WASC Is Coming ... Again!

brought to you by the
Chico WASCeteers
The WASC Steering Committee

- Allen, W. Institutional Research
- Collins, J. Academic Affairs
- Crotts, J. Academic Senate
- Donnelly, T. Academic Affairs (Staff)
- Douglas, P Student Affairs
- Gentry, B. Business and Finance
- Hafer, R. Advancement
- Rethans, A. Academic Affairs
The EER Project Leaders

- **The Chico Experience**
  - Rellafor

- **The Diversity Scorecard**
  - Hutchinson

- **The AlcoholEdu Program**
  - Ellis; Quinn

- **The First Year Experience**
  - Loker

- **Academic Program Review**
  - Rethans

- **Enhancing Assessment of General Education**
  - Owens

- **Review of Chico Approaches to Technology**
  - Fernandez

- **Experimenting with Academic Technology**
  - Post; Houpis
The CSU, Chico Institutional Presentation
From March 7-9, 2007, CSU, Chico hosted a WASC Visitation Team charged with the task of examining its commitment to institutional capacity and evaluating its preparedness for the Educational Effectiveness Review.

http://www.csuchico.edu/vpaa/wasc/visitation/index.html
A Vibrant Institution

“In visiting CSU Chico, the team found “a vibrant and healthy institution with many admirable qualities.”

It particularly commended the University for its “strong community and the remarkable commitment of the faculty, staff and administration to student success.”

(Commission Action Letter, page 2; Team Report, p. 43)
The Chico Experience

“...(T)he team certainly recognized the reality and significance of the Chico Experience:

• the residential character of the University,
• the friendly climate on campus
• the exceptional levels of faculty accessibility and interactions with students
• the community service ethos within the University, and
• the pride taken in the contributions to the community and the environment.

(Commission Action Letter, page 2; Team Report, p. 43)
A strong, collaborative, and experienced staff

“The team commends the University for its strong, collaborative, and experienced staff, which is committed to providing superior support systems that promote engagement and student success for the ‘whole’ student at Chico.” (CPR Report, p. 47).
Service in the Region

“Evidence of the activities of the University within its service area is abundant.”  
(CPR Report, p. 31).

“The University is strongly committed to service learning and civic engagement …” 
(CPR Report, p. 31).

“The North State Initiative is very impressive and the new Sustainability Initiative is particularly commendable.” 
(CPR Report, p. 48).
Towards a Culture of Evidence

“The CPR Visitation Team urges the campus to "improve the manner by which it attests to its achievements in both the academic and non-academic arenas … (and thereby) provide powerful evidence for telling the Chico story”

(Commission Action Letter, page 4; Team Report, p. 44)
Key Performance Indicators

“CSU Chico has structured a well-developed strategic plan with priorities that are embedded in everything the institution does.”

“The University, however, needs to establish performance indicators related to each of the priorities of the strategic plan, and to implement an assessment plan demonstrating successes in meeting anticipated outcomes. The results of this assessment endeavor should be presented as part of the institution's Educational Effectiveness Review.”
Use of Assessment to Improve

There is a concern that there is a "lack of widespread progress on analysis and interpretation of data" and a "lack of evidence that data are routinely used for programmatic improvement."

This will need to be remedied by the time of the Educational Effectiveness (EE) Review …
Educational Effectiveness Review

- *The EER Visit*, March 4-6, 2009.
The EER Report, December 18, 2008

Themes:

1. The Nature of Student Engagement at a Residential Campus
2. The Refinement of the Academic Program Review
3. The Innovative Use of Technology
4. Towards Increased Institutional Effectiveness and Accountability
Preparing for the Educational Effectiveness Review (EER)

The EER Report, December 18, 2008

Theme 4: Towards Increased Institutional Effectiveness and Accountability

- Further Strategic Alignment
- Linked Performance Indicators
- A New Data Warehouse Structure
- Towards Web-Based Reporting and Communication Services
The EER Visit, March 4-6, 2009.
(Please, see schedule in your folder)

1. Individual Meetings
2. Poster Session 1 – Institutional Effectiveness
3. Poster Session 2 – Educational Effectiveness: Program Assessment
Preparation for the Educational Effectiveness Review (EER)

The Poster Sessions

Wednesday, March 4, 2009; 4:30-6:00 pm.
Preparing for the Educational Effectiveness Review (EER)

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Preparing for the Educational Effectiveness Review (EER)

The Poster Sessions

Thursday, March 5, 2009; 9:00-10:30 am.

Bachelor of Arts in Psychology

Assessment Facilitator: Dr. Kay Oshun
Department Chair: Dr. Brian Ogby

Student Learning Outcomes
Assessed 2007 - 2008
- Theory & Content in Core and Breadth Courses
- Critical Thinking, Problem Solving and Methodology
- Design & Conduct Research
- Writing in the Discipline

SLO Assessment Methodologies
- 20 Item Pre/Post test in each Core/Breadth Course
- Compare & Evaluate Technical vs. Lay Publications
- Museum of the Mind (MOM Project)
- Writing Rubric: Assessed Senior Seminar Papers

Analyses of Data
- Pre/Post Gain Scores Varied in Magnitude
- Over 90% of Students Performed at least adequate on Technical vs. Lay Article Critique
- Students evidenced above average capacity to designing experimental studies
- Over 90% of students met at least “Essential” level of writing competency

Closing the Loop
- Pre/Post Tests Modified; Administration Standardized
- Increase Options for Technical vs. Lay Publication Critique
- Review SLO Benchmark Adequacy

Next Assessment Cycle
- Current SLOs will continue to be assessed.
- Next cycle will include an assessment of SLO #4 (Students will articulate and demonstrate values espoused in the field of psychology).
Preparing for the Educational Effectiveness Review (EER)

Bachelor of Arts in Criminal Justice
Department of Political Science

Assessment Facilitator: Dr. Lori Beth Way
Department Chair: Dr. Charley Turner

Student Learning Outcomes
Assessed 2007 - 2008

SLO 1: CJ majors critically evaluate theories, policies, and CJ professionals’ actions based on empirical evidence.
SLO 2: CJ majors demonstrate effective oral communication skills.
SLO 3: CJ majors demonstrate effective written communication skills.
SLO 4: CJ majors demonstrate knowledge of policing, courts, corrections, and theories of crime and justice.
SLO 5: CJ majors demonstrate an understanding of the social dynamics of human diversity in the administration of justice.

SLO Assessment Methodologies

Student Writing Samples
Student Class Presentations
Student Self-Assessment
Exit Exams
Embedded Assessments

Analyses of Data

Student self-report critical thinking and oral communication skills developed more than oral communication skills
Exit exam average score lower than expected
40% of students evidenced at least average understanding of human diversity

Closing the Loop

More courses to implement oral communication component
Considering adding a course on issues of diversity in the criminal justice system
Revise Exit Exam and Diversity Measures

Next Assessment Cycle

SLO #4 (content knowledge) assessed via the revised exit exam in Fall 2008.
SLO #2 (oral communication) and/or SLO #5 (diversity) in Spring 2009

The Poster Sessions

Thursday, March 5, 2009; 9:00-10:30 am.
Preparing for the Educational Effectiveness Review (EER)

The Poster Sessions
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College Graduates Lack Key Skills

The report, "College Learning for the New Global Century," released in January, recommends a series of steps that colleges should take to prepare students for the modern workforce. "We are seeing a lot of graduates who have specific skills and interview well-technical interview," said Wayne C. Johnson, a vice president at the Hewlett-Packard Company, who participated in a news conference about the report. "What we rarely see is the ability to use the right-hand side of the brain-creativity, working in a team." In the survey, 36% of executives of companies were asked what they looked for in a job candidate. The top three choices were "teamwork skills," "critical thinking and analytic reasoning skills," and "oral/written communication.

Assessment Plan

Conducted literature review on teamwork and assessment of teamwork.

Developed learning goal - curriculum alignment matrix.

Surveyed faculty and external stakeholders regarding what students should know and be able to do related to teamwork.

Administered Teamwork KSA test in BADM (n = 143), BIS (n = 20), and MBA (n = 37) capstone courses.

Test is a validated proprietary test typically used for pre-employment screening and professional development (Stevens & Cornach, 1999, Journal of Management, 20, 35s-55s).

Administered a teamwork survey in BADM (n = 143), BIS (n = 20), and MBA (n = 37) capstone courses.
What You Can Do …

• Review the elements of the Chico Institutional Presentation
• Review the EER report and its supporting documents
• Plan to be on campus March 4-6, 2009
• Prepare for participation in scheduled meetings
• Participate in the poster sessions
• Share the Chico Experience
For further details and updates on our WASC reaccreditation efforts, please see our website: http://www.csuchico.edu/vpaa/wasc/index.html
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Thank You for Your Participation in the Reaccreditation Process !!!!

Chico WASCeteers
The CSU, Chico
WASC Experience

Any Questions?