



# Institutional Assessment & Accreditation Update

*Department Chair's Retreat, Fall 2017*



# Institutional Assessment

Previous academic year (16-17) assessment plan and report is due **October 16<sup>th</sup>**

- New this year: All reports will be submitted in Tk20 (assessment software system)
- You will get feedback!
- All chairs currently have access; I will be reaching out to the chairs to set up training sessions if you were not trained last academic year or would like a refresher

# Assessment Microgrant Program

- Announcement and application will be sent out in September
- Small grant awards for projects related to assessment of student learning
- Last year we awarded (15) micro-grants and had a fabulous end of year Data Day session to share about the assessment grant awards.

# Assessment Help and Support

Visit the assessment website for updates on timelines and due dates, microgrant program, and to access TK20

- Institutional Assessment Webpage: <https://www.oxy.edu/departments/institutional-assessment-accreditation>

TK20 Assessment Software Website: <https://oxy.tk20.com>

TK20 Unit Administrator is Ester Rogers-- contact for questions about the system, additions to system, program set-up, assessment plan feedback

- Request New Account Access
- One-on-One Assessment Planning Meetings
- Department Assessment Planning Meetings
- Virtual Tk20 Training Sessions

## TK20 Helpdesk:

- Assessment Planning Helpdesk Page: <https://helpdesk.tk20.com/section/8/planning-8/>
- General link to help desk: <https://helpdesk.tk20.com/>
  - Access to videos, webinars, and other training guides

# Program Review

## 17-18 Program Review Cycle

- CTSJ
- ECON
- CORE
- Library

*\*Will be using TK20 as technology during review*

*\*There is a survey within TK20 for all chairs with reviews during 18-19 and 19-20 to begin planning.*

# WSCUC Accreditation Timeline

## Timeline

Most recent comprehensive visit: 2012

Interim Report: Fall 2014

- Strategic Planning
- Budget
- Assessment
- Program Review

Mid-Cycle Report: Submitted May, 2017

WSCUC Review of Mid-Cycle Report: Summer, 2017

*\*currently awaiting feedback on this report from WSCUC*

## Oxy's Next WSCUC Review Timeline:

*\*Institutional Reports due 10 weeks before Offsite Review (Fall 2020)*

<u>Season</u>	<u>Year</u>	<u>Review Type</u>
Spring	2021	Offsite Review
Fall	2021	Accreditation Visit

# Good Assessment: What WSCUC Wants To See

Focus on the Big 5 Core Competencies (definitions posted in the training folder in Tk20)

- Critical Thinking
- Information Literacy
- Oral Communication
- Quantitative Literacy
- Written Communication

# Good Assessment: What WSCUC Wants To See

The Institution Must:

- Define each competency or outcome as it is relevant for the institution
- Establish an institutional standard of performance at or near graduation: “appropriately ambitious”
- Assess, (dis)aggregate findings
- Show extent to which students’ performance meets the institution’s standard of performance
- If improvement is needed, create a plan, with criteria, timeline, metrics, for judging progress
- Report to WSCUC

# Core Competencies

## Quantitative Reasoning

- The ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimensions as ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods.

# Core Competencies

## Written Communication

- Communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms, or genres. Successful written communication depends on mastery of the conventions of the written language, facility with culturally accepted structures for presentation and argument, awareness of audience, and other situation-specific factors.

## Oral Communication

- Communication by means of spoken language for informational, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience. Oral communication may include speeches, presentations, discussions, dialogue, and other forms of interpersonal communication, either delivered face to face or mediated technologically.

# Core Competencies

## Information Literacy

- According to the Association of College and Research Libraries, the ability to “recognize when information is needed and have the ability to locate, evaluate, and use the needed information” for a wide range of purposes. An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally.

## Critical Thinking

- The ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth.

# Plan for Academic Year

## Quasi-audit of majors:

1. Across the curriculum, where are core competencies currently happening?
2. Where are core competencies currently being assessed?
3. Does your program assess core competencies upon entry to program (once major is declared)?
4. Do current program goals include or relate to core competencies?
5. How can we assess mastery of competencies in your program?