

Assessment in co-curricular and supporting areas.

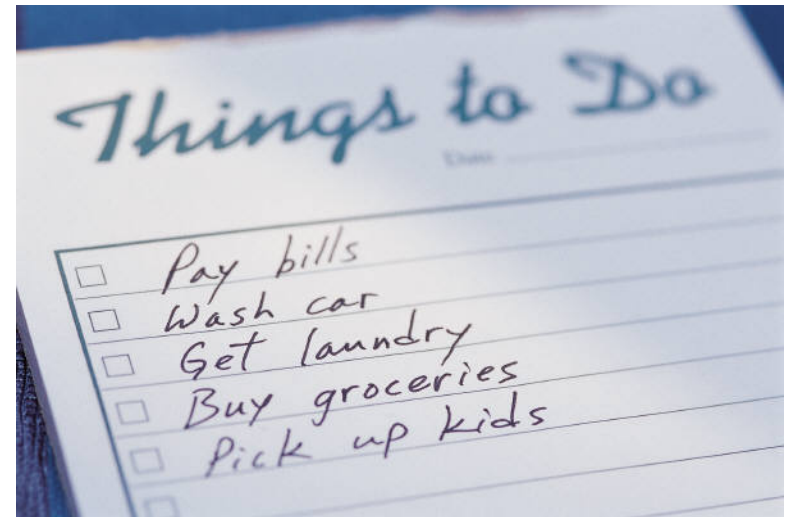


November 2010

Assessment in co-curricular and supporting areas.

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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?**

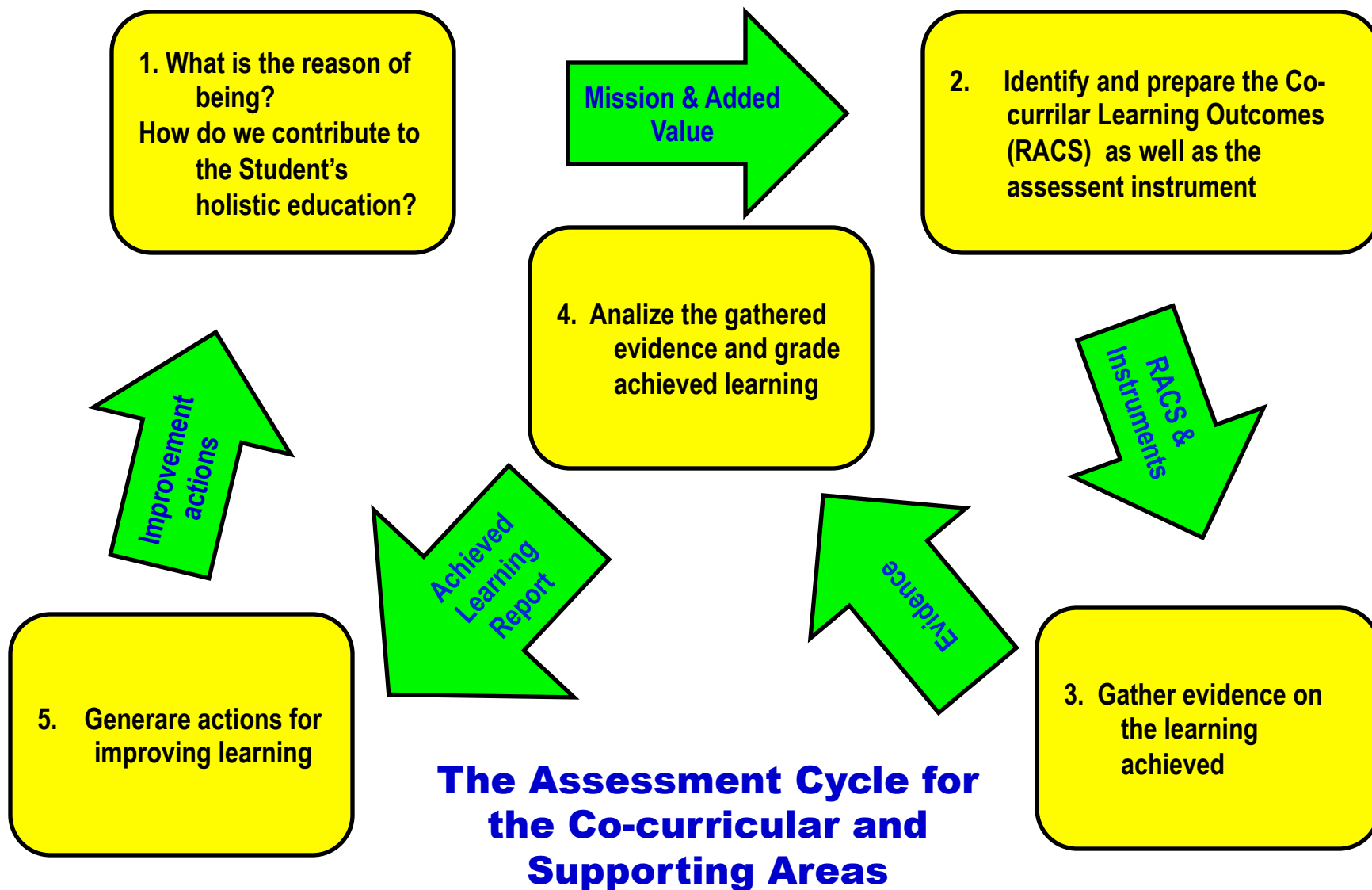


(2) What is there to assess and how is it carried out?

- ❑ **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.**



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



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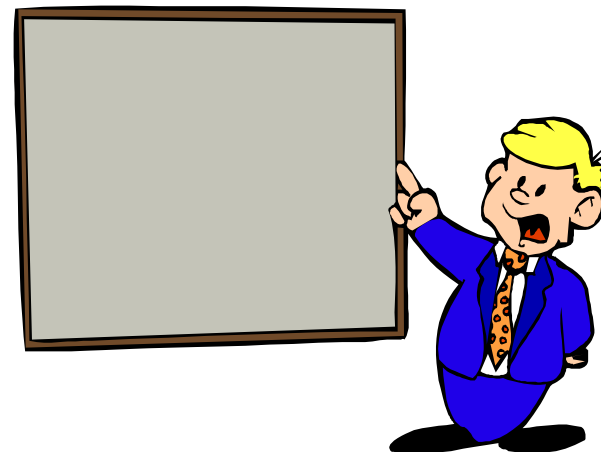
- ❑ **Depending on the nature of the co-curricular or supporting area, the instruments that are usually applied are:**
 - ❖ **Rubrics (direct assessment)**
 - ❖ **Surveys, focus groups (indirect assessment).**

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 leadership 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).**

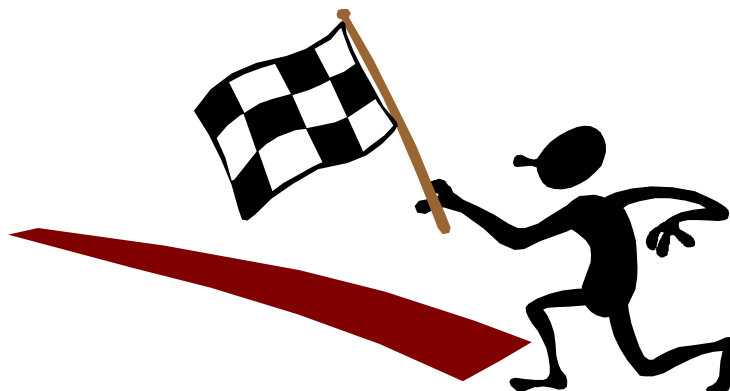
- ❑ **The question remains: Where do we start from?**



(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 described 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 participate, he must first 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 from 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?

