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are needed to see this picture.

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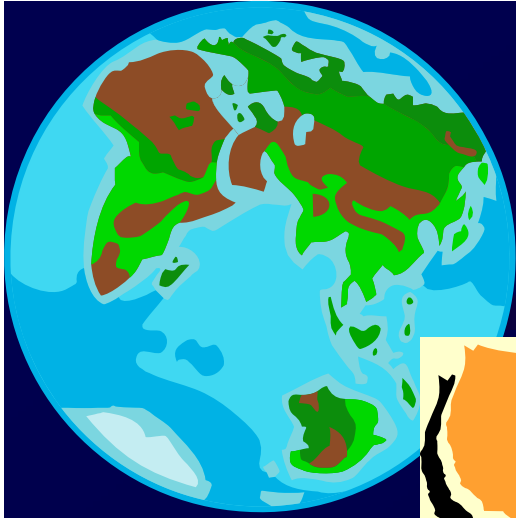


Academic
Quality Improvement
Program

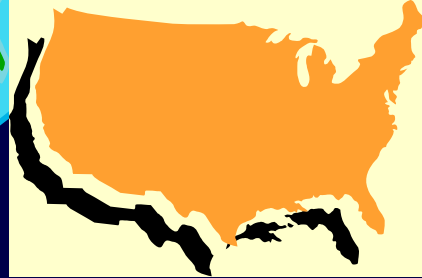
The Higher Learning Commission 

Student Learning, Assessment, and Accreditation

Leadership Commitment



Demand for access



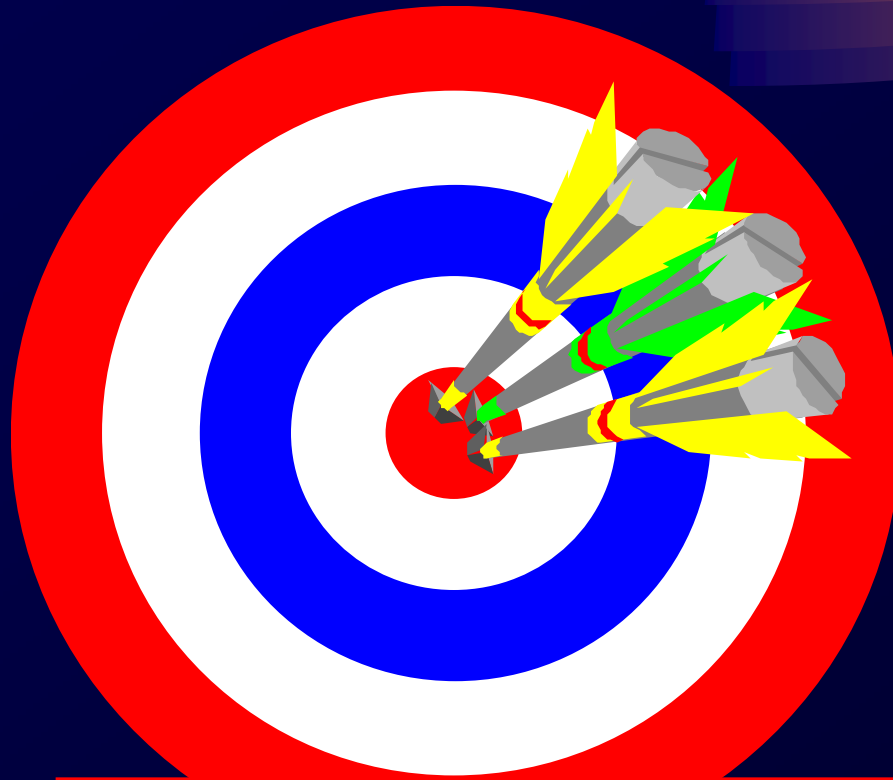
Public accountability & higher education

Changing contexts, few boundaries

***Reauthorization
of Higher Education***

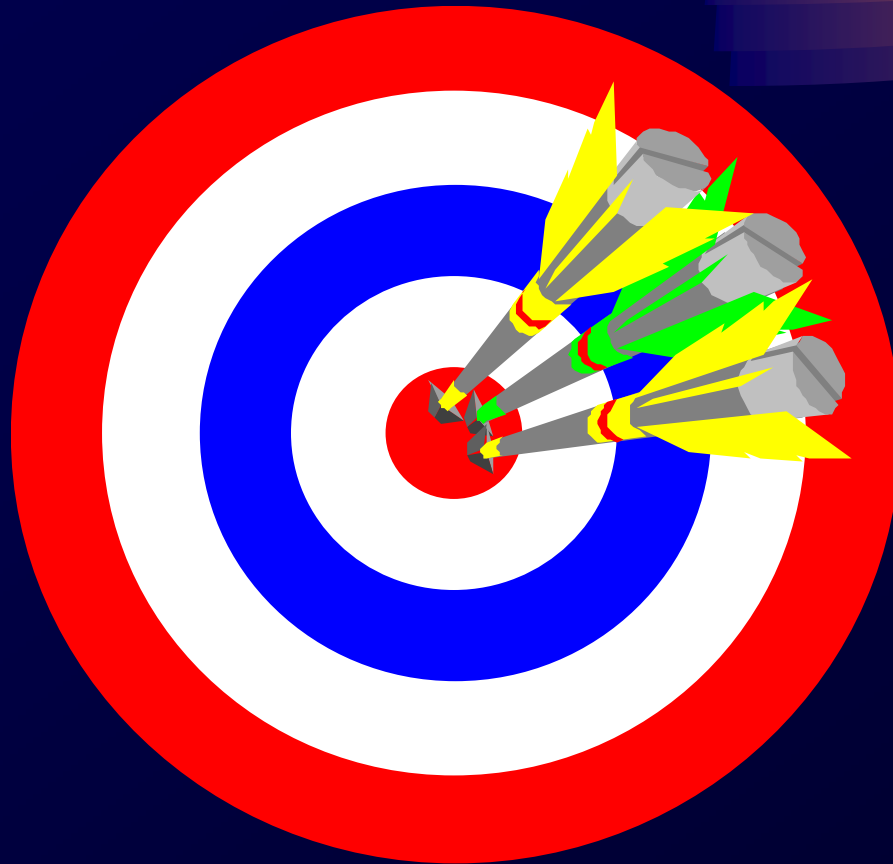
***International
pressure...
professional
mobility***

***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 gradient from black to yellow, and a lens-like shape to its right with a gradient from purple to orange.

R. Zemsky, University of Pennsylvania

Co-author of Remaking the American University

INSIDE



Capital

Convenience

Competition

Connectivity

Community

OUTSIDE



Accountability

Reform

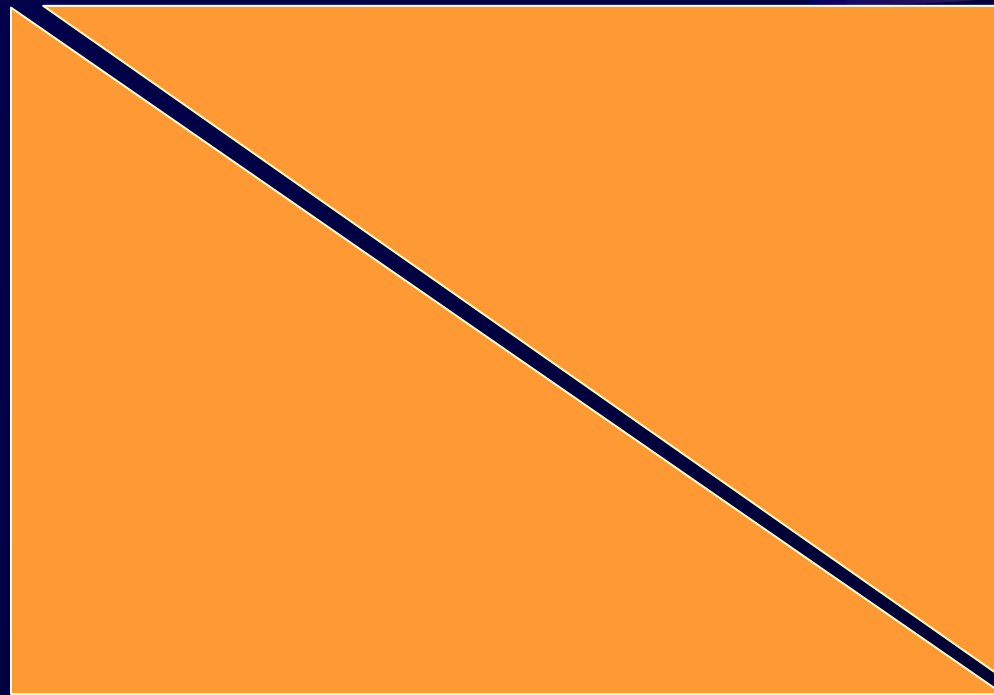
Symbols

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,

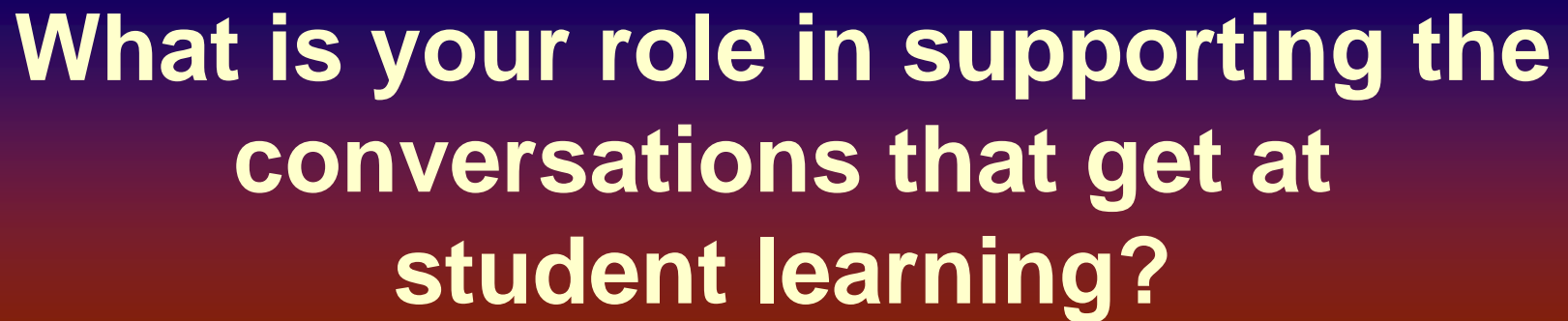
Colleges Today

- 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

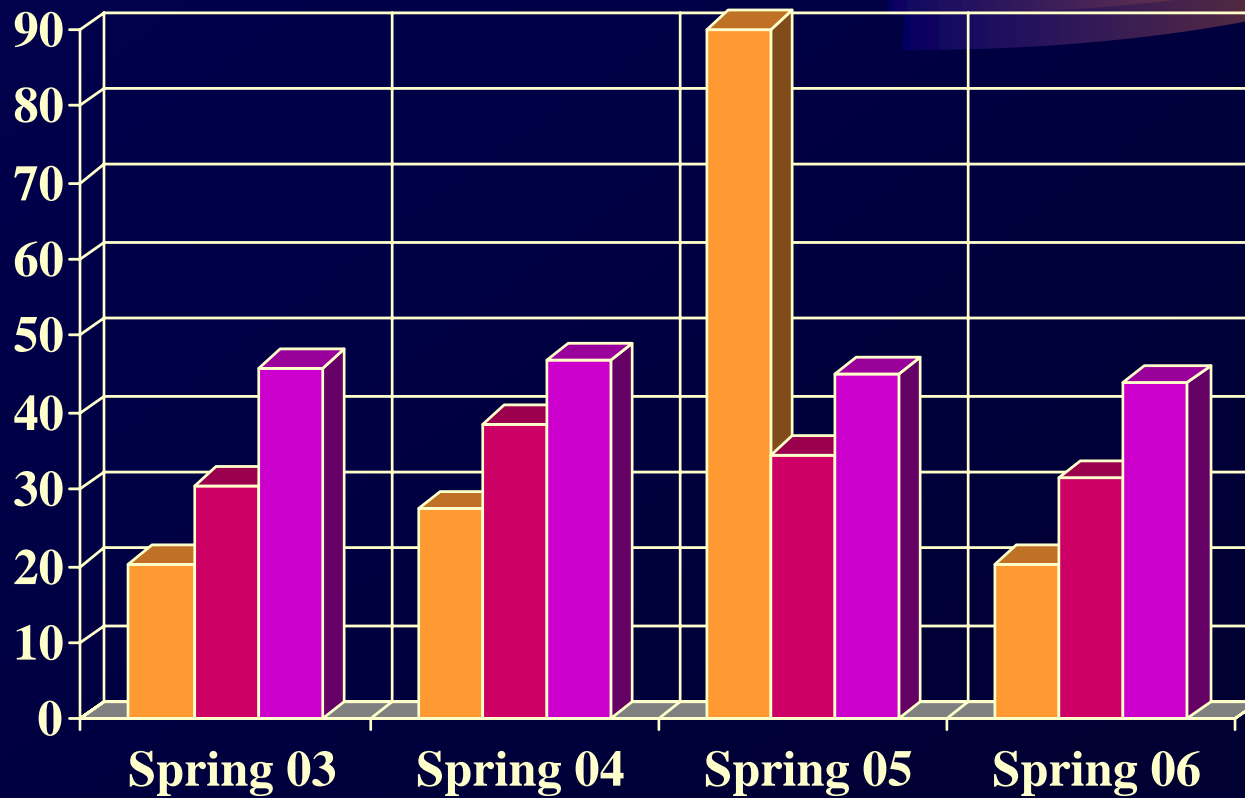
Your OUTSIDE Role



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?



