Preparing for WASC visit

February 10, 2009

What we’ve done since September

1. Hold assessment workshops at faculty retreat
2. Revisit and revise objectives/outcomes in current catalog
3. Create curriculum maps linking objectives/outcomes to courses

What needs to be done by May

4. Align syllabi that link course outcomes explicitly to curriculum map
5. Create assessment plan
   a. Assessment map derived from curriculum map
   b. Assessment calendar documenting multi-year cycle of when assessments take place
   c. Assessment rubrics/guides to be used
6. Hold workshop meetings for department chairs and program coordinators on syllabi and assessment plans
7. Collect samples of student work according to assessment plan

What needs to be done by September

8. Produce evidence of assessment work completed
   a. Analyze direct evidence in student work against outcomes from assessment plan
   b. Collect any indirect evidence as necessary
9. Provide evidence of continual curricular change

Why are we doing this: the four themes of the review (selected questions)

1. Identity - What do we expect students to learn, both in general and in specific programs, and how do we go about finding this, on institutional, programmatic, and course levels?
2. Alignment - Is our planning and the alignment of programs and resources informed by educational evidence and how is this documented?
3. Success - What are our students learning (cognitively, socially, professionally) and how well (thoroughly, effectively, complexly, transferably) are they learning it?
4. Effectiveness - how do we close the loop from objectives/outcomes to data collection and evidence production to interpretation and use and how do we use it to reform and improve our teaching, our programs, and our university?