WASC Is Coming ... Again!

March 4-6, 2009

for our Educational Effectiveness Review
The Commission is to make a judgment about the extent to which the institution fulfills its Core Commitment to Educational Effectiveness:

“The institution evidences clear and appropriate educational objectives and design at the institutional and program levels, and employs processes of review, including the collection and use of data, that assure the delivery of programs and learner accomplishments at a level of performance for the degree or certificate awarded.”
EER teams are asked to submit to the WASC staff their findings about the institution's placement on the framework. At the end of the visit, EER teams should note on a copy of the framework document where the institution falls in each category/line. This document is considered to be part of the Confidential Team Recommendation.
Visitation Team Specific Expectations for Educational Effectiveness Review

- Alignment with Institutional Proposal
- Follow Up on CPR Team and Commission Recommendations
- Collection, Analysis and Use of Appropriate Evidence
- Identifiable Systems of Quality Assurance
- Institution’s Recommendations and Actions for Improvement
- Achievement of the Institution’s Expected Outcomes for the Entire Accreditation Review Process

*Please see your meeting materials for related documents*
The CSU, Chico Institutional Presentation
Preparing for the Educational Effectiveness Review (EER)

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

Please see Table of Contents in EER Report for details
Preparing for the Educational Effectiveness Review (EER)

The Nature of Student Engagement at a Residential Campus

1. The Chico Experience
2. The Diversity Scorecard
3. AlcoholEdu Program
4. First-Year Experience Program
Preparing for the Educational Effectiveness Review (EER)

Refinement of Academic Program Review

1. Assessing Student Learning
2. New Framework for Academic Program Review
3. Assessing General Education

The STEPS system is a campus resource designed to support the process.

*GEAC’s Meta-Analysis

Core Assessment Projects: 85 faculty assessing 1600 pieces of student work

- Oral Communication
- Written Communication
- Critical Thinking
- Mathematics
- Focus Groups
- Course Report Review
Innovative Use of Technology

1. Academic Technology

2. Innovative Use of Technology in the large GE courses
Preparation for the Educational Effectiveness Review (EER)

**Increased Institutional Effectiveness and Accountability**

1. Further Strategic Alignment
2. Linked Performance Indicators
3. New Data Warehouse Structure
4. Web-Based Reporting Services
Preparing for the Educational Effectiveness Review (EER)

The EER Visit, March 4-6, 2009.

1. Individual Meetings
2. Poster Session 1 – Institutional Effectiveness
3. Poster Session 2 – Educational Effectiveness: Program Assessment

Please see your meeting materials for draft visit schedule
Poster Session I

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

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Poster Session I

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

Bachelor of Arts in Psychology

Assessment Facilitator: Dr. Kay Ochshun
Department Chair: Dr. Brian Oppy

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)

Course Alignment Matrix
Preparing for the Educational Effectiveness Review (EER)

Poster Session II

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

Bachelor of Arts in Criminal Justice
Department of Political Science

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes Assessed 2007 - 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: CJ majors critically evaluate theories, policies, and CJ professionals’ actions based on empirical evidence.</td>
</tr>
<tr>
<td>SLO 2: CJ majors demonstrate effective oral communication skills.</td>
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<tr>
<td>SLO 3: CJ majors demonstrate effective written communication skills.</td>
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<tr>
<td>SLO 4: CJ majors demonstrate knowledge of policing, courts, corrections, and theories of crime and justice.</td>
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<tr>
<td>SLO 5: CJ majors demonstrate an understanding of the social dynamics of human diversity in the administration of justice.</td>
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<table>
<thead>
<tr>
<th>SLO Assessment Methodologies</th>
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</thead>
<tbody>
<tr>
<td>Student Writing Samples</td>
</tr>
<tr>
<td>Student Class Presentations</td>
</tr>
<tr>
<td>Student Self-Assessment</td>
</tr>
<tr>
<td>Exit Exam</td>
</tr>
<tr>
<td>Embedded Assessments</td>
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</table>

<table>
<thead>
<tr>
<th>Course Alignment Matrix</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Analyses of Data</th>
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</thead>
<tbody>
<tr>
<td>Student self-report critical thinking and oral communication skills developed more than oral communication skills</td>
</tr>
<tr>
<td>Exit exam average score lower than expected</td>
</tr>
<tr>
<td>40% of students evidenced at least average understanding of human diversity</td>
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<thead>
<tr>
<th>Closing the Loop</th>
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<tbody>
<tr>
<td>More courses to implement oral communication component</td>
</tr>
<tr>
<td>Considering adding a course on issues of diversity in the criminal justice system</td>
</tr>
<tr>
<td>Revise Exit Exam and Diversity Measures</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Next Assessment Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #4 (content knowledge) assessed via the revised exit exam in Fall 2008</td>
</tr>
<tr>
<td>SLO #2 (oral communication) and/or SLO #5 (diversity) in Spring 2009</td>
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College of Behavioral and Social Sciences
CALIFORNIA STATE UNIVERSITY, CHICO
Preparing for the Educational Effectiveness Review (EER)

Assessment of Teamwork Knowledge, Skills, and Abilities (KSAs)

<table>
<thead>
<tr>
<th>Item</th>
<th>BADM</th>
<th>BSN</th>
<th>MBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score</td>
<td>66.6</td>
<td>72.7</td>
<td>67.4</td>
</tr>
<tr>
<td>Interpersonal KSAs</td>
<td>60.9</td>
<td>66.1</td>
<td>60.8</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>74.0</td>
<td>73.0</td>
<td>73.0</td>
</tr>
<tr>
<td>Communication</td>
<td>58.5</td>
<td>61.1</td>
<td>56.6</td>
</tr>
<tr>
<td>Goal Setting and Performance Management</td>
<td>79.5</td>
<td>76.0</td>
<td>75.5</td>
</tr>
<tr>
<td>Planning and Task Coordination</td>
<td>79.5</td>
<td>76.0</td>
<td>75.5</td>
</tr>
</tbody>
</table>

Actions Taken/Planned

- Results shared with faculty, Undergraduate Curriculum Committee, Administrative Group
- Increasing consistency of teamwork-related material between sections and courses
- Developing modules that can be used by all courses
- Increasing emphasis and training related to collaborative problem-solving, communication, and leadership
- Using teamwork evaluation forms (scales from Table 2) across sections and courses
What You Can Do …

- Review the elements of the Chico Institutional Presentation
- Provide leadership in framing ‘mindset’ for the Team Visit
- 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

Please see your meeting materials for related document
A Special Thanks to …

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
A Special Thanks to …

The EER Project Leaders

• The Chico Experience  
  Rellaford

• The Diversity Scorecard  
  Hutchinson

• The AlcoholEdu Program  
  Ellis; Quinn

• The First Year Experience  
  Loker

• Academic Program Review  
  Rethans; Collins

• Enhancing Assessment of General Education  
  Owens

• Review of Chico Approaches to Technology  
  Fernandez

• Experimenting with Academic Technology  
  Post; Houpis
Thank You for Your Participation in the Reaccreditation Process !!!!

Chico WASCeteers
Any Questions?