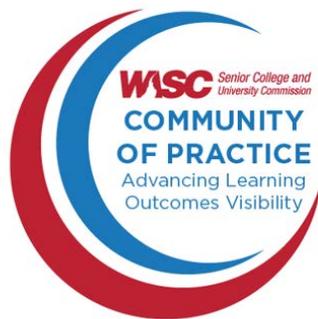


Lessons Learned from WSCUC's Community of Practice Initiative



Project Summaries

**October 15, 2019
IUPUI Assessment Institute
WSCUC**

WSCUC's Initiative for Advancing Leadership for & Visibility in Student Learning Outcomes Assessment

Community of Practice

Overview

Beginning in 2016, WSCUC developed and facilitated a Community of Practice comprised of teams from member institutions in order to develop leadership and capacity for learning outcomes assessment. Institutions, through their participation, received consulting from national experts and support from a network of peers throughout the planning and implementation of their projects. A curated collection of learning assessment resources, tools, and exemplars are being developed and will be disseminated regionally and nationally at the conclusion of the initiative.

Planning started in fall 2016, proposals were accepted in early 2017, and institutions were selected in spring 2017. Final deliverables will be submitted by end of April 2019. During this time, five in-person convening were held. WSCUC expects to begin public dissemination of project deliverables in the early fall 2019. WSCUC sought to engage in learning outcomes assessment capacity-building with member institutions related to several requirements of the *2013 Handbook of Accreditation*, including seven of the 39 Criteria for Review:

1. **Transparent Evidence of Student Learning: CFR 1.2** - Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. *The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.*
2. **The Five Core Competencies / Undergraduate Education: CFR 2.2a** - Undergraduate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, *written and oral communication, quantitative reasoning, information literacy, and critical thinking.*
3. **Graduate Program Learning Outcomes: CFR 2.2b** - The institution's graduate programs establish clearly stated objectives *differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes.*

4. **Faculty Roles: CFR 2.4** - The institution's *student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders*. The institution's faculty take collective responsibility for establishing *appropriate standards of performance and demonstrating through assessment the achievement of these standards*.
5. **Demonstrating Student Achievement: CFR 2.6** - The institution demonstrates that its *graduates consistently achieve its stated learning outcomes and established standards of performance*.
6. **Program Review: CFR 2.7** - All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, *analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations*.
7. **Quality Assurance: CFR 4.1** - The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, *periodic program review, assessment of student learning*, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

Additionally, there are three components of the Institutional Self-Study and Accreditation Report that collectively ask institutions to report on their processes for assessing student learning and evidence of student learning:

1. Degree Programs: Meaning, Quality, and Integrity of Degrees
2. Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation
3. Student Success: Student Learning, Retention, and Graduation

Expected Project Outcomes

As a regional accreditor, WSCUC seeks to help assure various stakeholders in higher education (policy makers, parents, the general public, and students themselves) that our higher education institutions are delivering on their promises to students regarding learning outcomes. Institutions cannot do this effectively without making students' learning visible.

The knowledge, strategies, and approaches generated from institutional projects associated with the community of practice is producing a collection of institutional and accreditation process resources, including lessons learned, good practices and learning guides, for the WSCUC region – and nationally – around aligning and assessing student learning outcomes per the Standards of Accreditation, visibility of evidence, and using evidence for improvement.

WSCUC's Initiative for Advancing Leadership for and Visibility in Student Learning Outcomes Assessment sought to address three primary project outcomes: 1) learning outcomes capacity building; 2) improved learning outcomes visibility; and 3) quality assurance / accreditation resource development.

Outcome 1: Learning Outcomes Capacity-Building: To further develop WSCUC's regional capacity and national leadership in providing evidence of student learning as one crucial component of student achievement. The key focus here will be on using learning outcomes assessment results to support authentic student learning and/or institutional improvement per the *2013 WSCUC Handbook of Accreditation*.

Outcome 2: Improved Learning Outcomes Visibility: To support WSCUC institutions in making good evidence of student learning more visible and accessible to a general public and various stakeholders.

Outcome 3: Quality Assurance / Accreditation Resource Development, Curation, and Dissemination: To develop a curated collection of accreditation process resources, including exemplars and learning guides, for the WSCUC region – and nationally -- around aligning and assessing student learning outcomes per the Standards of Accreditation, the visibility of evidence, and using evidence for improvement. Resources resulting from this project may include:

- Guidelines/resources for institutions re: actionable learning outcomes assessment data collection and analysis models aligned to 21st century higher educational opportunities;
- Guidelines/resources for institutions regarding making evidence of student learning / learning outcomes assessment results visible;
- A curated collection of institutional resources, samples, and exemplars;
- Guidelines/resources for peer review committees, teams, and the Commission for evaluating institutional reports vis-à-vis the 2013 Handbook requirements;
- White papers or other contributions to national initiatives in this area, including presentations at national conferences and contributions to the NILOA assessment resource library.

Project Summaries

Brandman University
Team Lead, Twyla Tanaka

Integrating Students into the Program Assessment Process

Brandman University's Community of Practice project is designed to include student participation in the program assessment process. The goal was to determine how much students were aware of the presence, purpose, and importance of Program Learning Outcomes (PLOs). The project is organized around curated materials including templates and lessons learned. The institution decided to share these materials to provide a framework in which other institutions can apply and modify as needed to fit their institutional needs:

- Sample timeline
- Survey documents (survey instrument, sample notification emails to students, survey data results)
- Focus group overview
- University Program Assessment documents (student template, summary template)
- Faculty Retreat presentation of findings
- Interactive presentation of findings and lessons learned (script)

California College of Art, California Institute of the Arts, Laguna College of Art and Design, Otis College of Art and Design

Team Leads: Dominick Tracy (California College of Art), Brian Harlan, California Institute of the Arts), Nichole Leshner (Laguna College of Art and Design), Debra Ballard (Otis College of Art and Design)

Community of Practice for Teaching and Learning in the Arts

The "Curricular Intersection" exemplars represent the work of the Community of Practice from four different art and design institutions. These institutions are all similarly structured, specializing in the teaching of art and design. This project is organized around:

- Exemplar Description and Assessment Plan
- Exemplar Assessment
- Intersecting Exemplar Report
- White paper on intersecting exemplars in the arts; compiled from reports with an introduction and conclusion

California State University, East Bay

Team Lead: Julie Stein

Finding Common Ground at Cal State University East Bay: Coordinating Academic Assessment across the Institution

The primary goal is to develop a formal campus structure aligning assessment strategies, cycles, and faculty committees for ILO and GE assessment, integrating them with existing academic review procedures. This included coordinating assessment plans for ILO's and GE, increasing ILO and GE committee support for conducting and disseminating assessment, and creating faculty friendly support documents, include assessment plans, policies, and faculty resources that are primarily available online:

- ILO Long term Assessment Plan
- ILO and General Education Assessment and Accreditation Websites
- ILO Rubrics
- ILO Written Communication and Information Literacy Assignment Guides
- Using Assessment Checkpoints in Your Course (hand-out)
- *Student Learning Outcomes*--a video produced of faculty representing all colleges discussing the value of aligning course student learning outcomes to assignments and grading
- *Designing Assignments for Deeper Student Engagement* a short e-tutorial (PowerPoint with audio)

California State University, Monterrey Bay

Team Lead: Dan Shapiro

CSUMB looked at how institutions of higher education can improve their ability to collectively assess and support student learning by increasing *holistic alignment* of learning outcomes, course assignments and other learning tasks, pedagogy, and professional development within and across curricular and co-curricular contexts. Materials were developed by the university to advance holistic alignment at CSUMB and provide a model and resources to help other institutions do the same.

- CSUMB Assessment Philosophy and Practice
- Holistic Alignment Framework: What, Why, and How?
- ULO Assignment Guides, Rubrics, and Rubric Guides
- Professional Development
 - Core Competency Assignments (workshop slides)
 - Transparent Assignments (workshop slides)
 - Threshold Concepts Workgroups (call for participants)
 - Threshold Concepts (workshop slides)
- ULO Scholars Program

CETYS Universidad**Team Lead: Patricia Trujillo**

Through the Community of Practice project, CETYS strove to streamline and simplify the Faculty Course Improvement process and reporting requirements for regional and programmatic accreditors in Mexico and the United States. This resulted in the development of a process that unifies Assessment of Program Outcomes and Program Review. A process summary, an accompanying presentation, and a white paper have been developed.

Hawai'i Pacific University**Team Lead: Valentina Abordonado***Showcasing Student Achievement at Hawai'i Pacific University*

The purpose of this project is to develop and maintain a meaningful and public-friendly student achievement website for HPU. By organizing and publicly posting statements of educational objectives in a user-friendly format, indicators of student achievement and student success data can be foregrounded in ways that showcase our unique and distinctive institutional context. HPU has organized the project around a Student Success website.

Kaiser Permanente School of Allied Health Sciences**Team Lead: Bert Christensen**

KPSAHS has developed the infrastructure and associated processes to assist Administrative Support Units in developing a sustainable system of Co-Curricular Assessment of student support and learning. The project is organized around a Co-Curricular Assessment Manual and templates for Co-Curricular Assessment Scheduling, and Co-Curricular Assessment Analysis. These tools may be used to assist Department Heads, who may or may not understand Co-Curricular Assessment, in creating and maintaining their individual Co-Curricular Assessment Processes.

Marymount California University

Team Lead: Ariane Schauer

Marymount California University Showcases Student Achievement

The project goal for the university was to develop a Student Achievement website that would support marketing and recruiting while also meeting external reporting requirements.

Marymount places great importance on the development of the whole student, and therefore chose a multi-faceted approach to defining Student Achievement: institutional-level completion and graduation data; program-level learning outcomes; and examples of individual student and alumni accomplishments. The intent for the website was to situate student achievement and outcomes within a compelling institutional context. The project is organized around:

- Student Achievement website
- Example of graphic to organize Student Achievement content on website
- Example of a format to visually represent program learning outcomes data
- Tip sheet for institutions looking to jumpstart or refocus their assessment work

Mills College

Team Lead: Alice Knudsen

Assessment Refocus for Access, Visibility and Sustainability

The overall goal for this project is to improve alignments in multiple ways: the alignment of learning goals with the classroom experience and the alignment of the assignments used for learning outcomes assessment with the learning goals, and the “big picture” alignment of curricular and co-curricular unit goals and institutional learning goals. These processes involved collaboration with department heads. The project is organized around:

- Capstone mapping exercise instruction sheet
- Rubric for mapping senior capstones
- Presentation to Department Heads re revising program goals to map to Institutional Learning Goals (ILGs)
- Memo to Department Heads re revising program goals
- Course mapping data and chart

Northcentral University

Team Lead: Heather Hussey

Increasing Student Learning Across the University: Closing the Loop on Co-Curricular Learning Outcomes

Traditional co-curricular opportunities often found at brick and mortar institutions (e.g., first-year experience programs, student life events) may not be applicable to fully online institutions. *The Northcentral University Co-Curricular Handbook* is meant to inform and support all student-facing support departments in the assessment of Co-Curricular learning outcomes. The project involved the creation of a handbook, which has been used to implement co-curricular assessment as well as supporting ongoing co-curricular assessment efforts.

Palo Alto University

Team Lead: Kristel Nazzal

This project was guided by initial goals that touch on challenges frequently experienced by other universities: a) how to engage faculty in assessment, and b) how to increase meaningful visibility of assessment and SLOs. By providing a guide with tools on how to create a culture of assessment with faculty as well as a description of lessons learned while about improving data transparency and accessibility, PAU hopes to help others experiencing similar challenges. The project is organized around:

- An Initial Guide to Building a Culture of Assessment with Faculty: Step-by-step guide to initial stages of engaging faculty in assessment through the university's center for teaching and learning.
- Assessment Website Improvements: Lessons learned for increasing data transparency and utility for internal and external constituents, particularly in the realm of assessment and evidence of student learning.

San Jose State University

Team Lead: Kathleen Roe

SJSU's project has five main goals: 1) center PLOs in a consensus-based set of essential graduate program elements, 2) assess the status of our programs against those elements, 3) develop and coordinate technical supports to assist programs with strategic improvement of at least one element per year, 4) pilot a supported change process with the programs that use comprehensive exams as culminating experiences, and 5) use the results to design a larger and sustainable process to make evidence of student achievement visible. The project includes:

- Graduate Programs Survey Template
- Evidence-Based Storytelling Workshop Material

Universidad de Las Américas (UDLA)**Team Lead: Gwen Bloomsburg***CAP for Quality: A Comprehensive Assessment Protocol for Capstone Projects*

The goals of this project are to provide empirical evidence of attainment of ILOs, PLOs and fulfillment of institutional mission and degree profiles through the assessment of capstone projects and to improve the experience and results of the teaching-learning process for faculty and students as it occurs at the capstone level.

In addition to an article about the project and the results obtained through its implementation, this project is organized around a “CAP” Toolkit that other institutions can use—in whole or in part—to conduct a 360-degree review of the capstone process in any or all programs. The toolkit includes the various instruments, including checklists, surveys, and guides for focus groups, that UDLA has developed or adapted over the past two years in order to carry out its own Comprehensive Assessment Protocol (CAP) at the capstone level of 22 undergraduate programs.

University of Guam**Team Lead: Michelle Santos***Assessing Core Competencies in a Three-Tiered General Education Structure*

This project challenged the University of Guam to research, develop, and implement an assessment process for general education. At the time of the invitation from WSCUC to institutions to participate in the Community of Practice, this challenge truly seemed overwhelming. Two days before the deadline, the opportunity presented itself to gain support, guidance, and consulting around our assessment project. The project is organized around the General Education Core Foundation Annual Assessment Inventory (GE assessment template).

University of Hawai'i at Mānoa

Team Lead: Yao Hill

Improving Oral Communication through Transparent and Transformative Assessment

The University of Hawai'i at Mānoa (UH Mānoa) is a large public university, and the flagship institution of the ten-campus University of Hawai'i System. At UH Mānoa, oral communication (OC) is part of the Institutional Learning Objectives and one of the five WSCUC core competencies. This project involved a systematic institutional assessment of oral communication and includes the assessment process and use of results to improve teaching and learning for individual instructors and the campus. We sought consultation and feedback on how to form campus collaborations in using an assessment process and results to promote effective teaching and high-quality learning of OC presentation skills.

The project is organized around:

- Documentation and sharing of lessons learned.
 - A project website provides an overview of the project and includes project details (e.g., oral communication assessment project purpose, sampling techniques, how to participate, intended use).
 - An infographic with the oral communication assessment results shows how to integrate assessment results from one project into other projects' evidence to form a more holistic picture.
 - Handout from an interactive session presentation, *Assessment for Capacity Building through Institutional Assessment of Oral Communication*. The handout details the strategies to assess oral communication and ways to build teaching and assessment capacity through an assessment process; the strategies emerged from a literature review and practices, including our practices used in our project.
- Resources for faculty teaching oral communication
 - Oral communication bibliography in categories: <http://go.hawaii.edu/lkG>
 - Workshop materials:
 - *Assignment Design for Powerful Learning in Oral Communication* (PPT slides, speaker notes, handouts)
 - *Oral Presentation Assignment Design Strategies*

University of California, Berkeley

Team Lead: Yukiko Watanabe

Discovery Learning Across Campus: Embedding Curricular and Evaluative Thinking in a Campus Educational Initiative

The Berkeley Undergraduate Discovery initiative is a campus-wide effort to engage and support more undergraduate students in a wide range of immersive learning projects (“Discovery Experiences”), ranging from substantial research experiences and artistic production to entrepreneurial initiatives and community-engaged projects. The campus goal is for all undergraduate students to have an experience that challenges them to question, design, implement, and iterate toward a thoughtful and creative culminating product. Toward that goal, a *Discovery in the Curriculum* survey project was commissioned aimed at understanding how academic departments prepare undergraduate students to have thoughtful and original Discovery Experiences, best practices that can be adapted and/or scaled, and challenges in scaling and curricular gap that exists. The project is organized around:

- Undergraduate Discovery in the Curriculum survey instrument and campus report on the survey findings
- Departmental response portal (internal only)
- A report on Strategies for Successful Curriculum Survey to build evaluative and curricular thinking and tips for achieving quality results and a high response rate from a departmental survey
- Center for Teaching and Learning Programs that resulted from the findings:
 - Graduate Assessment Fellows Program
 - Presidential Chair Curriculum Enrichment Grant

University of San Diego

Team Lead: Paula Krist

Making Student Learning Transparent: USD’s Outcomes Project Report

The University of San Diego refined their *Outcomes* website to be more user-friendly and to be accessible to a broader audience. It was initially created to make student learning outcomes and assessments more transparent. A main-page menu of resource links has been created, and the site is designed to accommodate Content (e.g., student narratives) to be developed offline to be ready to link to the university home page and to create a new interface for the outcomes website areas. The project is organized around the *Outcomes* website.

WSCUC Community of Practice Mentors

Amy Driscoll has served as the director of teaching, learning, and assessment at California State University, Monterey Bay, where she developed an institutional approach to outcomes-based education. Prior to that she served as the director of community/university partnerships at Portland State University, where she initiated community-based learning and community Capstones. She has presented at AAC&U conferences and the National Assessment Institute and has mentored more than 60 institutions in assessment. Her books include *Taking Ownership of Accreditation: Processes That Promote Institutional Improvement and Faculty Engagement* (Driscoll & Cordero de Noriega, 2006), and *From Outcomes-based Assessment to Learner-centered Education* (Driscoll & Wood, 2007).

Pat Hutchings is a senior scholar with the National Institute for Learning Outcomes Assessment (NILOA). Her work has focused on a variety of strategies for creating a campus culture of teaching and learning: student learning outcomes assessment, assignment design, integrative learning, the peer collaboration and review of teaching, and the scholarship of teaching and learning. Prior to her work with NILOA she was senior scholar and vice president at The Carnegie Foundation for the Advancement of Teaching. Recent publications include *The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact*, co-authored with Mary Taylor Huber and Anthony Ciccone (2011); and, as part of the NILOA team, *Using Evidence of Student Learning to Improve Higher Education* (2015). She received her BA from Northwestern University and a Ph.D. in English from the University of Iowa.

Natasha Jankowski is Director of the National Institute for Learning Outcomes Assessment (NILOA) and research assistant professor with the department of education policy, organization and leadership at the University of Illinois Urbana-Champaign. She is co-author, along with her NILOA colleagues, of the book *Using Evidence of Student Learning to Improve Higher Education*, and has an upcoming book with David Marshall titled, *Degrees That Matter: Moving Higher Education to a Learning Systems Paradigm*. Her main research interests include assessment, organizational evidence use, and evidence-based storytelling. She holds a PhD in higher education from the University of Illinois, an MA in higher education administration from Kent State University and worked with the Office of Community College Research and Leadership studying community colleges and public policy.

Susan Platt is the former Executive Director of Assessment in the Division of Student Affairs at California State University, Long Beach (CSULB), where she worked for twenty years before retiring in 2017. At CSULB, she led a team of eight assessment facilitators who worked with student affairs units to conceptualize and implement comprehensive assessment activities that aligned with institutional learning goals. She also taught Research Methods in Education in the College of Education for more than a decade. Susan has offered numerous workshops at NASPA national conferences and the WSCUC ARC related to assessment practices and partnerships. Her most recent publication appeared in NILOA, where she co-authored a viewpoint pertaining to working with academic affairs to scaffold student learning outcomes. Susan now serves as a WSCUC peer reviewer and a guest faculty member of WSCUC's Assessment Leadership Academy (ALA). She is a proud alumna of the ALA and earned her Ph.D. in Higher Education from UCLA.

Linda Suskie is an internationally recognized consultant, writer, speaker, and educator on assessment and accreditation and a former vice president at the Middle States Commission on Higher Education. Her book *Assessing Student Learning: A Common Sense Guide* is one of the best-selling books on assessment in higher education. Her latest book is *Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability*. She holds a B.A. in Quantitative Studies from Johns Hopkins and an M.A. in Educational Measurement and Statistics from the University of Iowa.

Kathleen Blake Yancey, Kellogg W. Hunt Professor of English and Distinguished Research Professor at Florida State University, has served in several national leadership roles, including as Chair of the Conference on College Composition and Communication and President of the National Council of Teachers of English. A Board member of the Association for Authentic, Experiential, and Evidence-based Learning, she also serves as a member of the Consultant Evaluator Service of the Council of Writing Program Administrators. An active editor, she co-founded the journal *Assessing Writing* and co-edited it for seven years; she has also edited several volumes addressing assessment, including *Assessing Writing across the Curriculum*; *ePortfolios 2.0*; and *A Rhetoric of Reflection*. Her current book project is *ePortfolio-as-Curriculum: Diverse Models and Practices*, under contract with Stylus. Kathleen is an experienced program evaluator and has contributed to program assessment at multiple institutions, focusing on programs, departments, and colleges.

Kyle Toyama is a brand, positioning and marketing specialist, with an 18 year track record of executive success as a brand strategist, marketing consultant, advertising executive, and entrepreneur. Kyle has worked to establish a track record for bringing unexpected results for some of the largest companies on the planet, as well as the passion and excitement necessary to super-fuel three start-ups of his own and a large roster of brands direct. After 12 years in the ad agency world, Kyle embarked on a consulting path focused specifically on helping struggling marcomm teams with redefining and refreshing their brands from end to end. His specialties include business and marketing plan development, positioning and value strategy, storytelling and messaging contextualization, brand development and refreshment, full-service creative development, and brand platform/brand asset development.