academic Senate approval
- Available to the public. Can be found here: http://assessment.ucsb.edu/learning-outcomes
2. CURRICULUM MAP

- “A visual representation, usually in the form of a table or matrix, that shows the alignment of course outcomes with program learning outcomes. Well-crafted curriculum maps also show development of proficiency levels, for example using terminology such as “beginning,” “intermediate,” and “advanced” or “introduced,” “developed,” and “mastered.” (WASC Handbook of Accreditation 2013, p. 47)

- Internal document.

- Allows for faculty to understand where to focus assessment activities
3. ASSESSMENT PLAN

- Once a PLO is selected and a curricular map made, assessment plan created

- Departments encouraged to use the Assessment Plan Template that requests key information. Template found here: [http://assessment.ucsb.edu/create](http://assessment.ucsb.edu/create)

- Every department on campus is required to have a curricular map and a three year assessment plan

- The maps and plans are reviewed by the Council on Assessment (CoA). They either request revisions or approve

- Departments work with the staff centric Assessment Research Group (ARG) to create and implement assessment plans

- The fourth step will be reporting. Our first group of Departments will report on their assessment findings in 2019
How can academics and student affairs collaborate when it comes to assessment?
"A goal without a plan is just a wish"

-Antoine de Saint-Exupéry