

# NWCCU Accreditation

Change is coming and WOU is ready



Old standards

- **One:** Mission & Core Themes
- **Two:** Resources & Capacity
- **Three:** Planning & Implementation
- **Four:** Effectiveness & Improvement
- **Five:** Mission Fulfilment, Adaptation & Sustainability



New Standards 2020

- **One:** Student Success & Institution Mission/Effectiveness
- **Two:** Governance, Resources & Capacity

**2019**

Successful Mid-Cycle Review

**2022**

Offsite Year Six Review of Policies, Regulations and Financial Resources (new Standard Two)

**2023**

Year Seven Review of Student Success and Institutional Mission & Effectiveness (new Standard One, areas of concern from 2020 review)

What's next?

More focus on student **learning**

- Academic program assessment & review
- Alignment of curriculum with our goals for students
- Outcomes-driven General Education Program
- General Education assessment
- Tracking of assessment-driven curriculum change
- PLC's to study student learning and make recommendations for improvement
- Professional development for teaching and learning

More focus on student **achievement**

- Four year degree planners
- Streamlined curriculum aligned with stated goals for student learning
- Course Scheduler & Degree Tracks
- Tracking and reporting of retention & graduation rates
- Nudges & other student supports for degree completion
- Transfer Pathways Office
- Student Success tracking and interventions

More focus on institutional **effectiveness**

- Evidence-driven planning and budgeting via UBAC, UTAC, UC, UDIEC
- Enhanced IR activities
- Resources for assessment of learning and academic support programs
- Mechanisms to learn from and adapt to our environment (e.g., BOT, partnerships, external advisory boards, marketing studies)

# Professional Learning Communities: Our Faculty Studies Student Learning

## What is a Professional Learning Community?

A professional learning community (PLC) is an interdisciplinary group of educators who come together around a common interest in strengthening teaching and learning in a particular area. (from QL PLC Report, 2017)

## What is the purpose of assessment via PLCs?

Our purpose is to collectively study curriculum and its effects on learning, so that we can improve our work and our student's outcomes. Assessment of this sort is not a judgment of individuals.

## What standards do the PLCs use?

Undergraduate PLCs have used AACU LEAP rubrics adapted for use at WOU. The Graduate PLC is in the process of developing its standards.

## What are our Learning Outcomes?

Undergraduate Learning Outcomes are Written Communication, Quantitative Literacy, Diversity & Global Learning, Inquiry & Analysis, and Integrative Learning. Graduate Learning Pillars are Content Core Knowledge, Applied Skills, and Dispositions and Values.



### Opportunities

- Faculty support and learn from each other as they improve curriculum
- Reinforce learning goals for students across courses and disciplines
- Interdisciplinary collaboration is supported
- Focus on the opportunities we give students to practice and demonstrate key skills
- Highlight evidence of student learning

### Challenges

- Developing buy-in across disciplines for institution-level learning outcomes
- Communicating nuances of learning outcomes
- Aligning current instruction with institutional learning outcomes
- Establishing institution-wide assessment as a continuous improvement practice, and not evaluation of individual faculty
- Developing shared understandings across disciplines

## Quantitative Literacy PLC

### Questions

- What opportunities do we provide WOU students to demonstrate quantitative literacy and its component parts?
- What level of achievement do faculty who teach quantitative literacy courses expect of students?
- Do students meet faculty expectations?

### Evidence

- Student work from each section of general education math, computer science and Q-designated courses

### Selected Findings

- The strongest examples of quantitative literacy were deeply rooted in real world examples. We encourage providing students with even more opportunities to connect quantitative literacy with meaningful contexts...
- More focus in QL-courses on assumptions, interpretation and communication may be warranted given the paucity of examples of assumptions in assignments and student work, and the divergence between overall WOU faculty expectations regarding Quantitative Literacy and individual instructor expectations of students.

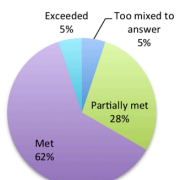


Figure 4: Student performance, relative to instructor expectations

Table 2: Faculty consensus on expected level of performance for features of QL

	BA	BS
Interpretation	3: Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	4: Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>
Representation	2: Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	3: Competently converts relevant information into an appropriate and desired mathematical portrayal.
Calculation	3: Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	3: Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.
Application/Analysis	2: Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	3: Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.
Assumptions	2: Explicitly describes assumptions.	3: Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.
Communication	3: Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	3: Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.

- We suggest that the Mathematics Department review the pre-requisite structure for MTH 111 and MTH 243. Most Q-designated courses drew more heavily on material from MTH 243 rather than MTH 111. We wonder if it might be possible to encourage more students to take MTH 243 or to take it earlier (perhaps by reconsidering having MTH 111 as a pre-requisite for MTH 243)

### Impact

- Created of MTH 110 (Applied College Algebra) to serve Bachelor of Science students who need foundations for statistics rather than calculus.
- Removed MTH 111 as pre-requisite for MTH 243 (Statistics)
- Integrated quantitative literacy into newly created First Year Seminars to provide students with early, relevant practice with quantitative reasoning

## Written Communication PLC

### Instructor expectations & student performance

#### WRITTEN COMMUNICATION VALUE RUBRIC

For more information, please contact rubric@wou.edu

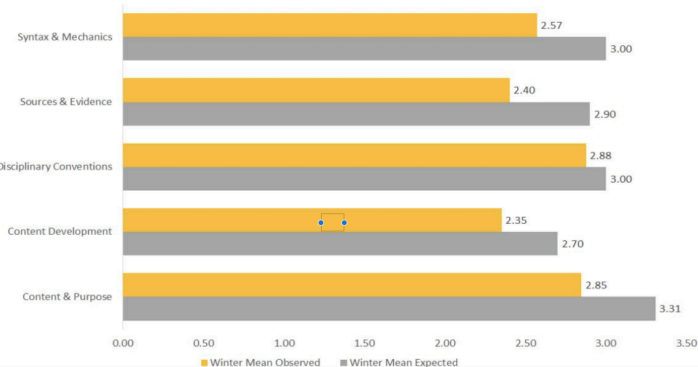


**Definition**  
Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a score to any work sample or selection of work that does not meet benchmark (all six) level performance.*

	Capstone	4	3	2	1	Benchmark
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>		Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).	
<b>Content Development</b>		Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>		Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	
<b>Sources and Evidence</b>		Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas	Demonstrates an attempt to use sources to support ideas in the writing.	
<b>Control of Syntax and Mechanics</b>		Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers, with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	

### Winter Samples



# Academic Quality

WOU defines academic excellence as **well-defined curricular and co-curricular opportunities that enable students to engage in purposeful learning experiences.**

What?	Why?	How?
Establish clear alignments across course, program, and university learning outcomes	A transparent and coordinated curriculum enhances student learning	Backwards design of curriculum – start with goals and scaffold learning to achieve outcomes at all levels
Ensure that curricular and co-curricular programs are responsive to the evolving needs of students	Because the world is changing and our students need us to change with it; because we can always do better	Program assessment, ULO/GLO assessment, program review, GenEd assessment, curricular evolution
Ensure that teaching, research, and scholarship serve student success	Our mission: WOU creates lasting opportunities for <b>student success</b> through transformative education and personalized support.	Align our work with our goals for students
Integrate high impact learning opportunities into every student’s WOU experience	Evidence-based HIPs support student retention, persistence and success.	

Curriculum is a **HYPOTHESIS** about what supports student learning.

Guided by **GOALS** for student learning, we plan and build **ENVIRONMENTS** to support learning.

Through **ASSESSMENT** we test and refine the hypothesis, and **IMPROVE** how we serve students.

Course goals  
Program outcomes  
Institutional learning outcomes.

## New realities – Moving from a focus on ...

*Inputs (Facilities, Syllabi, Ratios) → Outcomes (Learning, Achievement)*

*Assertions (Claims, Rhetoric, Pride) → Evidence (Documentation)*

*Disciplinary silos → Interdisciplinary Teams*

*Quality as a state → Quality as a process*

We cannot just assume that high quality inputs lead to the outcomes we seek.

Path to **fidelity** in how we look at quality