

QuickTime™ and a  
TIFF (LZW) decompressor  
are needed to see this picture.

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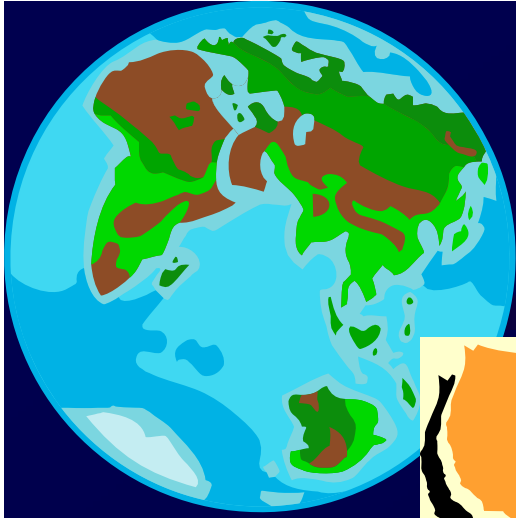
Academic  
Quality Improvement  
Program

The Higher Learning Commission 

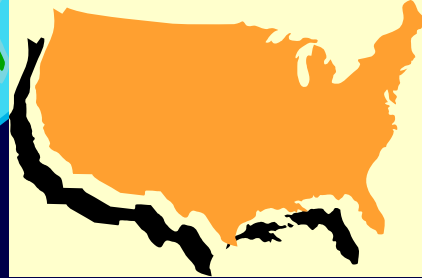
# *Student Learning, Assessment, and Accreditation*

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## *Leadership Commitment*



***Demand for access***



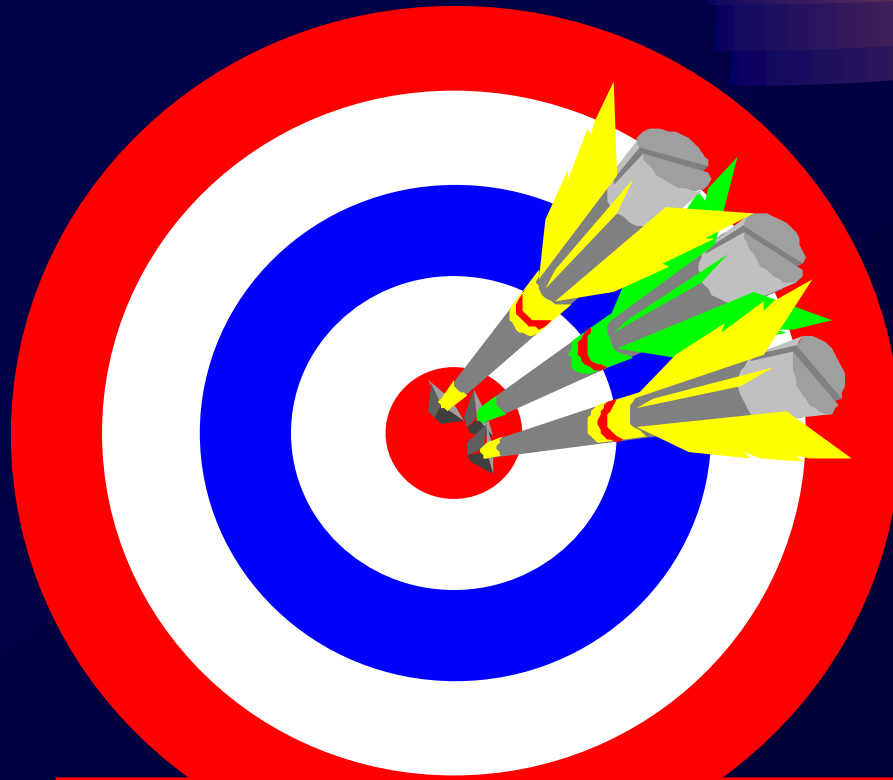
***Public accountability & higher education***

***Changing contexts, few boundaries***

***Reauthorization  
of Higher Education***

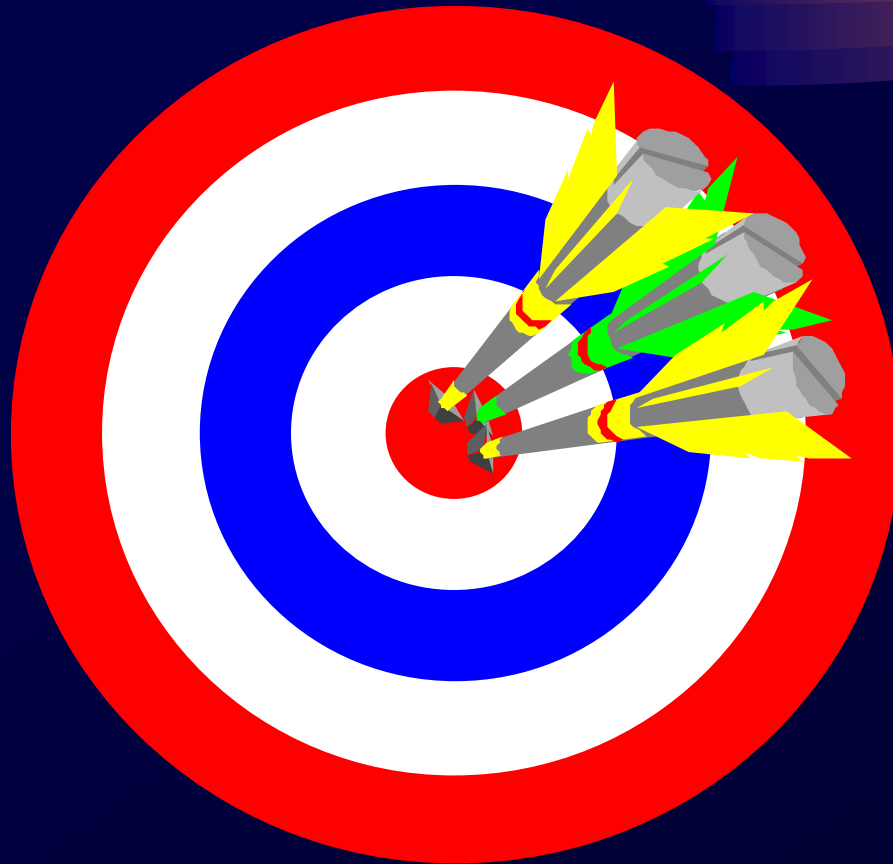
***International  
pressure...  
professional  
mobility***

***Student Learning is Central to  
determining Educational Quality***



**What is your role?**

***Assessment is central to  
improving Student Learning***



# *As a Strategy of Inquiry...*

***ASSESSMENT of STUDENT LEARNING  
is a participative, iterative process that:***

- Provides information you need on your students' learning,
- Engages your employees in analyzing & using this information to confirm & improve teaching & learning,

# *As a Strategy of Inquiry...*

***ASSESSMENT of STUDENT LEARNING  
is a participative, iterative process that:***

- Produces evidence that students are learning the outcomes intended (mission, integrity), and
- Guides and engages the institution in making broader educational and organizational improvements.

# *Assessment is central to improving Student Learning*

Assessment is a strategy  
*in part* for organizational  
accountability, distinctiveness,  
accreditation, and effectiveness.

**MORE IMPORTANTLY**, assessment  
is a strategy for understanding and  
improving student learning and  
educational quality.

# *Accountability for Student Learning*

## ***Because...***

Evidence that confirms students have learned what you intended for them to learn is more fundamental than ever for demonstrating institutional effectiveness & distinction, for public accountability, & for the accrediting relationship.



# Accountability & Disclosure

A decorative graphic consisting of a horizontal bar with a color gradient from black to yellow, and a lens-like shape to its right with a similar gradient.

*R. Zemsky, University of Pennsylvania*

*Co-author of Remaking the American University*

*INSIDE*



Capital

Convenience

Competition

Connectivity

Community

# OUTSIDE



Accountability

Reform

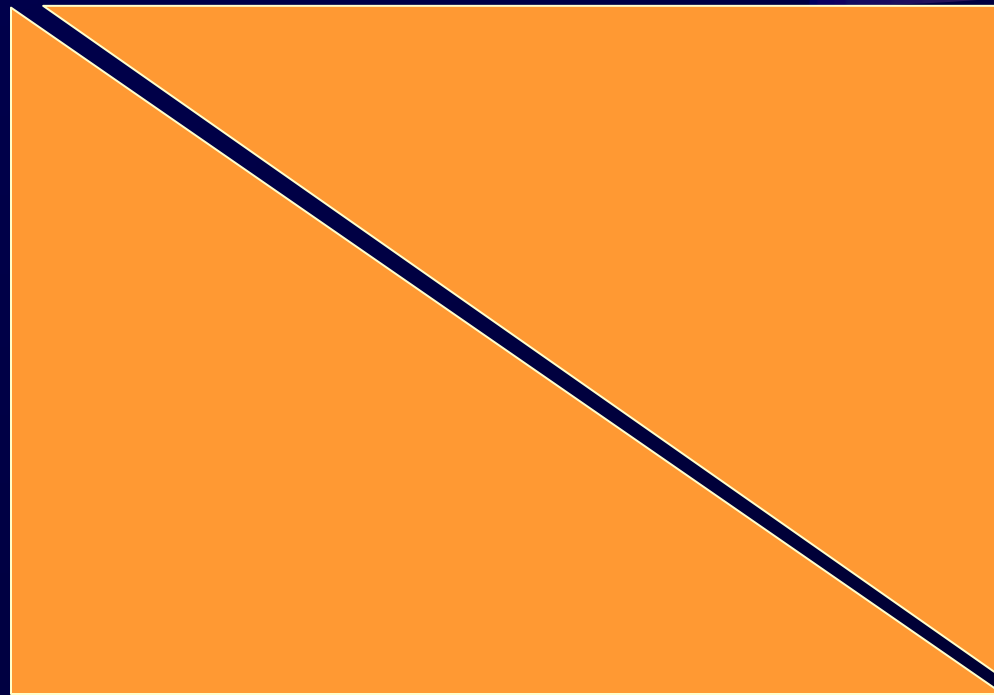
Symbols

Public Purpose

Return on Investment

*R. Zemsky, University of Pennsylvania*

# *Bridging conversations*



*R. Zemsky, University of Pennsylvania*

# *Five Fundamental Questions as Prompts to Conversation*

- 1) How are your stated student learning outcomes appropriate to your mission, programs, and degrees?
- 2) What evidence do you have that students achieve your stated learning outcomes?

# *Five Fundamental Questions as Prompts to Conversation*

- n In what ways do you analyze and use evidence of student learning?
- n How do you ensure shared responsibility for assessment of student learning?

# *Five Fundamental Questions as Prompts to Conversation*

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

# *Your INTERNAL Role*



**What is your role in creating  
a learning-focused institution?**





# *Commitment Internally*



**How much progress  
has been made in  
colleges to assess and  
improve student  
learning?**

# Colleges Today

- Colleges are still struggling to:
  - ✓ make assessment useful & meaningful,
  - ✓ implement effective processes,
  - ✓ figure out work load and responsibility,
  - ✓ gather and **use data** on learning,

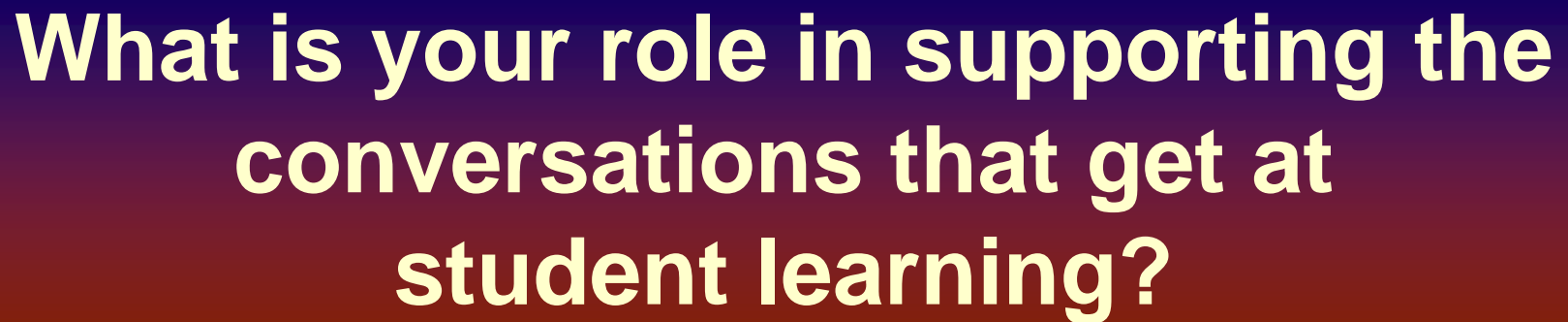
# Colleges Today

- Colleges are still struggling to:
  - ✓ integrate results into planning and budgeting, etc.
  - ✓ .....in other words, to **implement good practice** that fits their distinct mission, context, and constituents

# *Your INTERNAL Role*



**What is your role in supporting the  
conversations that get at  
student learning?**



# *Your OUTSIDE Role*

**What data are you using to explain that you know what your students learn...when you talk to your constituents?**

# *Data You May Have*

- Grade Distribution Rates, Graduation Rates, Course/Program/Certificate Completion Rates
- Attrition, Retention, Enrollment, Recruitment
- Licensure Passage Rates, Placement Rates
- Satisfaction/Engagement Stats (employer, community, student)
- Benchmark , Dashboard, Economic Impact Data

**...any data about actual learning?**

# *What matters most?*

- What are students learning?
- Is it the right learning?  
(effective for what and for whom)

**Consumers & Funders Want to Know**

# *What matters most?*

- What difference are you making in their lives? What difference will that make to society? Their profession?
- What evidence do you have that you're worth our investment?

**Consumers & Funders Want to Know**



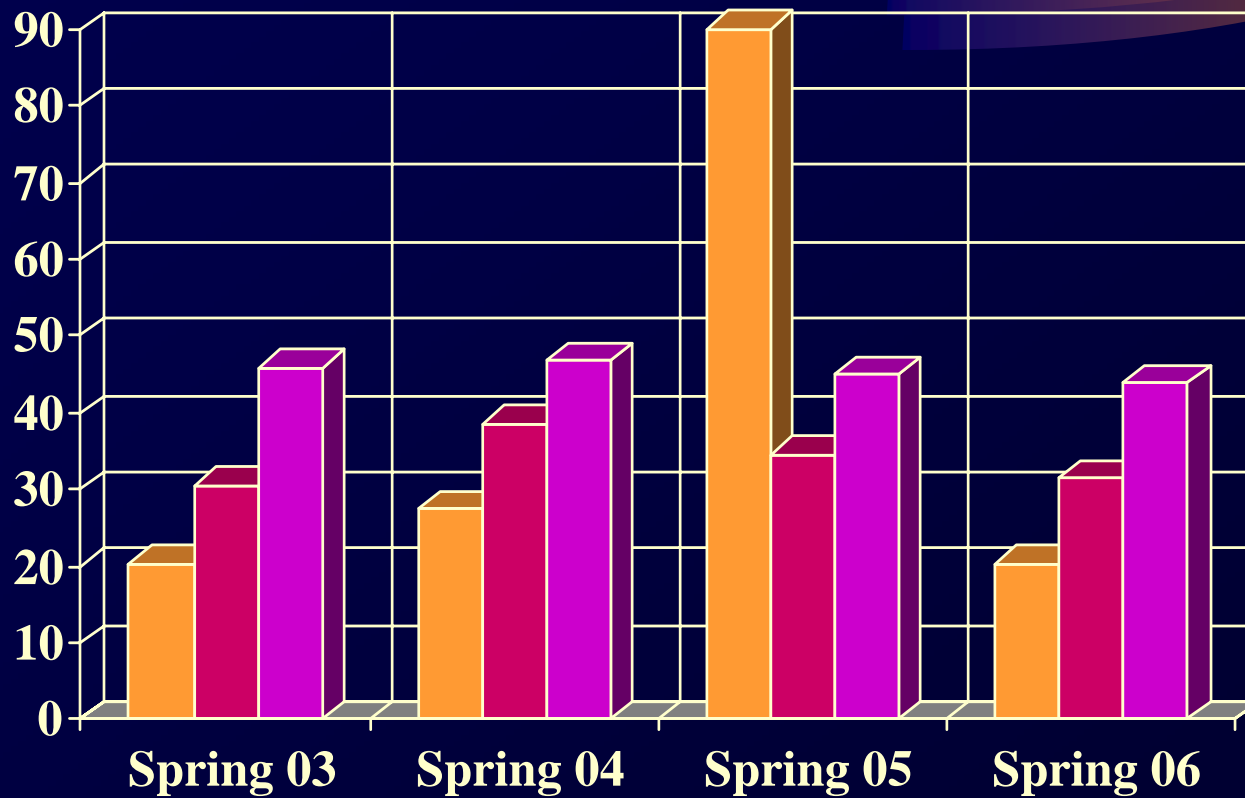
# *Your OUTSIDE Role*



**What data do you want on  
student learning and  
achievement to talk to your  
external constituents?**

**What data is already available?**

# *...a thousand words*



# *A Second Look*



**How might the five  
fundamental questions  
be seen externally?**

# *Commitment to Student Learning*



**Purposeful**

**Accessible**

**Transparent**

**...and assessable**

# *Leadership Commitment*



**What is your role in assuring the public that quality learning is taking place?**



