OSLCE Assessment Workshop
August 3, 2018
What is the purpose of assessment?
MSCHE ACCREDITATION

Standard IV

• [A]thletic, student life, and other extracurricular activities are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.

• Periodic assessment of the effectiveness of programs supporting the student experience.
Co-curricular and support units in Academic Affairs, Student Affairs, and Athletics are required to identify student learning goals and systematically assess these goals.

Specifically, the following operations are responsible for assessing student learning in addition to operational effectiveness: Athletics, the Office of Student Living and College Engagement, the Counseling Center, Career Services, Campus Safety, Student Conduct and Community Standards, Learning Services, the Office of Student Success, Tutoring, Opportunity Programs, Health Services and Wellness Center, International Education, and Admissions.
The co-curriculum is an exceptionally important part of a student's college experience and Utica College's Academic Promise. While core and major/minor classes give students important knowledge, we also highly value the learning that students gain while outside the classroom engaging in the community and with colleagues and peers, and take pride in the opportunities we offer our students.

http://www.utica.edu/student/cocurriculargoals.cfm
PROFESSIONAL STANDARDS & BEST PRACTICES
CAS: Student Learning and Development Outcome

- knowledge acquisition, construction, integration, and application;
- cognitive complexity;
- intrapersonal development;
- interpersonal competence;
- humanitarianism and civic engagement;
- practical competence.
EFFECTIVE ASSESSMENT

- Organized around clearly articulated and well understood goals, not individual experiences.
- Uses multiple, valid methods.
- Uses institutional data!
- Collects information from various transition points, depending on what you want to learn.
- Is owned by the individual stakeholders.
- Is not the same for every operation; one size does not fit all.
GUIDING PRINCIPLES OF ASSESSMENT

Assessment is . . .

- Relevant
- Useful
- Realistic & sustainable
- Non-punitive
- Comprehensive
- Well-documented

*UC Guide to Institutional Effectiveness 2018-2019 (pages 2 & 3)*
BRAINSTORMING

• What will be assessed?
• How assessed?
• Where assessed?
“Cultures of evidence offer student affairs professionals opportunities to examine their work; make it more effective and efficient; and increase the probability that they will design and implement programs, processes, and services that really matter. Operating within a culture of evidence also allows student affairs professionals to remain in a continuous professional and personal learning loop: asking the questions that matter; building on successes; learning from failures; and designing and implementing programs, processes and services to help students define and reach their educational and career goals. Cultures of evidence also offer a degree of protection for student affairs professionals, as they document with hard data the significant contributions student affairs makes toward the institution’s mission and goals.”

Margueritte McGann Culp in Building a Culture of Evidence in Student Affairs.
“Not cars. Here we’re testing oblivious texters walking into walls.”
5 Key Intellectual Skills

• Communication

• Critical Analysis and Reasoning

• Synthesis

• Social Awareness

• Quantitative Literacy
Co-Curricular Student Development Competencies

• Connections to Utica College
• Humanitarianism
• Effective Interpersonal Skills
• Engagement as Learners
• Responsible Citizenship
• Self Awareness
• Career Competency
Definitions

• Culture of Evidence
• Anecdotal Culture
• Assessment
• Institutional Effectiveness
• Learning Outcome
• Goals
• Objectives
• Indirect Measure
• Direct Measure
• Accountability
ABCD Approach

- Audience—who is to perform the behavior and when are they expected to perform it.
- Behavior—an observable action.
- Condition—the situation under which the behavior is to be performed.
- Degree of Measurement—evaluates mastery of the behavior.
I'm gonna need more specific feedback on my formative assessments.
Questions???
<table>
<thead>
<tr>
<th>Rubric Calibration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations (3)</strong></td>
</tr>
<tr>
<td><strong>Meets Expectations (2)</strong></td>
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<tr>
<td><strong>Does Not Meet Expectations (1)</strong></td>
</tr>
<tr>
<td><strong>Tone of Voice</strong></td>
</tr>
<tr>
<td>Quickly and efficiently handles situation with confidence and appropriate tone. Establishes connection with residents involved. Demonstrates knowledge of resident with personalized approach to conflict. Situation is successfully de-escalated.</td>
</tr>
<tr>
<td>Speaks directly with confidence and authority. Tone is appropriate for situation, and effectively de-escalates conflict. Effectively balanced to meet needs of the situation.</td>
</tr>
<tr>
<td>Lacks confidence and authority. Dialogue does not resolve conflict and perhaps exacerbates it. Tone is inappropriate or ineffective for the given situation. May use incorrect language or terminology.</td>
</tr>
<tr>
<td><strong>Body Language</strong></td>
</tr>
<tr>
<td>Stands with shoulders back, consistent eye contact and no other distracting movements. Demonstrates understanding of how posture, proximity and body language are utilized to maximize communication efforts (sitting, standing, gesturing at appropriate times, etc.)</td>
</tr>
<tr>
<td>Displays authority throughout conversation. Shoulders are back, face is up, eye contact is made with residents, minimal distraction with hands.</td>
</tr>
<tr>
<td>Body language suggests passivity/lack of authority. Shoulders forward/hunched, wringing hands, little to no eye contact, stands far away from residents</td>
</tr>
<tr>
<td><strong>Use of Resource</strong></td>
</tr>
<tr>
<td>Demonstrates knowledge of all relevant campus resources and is able to seamlessly educate resident on, and connect to, appropriate resource. Utilizes tact and understanding in contacting resource. Uses resources to provide care and education to resident.</td>
</tr>
<tr>
<td>Demonstrates knowledge of all relevant campus resources (AC on Duty, Campus Safety, Counselor on Call, etc.) and makes appropriate judgement call on whom to contact when. Use of resources is appropriate, efficient and brings resolution to the situation.</td>
</tr>
<tr>
<td>Demonstrates no knowledge of campus resources. Does not make the needed call, or calls the incorrect resource. May attempt to handle the situation alone.</td>
</tr>
<tr>
<td><strong>Follow Up</strong></td>
</tr>
<tr>
<td>Displays outstanding knowledge of all procedural components (documentation, Student Conduct System, etc.) and relates these, appropriately, to all residents involved. Comprehensively takes notes of all conversations. Clearly indicates date and time for follow up correspondence.</td>
</tr>
<tr>
<td>Informs residents of next steps regarding the situation and discusses how any follow up will occur in the coming days. Takes notes as necessary, if situation allows. Demonstrates thorough knowledge of Student Conduct Process. Indicates date and time for follow up meeting, if necessary.</td>
</tr>
<tr>
<td>Fails to inform residents of next steps. Does not demonstrate knowledge of Student Conduct Process. Fails to make records or notes, as necessary. May make promises or statements that are incorrect. Does not follow through on any commitments made to residents.</td>
</tr>
<tr>
<td><strong>De-Escalation</strong></td>
</tr>
<tr>
<td>Uses unique, personalized approach tailored to the individual residents involved to quickly and efficiently resolve conflict. Calmly and effectively removes extraneous parties and collects identification from all involved. Scored “Exceeds Expectations” on many, if not all, of the above categories.</td>
</tr>
<tr>
<td>Successfully de-escalates by discovering ownership of the room, dismissing any extraneous parties from the space, collecting identification from all parties, etc. Uses clear tone to explain procedures. Achieves resolution to situation at close of conversation.</td>
</tr>
<tr>
<td>Does not resolve the situation. Neglects to effectively use any de-escalation techniques. Actions may exacerbate the situation. Demonstrates no knowledge of residents and does not use any effective techniques toward resolution.</td>
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