WASC Senior College and University Commission

Student Learning Outcomes Assessment: Progress to Date, Remaining Challenges

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Who Are We?

A **regional** accrediting agency serving a diverse membership of public and private higher education institutions throughout **California, Hawaii, and the Pacific** as well as a limited number of institutions outside the U.S.

Currently approximately **200** accredited and candidate institutions

SLOs: Progress to Date

- 2013 Handbook
- Annual Reporting Requirement
- Assessment Leadership Academy

SLOs: Challenges

- 2013 Handbook
- Annual Reporting Requirement
- Assessment Leadership Academy

2013 Handbook of Accreditation

- Three Core Commitments
- Five Core Competencies
- Meaning, Quality, Integrity of the Degree
- Refined Standards re Student Learning and Quality Assurance/Improvement

Three Core Commitments

- Student Learning and Success
- Quality and Improvement
- Institutional Integrity, Sustainability, and Accountability

Five Core Competencies

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

Meaning, Quality, and Integrity of Degrees

- Holistic description in terms of outcomes for students: what they know and do, how values and traditions are embodied
- Whole (degree)is greater than the sum of the parts (courses)

Refined Standard re Student Learning

- 2008 Standard 2: Achieving Educational Objectives Through Core Functions

- The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success.

- *It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.*

Refined Standard re Student Learning

- 2013 Standard 2: Achieving Educational Objectives Through Core Functions

- *The institution demonstrates that these core functions are performed effectively **by evaluating valid and reliable evidence of learning and by supporting the success of every student.***

- *[2008: It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.]*

Refined Standard re Student Learning

- 2008: The institution demonstrates that its graduates consistently achieve its stated levels of attainment...

- 2013: The institution demonstrates that its graduates consistently achieve its stated **learning outcomes and established standards of performance**...

Revised Standard re Quality Assurance and Improvement

- From 'Periodic engagement in reflection and planning; monitoring effectiveness' to:

- "The institution employs a deliberate set of quality-assurance processes…including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation…collecting, analyzing, and interpreting data; tracking learning results over time;using comparative data from external sources…"

Annual Reporting Requirement

- Requirement to include with annual reporting data a link to an institutional website providing student achievement data

- CHEA Standard 12B.1. "To be recognized, the accrediting organization provides evidence that it has implemented accreditation standards or policies that require institutions or programs routinely to provide reliable information to the public on their performance, including student achievement as determined by the institution or program;

Assessment Leadership Academy

- Assessment Leadership Academy: Five cohorts to date
- Prepares leaders in assessment of student learning
  - Assessment Foundations
  - Assessment Training and Consultation
  - Campus Leadership
  - Scholarship and Contributions Beyond the Campus

In summary

- **▪** Progress has been and is being made
- **▪** Challenges persist