Assessment in co-curricular and supporting areas.

CETYS.
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(1) Why carry out assessment in co-curricular and supporting areas?

❑ Not all learning is carried out in the classroom, be it virtual or face-to-face.

❑ Not all the holistic education that we seek in our students goes on in the academic environment. There are other spaces that we expect would contribute in a direct or tangential way to the holistic education of the student.

❑ To show with evidence that the co-curricular and supporting areas are contributing to the learning and holistic training of our students.

❑ To give an answer to the WASC recommendation to carry out assessment in the co-curricular and supporting areas.

❑ Assessment is a term we will use to speak about: how much have our students learned the things we want them to learn?
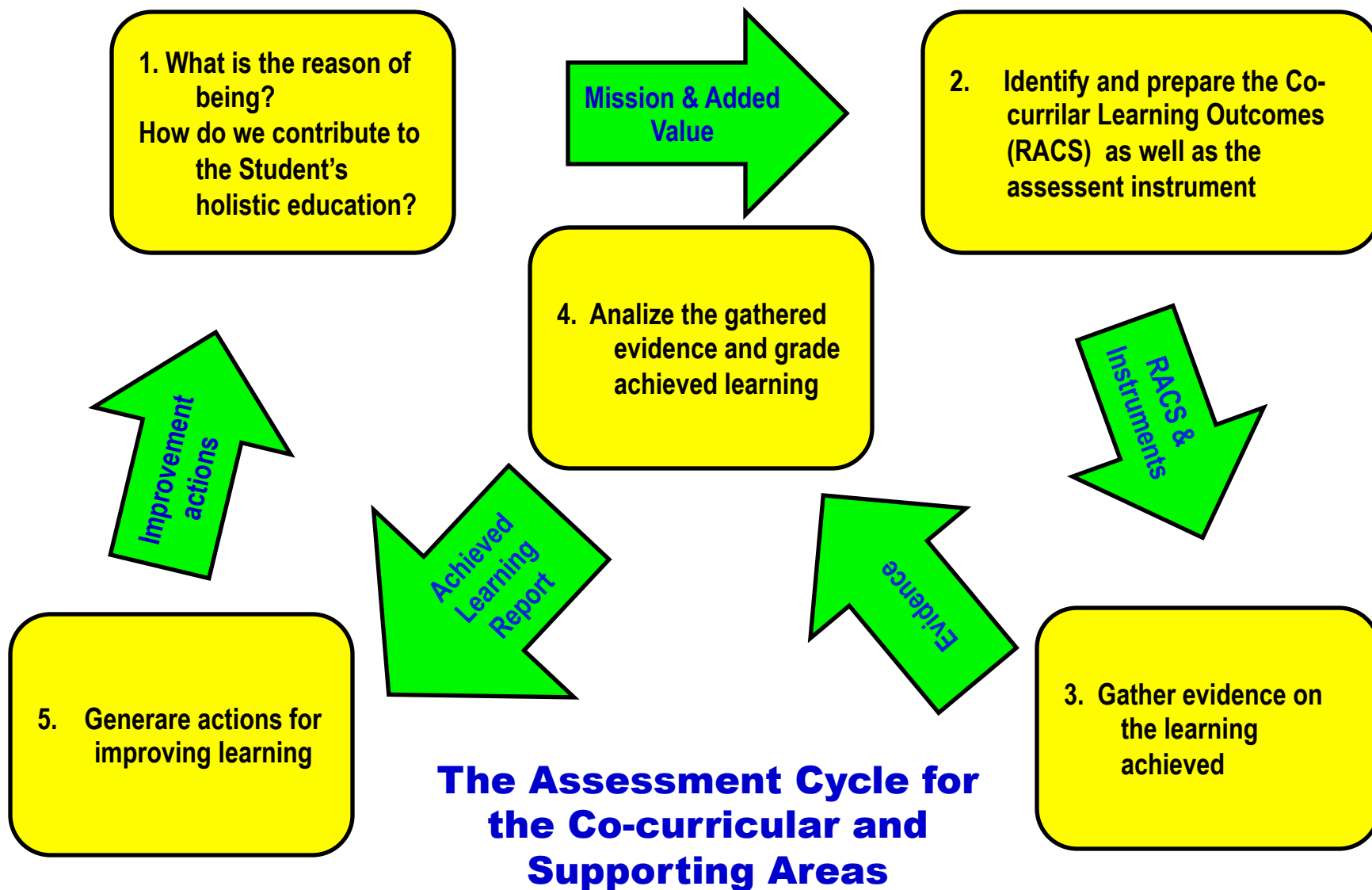
(2) What is there to assess and how is it carried out?

❑ **Depending on the nature of the co-curricular or supporting area, what needs to be assessed fits into one or more of the following three areas:**

❑ **Cognition: to know, to experience, to understand, to comprehend.**

 ❖ **Skills: to know how to apply it, to use what one knows and understands.**

 ❖ **Attitudes, behaviors, and values for learning and/ or applying what is learned.**

❑ **From the previous statement is fundamental to be clear on Why does the Supporting Area exist, and What is the Value that it generates for the Student.**

❑ **Assessment is a cyclical process that implies:**

 ❖ **To define learning/competency outcomes.**

 ❖ **To come up with instruments to measure what is the degree of learning/competency that has been achieved.**

 ❖ **To gather evidence of the achieved student learning.**

 ❖ **To interpret and grade achieved assessment.**

 ❖ **To use assessment results for improving student learning.**

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1. What is the reason of being?
How do we contribute to the Student's holistic education?

Mission & Added Value

2. Identify and prepare the Co-currilar Learning Outcomes (RACS) as well as the assessent instrument

4. Analize the gathered evidence and grade achieved learning

RACS & Instruments

Improvement actions

Achieved Learning Report

Evidence

5. Generare actions for improving learning

3. Gather evidence on the learning achieved

The Assessment Cycle for the Co-curricular and Supporting Areas

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**(2) What is there to assess and how is it carried out? (Cont.)**

❑ **Depending on the nature of the co-curricular or supporting area, the instruments that are usually applied are:**
  ❖ **Rubrics (direct assessment)**
  ❖ **Surveys, focus groups (indirect assessment).**

This would be the way to place the evidence of the learning achieved.

❑ **Learning has been graded in the academy as:**
  ❖ **Insufficient (it does not merit an approval grade).**
  ❖ **Sufficient (the minimum approval grade).**
  ❖ **Improveable.**
  ❖ **Excellent (the maximum approval grade).**
  How would we grade it "down here?"

❑ **The improvement actions, in addition of affecting the student's learning, must also influence the reason of being of the area, and in the assessment process itself that is used.**
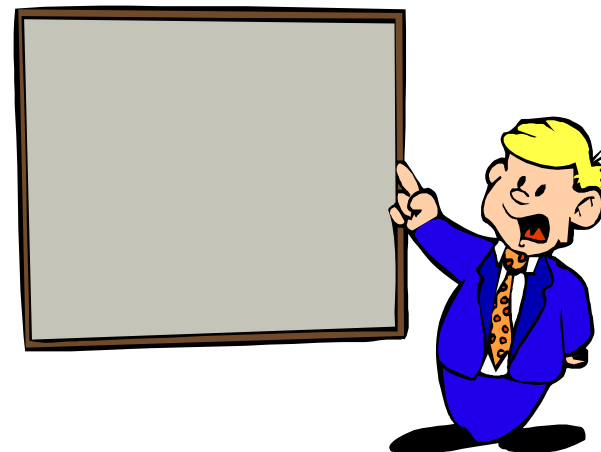
(3) Where do we have to start from?

❑ **It is suggested to start in an area that meets the following characteristics:**
- ❖ Be present in the three campuses.
- ❖ Its impact and relationship is evident with the student's holistic education.
- ❖ There is the necessary leardership to carry out this task at a CETYS System level.
- ❖ There would be the willingness to use the focus on processes in this task.
- ❖ There is fluent personnel in the English language.

❑ **The co-curricular or supporting areas that are considered for carrying out this task are:**
- ❖ Academic Affairs (or some of its functions).
- ❖ Student Development Center (CEDES).
- ❖ Library.
- ❖ Student Services.
- ❖ Entrepreneur Development Center (or some of its functions).
- ❖ International Programs
- ❖ Financial Aid (Credit & Collection).

❑ **The question remains: Where do we start from?**

(4) What are the expectations of the WASC Evaluating Team for the second semester of the year 2011?

❑ At least one co-curricular supporting area in each Campus carrying out assessment in Co-curricular Learning Outcome (RAC). It would preferably be in the same area to facilitate the process of implementation and coordination.
❑ Carrying out assessment means to be doing at least phase 3 of the Assessment Cycle: gathering learning evidence.
❑ If we could achieve a greater advancement it would be excellent.

❑ Setting this out, Where do we start from?

(4)) What are the expectations of the WASC Evaluating Team for the second semester of the year 2011? (Cont.)

❑ As a way of an example and to illustrate the basic products to create for a particular area, the following fictitious situation is decribed for the co-curricular supporting area of Academic Affairs in its functions of representative teams:

- ❖ Co-curricular Learning Outcomes: the student:
  Will participate as a member or supporting element of a representative team by defending with conviction and sportsmanship the colors of the institution.
- ❖ Assessment instrument: On-line survey.
- ❖ Surveys applied at the end of the month of October 2011.

❑ For the student to participte, he must firt know which are the CETYS' representative teams, how can you become a member, when and where do the representative teams of his interest compete, what does he gain by participating, or what are the benefits that derive fom his participation.

❑ The assessment instrument would seek to measure the degree of the student's participation, and when it is not present to investigate why.

(5) Comments, questions?