**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**ACCREDITING COMMISSION FOR SENIOR COLLEGES AND UNIVERSITIES**

**Required Data Exhibits to Support the Educational Effectiveness Review**

**Data Exhibit —Inventory of Educational Effectiveness Indicators**

**Why is WASC Interested in Data of This Kind?** For an institution to be committed to educational effectiveness, it must have in place a *system* for collecting and using evidence in a variety of ways to improve student learning. The indicators asked for in this exhibit reflect how an institution can approach quality assurance and improvement of student learning systematically. This exhibit is required for the Institutional Proposal; it should be updated at the time of the Capacity and Preparatory Review and again for the Educational Effectiveness Review. The exhibit should be viewed as a developmental document: the institution can indicate what activities it already engages in and what remains to be done; successive updates will then show the institution's progress.

WASC expects institutions to have educational objectives for degree programs and the institution as a whole (CFR 1.1, 1.2, and 2.4). To ensure that educational objectives are met, learning outcomes are to be reflected in academic programs and policies (CFR 2.3); outcomes should also be published and widely shared, e.g., across programs, with students, and among other stakeholders (CFR 2.4). The faculty is expected to take collective responsibility for reviewing and demonstrating the attainment of those outcomes (CFR 2.4). Ongoing collection of data and other evidence, regular analysis, and use of findings all help to assure that that students are learning at an appropriate level for the degree or certificate awarded (CFR 2.2 and 2.6), and that programs are engaged in continuous improvement (CFR 2.7, 4.4). The indicators listed in this exhibit collectively demonstrate an institution’s commitment to quality assurance and improvement of educational results over time (CFR 4.1 and 4.5).

**Issues and Challenges.** Not all institutions have yet established learning outcomes and approaches to assessment of learning for all degree programs. This exhibit may be used to assist an institution in determining the extent to which such systems are in place, and what additional components or processes it may need to develop in the course of the WASC review. It is critical for an institution to be explicit about its expectations and to assure that every degree program has or will have in place a quality assurance system for assessing, tracking and improving the learning of its graduates. Some measures and indicators are embedded in the curriculum and may be difficult to list individually in a exhibit format. As a result, institutions may wish to supplement this data exhibit with a narrative. Institutions should contact their WASC staff liaison if they have questions; they should also alert staff to any major departure from the format of this data exhibit. The evaluation team may sample from the institution’s list of indicators to understand how comprehensively and successfully the institution addresses the quality of its learning infrastructure.

**Description.** This data exhibit requests brief narrative information for each degree program, for general education, and for the institution as a whole: 1) whether formal learning outcomes have been developed (may be answered yes/no); 2) where the learning outcomes for the degree are listed (include course syllabi, catalogs, and other publications as applicable); 3) approaches used to assess student learning (e.g., capstone courses; comprehensive assessment examinations; student, alumni, and employer surveys; portfolio review; licensure examination; etc.); 4) processes and persons involved in analyzing/interpreting findings; 5) use made of findings for improvement of curriculum, pedagogy, or other aspects of the educational experience; and 6) date of the last program review for the program (presumably this program review will have produced a report that the team may review).

*A sample format designed to address this requirement follows.*

**Sample Format**

Inventory of Educational Effectiveness Indicators

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| --- | --- | --- | --- | --- | --- | --- |
| CATEGORY | **(1)**  **Have formal**  learning outcomes been developed? | **(2)**  **Where are these learning outcomes published?**  (Please specify) | **(3)**  Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | **(4)**  Who interprets the evidence? What is the process? | **(5)**  How are the findings used? | **(6)**  Date of last program review for this degree program |
| List each degree program:  1. |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |