

Student Learning – Assessment – Accreditation

Among the public's many expectations of higher education, the most basic is

THAT STUDENTS WILL LEARN,


And in particular that they will learn

WHAT THEY NEED TO KNOW TO ATTAIN PERSONAL SUCCESS AND FULFILL THEIR PUBLIC

RESPONSIBILITIES IN A GLOBAL AND DIVERSE SOCIETY.*

* Higher Learning Commission draft document: "Assessment Student Learning March 07"

http://hlcommission.org/index.php?option=com_docman&task=cat_view&gid=79&Itemid=236



Student learning is
CENTRAL
to all higher education organizations

Continuous Quality Improvement

CQM

FORD Q-1

CQI
CCQI

QS-9000

DEMING CYCLE

ISO-9000

SIX SIGMA

ASSESSMENT

TQM

Six Fundamental Questions Based On:



- ☑ Mission
- ☑ Evidence
- ☑ Analysis
- ☑ Responsibility
- ☑ Improvement
- ☑ Informing



- ☑ How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?

- ☑ What evidence do you have that students achieve your stated learning outcomes?



- ☑ In what ways do you analyze and use evidence of student learning?



- ☑ How do you ensure shared responsibility for student learning and for assessment of student learning?





- ☑ How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?




- ☑ In what ways do you inform the public and other stakeholders about what and how well your students are learning?

Effective assessment of student learning is a matter of commitment, not a matter of compliance.



We assess student learning
in meaningful, useful, and workable ways
to evaluate how students are achieving
their commitments
and to act on the results
in ways that advance student learning
and improve educational quality.

Evaluate efforts to assess and improve student
learning-----



Criteria
And
Core Components

Criteria for accreditation

Criterion One: MISSION and INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core components of Criterion One

- 1.a The organization's mission documents are clear and articulate publicly the organization's commitments.
- 1.b In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- 1.c Understanding of and support for the mission pervade the organization.
- 1.d The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- 1.e The organization upholds and protects its integrity.

Criteria for accreditation

Criterion Two: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Components of Criterion Two:

- 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.
- 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly inform strategies for continuous improvement.
- 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Criterion for accreditation

Criterion Three: STUDENT LEARNING and EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Components of Criterion Three:



- 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- 3b. The organization values and supports effective teaching.
- 3c. The organization creates effective learning environments.
- 3d. The organization's learning resources support student learning and effective teaching.

Criteria for accreditation:

Criterion Four: ACQUISITION, DISCOVERY, and APPLICATION OF KNOWLEDGE. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Components of Criterion Four:



- 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
- 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Criteria for accreditation



Criterion Five: ENGAGEMENT and SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Components of Criterion Five:



- 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- 5d. Internal and external constituencies value the services the organization provides.

Response	Percentage
Yes	85%
No	15%

Mission – Programs – Degrees – Students

