



# HLC Accreditation: Expectations Related to Student Learning

## Kansas State University Assessment Showcase

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<http://www.youtube.com/watch?v=kO8x8eoU3L4>

The 5-Minute  
University (1980'ish)



# The Accountability Mandate

- assessment of student learning
- transparency/public disclosure
- accountability

(The following definitions offered by Les Garner, President of Cornell College and member of HLC Board of Trustees)



# Assessment of student learning

- Assessment is the process of collecting and analyzing evidence that demonstrates accountability and leads to institutional improvement.



## Transparency/public disclosure

- Transparency is the quality of reporting with integrity, clarity and coherence evidence about an institution and its effectiveness and efficiency.



# Accountability

- Accountability is the systematic responsiveness to constituents' legitimate expectations that an institution's mission is achieved and that the resources entrusted to it are used responsibly.



# North Central Association of Colleges and Schools

NCA was founded in 1895 as one of six regional accreditors in the United States.

- Commission on Accreditation and School Improvement (CASI) accredits elementary, secondary and non degree-granting postsecondary schools.

- <http://www.ncacasi.org>

- The Higher Learning Commission (HLC) accredits degree-granting colleges and universities.

- <http://www.ncahlc.org>

**HLC Mission:** *Serving the common good by assuring and advancing the quality of higher learning*



# HLC Re-Accreditation: Self Study and Site Visit

Accreditation - two parts:

- Assurance - an organization has been found to meet clearly stated requirements and criteria
- Advancement - provides an incentive for self-improvement in the accredited organization





# Re-accreditation Process

1. Self Study: University engages in a two year self study process and prepares a report in accordance with HLC guidelines.
2. Team Visit: HLC team of Consultant-Evaluators from the Peer Review Corps conducts a comprehensive visit  
Provides recommendations related to assurance and advancement.



A few words  
about "peer  
review"



# HLC Criteria for Accreditation

- Criterion One - Mission and Integrity
- Criterion Two - Preparing for the Future
- Criterion Three - Student Learning and Effective Teaching
- Criterion Four - Acquisition, Discovery, and Application of Knowledge
- Criterion Five - Engagement and Service



## Criterion Three: Student Learning & Effective Teaching

- The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.



# Core Components

- 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.



## Three key questions:


- Do we publicly state intended student learning outcomes for degree programs and general education?
- Do we have evidence of the extent to which students are achieving those outcomes?
- Do we consider the evidence and in response, continually make efforts to improve?



## AAC&U "emerging consensus" on "learning every student needs:"

- strong analytic, communication, quantitative, and information skills;
- deep understanding and hands-on experience with the disciplines that explore the natural, social, and cultural realms;



- 
- Intercultural knowledge and collaborative problem-solving skills;
  - Civic, social, and personal responsibility;
  - Integrative thinking and the ability to transfer knowledge from one setting to another.




# K-State "General Education"

- The General Education Program – the **K-State 8**
- Common undergraduate student learning outcomes – knowledge, critical thinking, communication, diversity, integrity



## K-State 8

- Content/disciplinary foundations
- Emphasis on "ways of knowing"
- Value-based in the sense that they express some of the fundamental aspects of an "educated person"
- Not statements of learning outcomes - more a "portfolio of essential knowledge and skills"



# Most basic question about student learning outcomes

What does a student know and what can she do with what she knows at the time of graduation?

Requires the integration of general education learning with learning in the major and in co-curricular experiences.



## Two kinds of assessment - with two different purposes

- Summative - statements about the level of student learning at the end of a course or degree program
- Formative - evaluation of student work with feedback to the student that he can use to improve his performance




## Batting Averages – CUBS 13 games

Dan	.454
Ty	.316
Ely	.591
Kerry	0
John	.548
Jake	.440
Ray	.308
Cory	.227
Tom	.222
Bob	.308
Todd	.444
Ned	.542
Darius	.593

## Batting Record – CUBS

### 13 games

	At Bats	SO	SOL	GO	FO	BB	HP	Sg	Db	Tp	HR	% on	% SO	% hit	% hit on
Dan	25	6		4	2	3		10				52	24	64	63
Ty	25	6		3	4	6		5	1			48	24	52	46
Ely	24	4	1	1	3	2		8	4	1		63	21	71	76
Kerry	27	3	7			16	1					63	37	0	n/a
John	38	6	2	4	2	7		12	3	1	1	63	21	61	74
Jake	29	4	1	7	2	4		11				52	17	69	55
Ray	21	6		1	2	8		4				57	29	33	57
Cory	33	14	1	1	1	11		5				48	45	21	71
Tom	28	8	1	3		10		2	2			50	36	29	50
Bib	26	5	1	3		13		4				65	23	27	57
Todd	29	8	1		1	11		8				66	31	31	89
Ned	26	5	1	3	3	1		10	3			54	23	73	68
Darius	29	5	1	4	1	1	2	10	5	1		66	21	72	76
Team	359	80	17	35	21	93	3	89	18	3	1	58	27	47	66



HLC primarily interested in summative data about student learning - what a student knows and what she can do with what she knows at the time of graduation - and the processes that we have in place to measure that learning





# Best practice in assessment for improvement

- Faculty, professional staff, administrators, students, and other stakeholders talking with each other about what learning matters at our institution and how we know students get it...



# Conversations

## Conversation #1

### Student Learning Outcomes

All graduates

All degree program  
graduates



## Conversation #2

Where do students have the opportunity to learn each outcome?

Where is the learning measured?

“alignment”

<b>SLO/Required Courses/Experiences</b>	<b>ASI 318 Fundamental Nutrition</b>	<b>ASI 350 Meat Science</b>	<b>ASI 580 Seminar</b>	<b>FDSCI 607 Food Microbiology</b>	<b>FDSCI 690 Principles HACCP</b>	<b>ASI 524 Swine Science</b>
<b>Animal Science Slo's</b>						
The ability to apply critical thinking skills in the context of distinguishing fact.	X	X	A	X	X	X
The application of scientific principles to animal sciences.	X	X	X	A		X
The ability to learn and develop skills to deal with potential changes and diversity in animal sciences and related industries.			X	X	A	X
Awareness of and appreciation of ethical practice and diversity within the livestock and companion animal industries.	X		X	A	X	X
Ability to use oral and written communication skills effectively in a group or team environment.		X	A	X		X
Competence in quantitative skills.	X					A
<b>University Slo's</b>						
disciplinary & broad "general education" knowledge	X	X	X	X	X	X
critical thinking/problem-solving/information literacy	X	X	X	X	X	X
written communication			A	A	X	X
understanding & skills for diverse world			X	X	X	X
ethical standards of discipline			X	A		X



## Conversation #3

What did the measures tell us about our students' level of learning and what are we doing about it?



# Back to the most basic question

What does a student know and what can she do with what she knows at the time of graduation?

Requires the integration of general education learning with learning in the major and in co-curricular experiences.

# Capstone project - animal sciences

	awful	acceptable	good	exemplary
critical thinking				
scientific principles				
diversity				
ethical practice				
written communication				
oral communication				
quantitative skills				



## Other measures


- student self-report of understanding and/or mastery
- standardized tests
- written or spoken products from classes
- exhibits or demonstrations from class assignments
- observations of student behavior
- student reflections on experiences, e.g. service learning or study abroad






# HLC Fundamental Questions


1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders?




2. What evidence do you have that students achieve your stated learning outcomes?




3. In what ways do you analyze and use evidence of student learning?



4. How do you ensure shared responsibility for student learning and assessment of student learning?



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



6. In what ways do you inform the public about what students learn - and how well they learn it?



Thank you.

Questions??