The Big 5: What WSCUC Wants

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Session Roadmap . . .

• What’s the context for the 5 CCs?
• What are the 5 CCs?
  • And why the focus on standards of performance?
• What does WSCUC expect?
  • And how much autonomy do institutions have?

And, how does this play out in the CSU?
Degrees that Matter

• 95% of employers agree that their companies put a priority on hiring people with the intellectual and interpersonal skills to help them contribute to innovation in the workplace

• 93% of employers say that candidates’ demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major

• 91% of employers say that, whatever their major, all students should have experiences in solving problems with colleagues whose views are different from their own

Source: “It Takes More than a Major: Employer Priorities for College Learning and Student Success” (AAC&U and Hart Research Associates, 2013)
Degrees that Matter: The CSU Challenge and Opportunity

• Graduation Rates (disaggregated)
• Integrity of the Degree
  • Core Competencies
  • Program Outcomes
• Transparency/Evidence

Regional and Accreditation Context:
WSCUC
WSCUC’s Path Toward Learning Results

1996:
Invitation to Dialogue

2001:
Revised Standards
3-part accreditation review

2008:
More emphasis / higher expectations for program review, program-level assessment

2013:
Lightly revised Standards
Significantly revised institutional review process
1. Adding UG 5 Core Competencies
   - Written communication
   - Oral communication
   - Quantitative literacy
   - Information literacy
   - Critical thinking

2. Moving Toward Learning Results
What’s the 2013 Handbook Say?

• 2.2  - All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.
What’s the 2013 Handbook Say?

• 2.2a – Undergraduate programs ... ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking.
What’s the 2013 Handbook Say?

• 2.6 - The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance.
Handbook – Component 4

• Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

The institutional review process calls upon institutions to describe how the curriculum addresses each of the five core competencies, explain their learning outcomes in relation to those core competencies, and demonstrate, through evidence of student performance, the extent to which those outcomes are achieved. . .
Standards Are About Outcomes

“I’ve never actually stormed a castle, but I’ve taken a bunch of siege-management courses.”
Degrees that Matter: The CSU Challenge and Opportunity

- Student Population
- Essential Capacities/Core Competencies
- Educational Quality/Aspiration
- Program Outcomes

Student Work/Evidence
Institution’s Responsibility:

• Define each competency or outcome
• Establish an institutional standard of performance at or near graduation: “appropriately ambitious”
• Assess, (dis)aggregate findings
• Show extent to which students’ performance meets the institution’s standard of performance
• If improvement is needed, create a plan, with criteria, timeline, metrics, for judging progress
• Report to WSCUC
WSCUC’s Responsibility:

• Provide support, be a partner in the process

• WSCUC values. . .
  • Variations within and across institutions
  • Multiple methods and approaches
  • Gradual implementation
  • Innovation, experimentation
WSCUC’s Approach

• Standards of performance are defined by the institution, not WSCUC;
• Assessment methods are chosen by the institution, not WSCUC; and
• Institutions are urged to contextualize results, data/evidence, relative to similar types of institutions and a larger universe.
• Benchmarking is encouraged, but not required.
Degrees that Matter: The CSU Challenge and Opportunity

- Defining Degrees
- Demonstrating Student Success and Completion
- Achieving Core Proficiencies

Student Work
WSCUC’s Role: Trust and Verify

The WSCUC accreditation process verifies that the institution has:

• set its own standards of performance;

• calibrated its level of performance/proficiency in some way, e.g., internally, against peers, employer expectations

• generated data/evidence of learning results; and

• developed plans for improvement where needed.
WSCUC’s Approach

- Graduation Rate Dashboard
- IPEDS
- National Student Clearinghouse

Retention and Graduation

Levels of Learning

- Core Competencies
- Program Outcomes

Distinctive Excellence

Mission – History - Student Population – Vision - Place
Institutional Challenges:

• Scale
• Complexity
• Competing Demands
• Resources
“Think of sustainability as a type of infinite game, in which the goal is not to win (which would end the game), but to keep on playing forever. In practical terms, sustainability must always manifest itself in some place with some people; it always has a local, personal flavor.”

- John Tallmadge