

# SHARING WHAT WORKS: WASC'S RECOMMENDATIONS FOR PUBLIC DISCLOSURE OF STUDENT ACHIEVEMENT DATA

A Presentation to the California Association for Institutional Research, November 20, 2009

from the

**WASC Task Force on Transparency & Accountability**

Presented by WASC Task Force Members:

Mark Pavelchak, University of Southern California  
Samuel J. Agronow, University of California  
Commentator: Carolyn West, UC Los Angeles

With the Assistance of WASC Task Force Members:  
W. David Conn, Cal Poly, San Luis Obispo (*Chair*)  
Carol Taylor, Vanguard University  
Teri Cannon, WASC (Staff)

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# **WASC TASK FORCE REPORT**

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## **Student Achievement at the Institutional and Degree Level Guidance on Disclosing Data to External Audiences**

To address CFR 1.2 under  
Standard 1

Defining Institutional Purposes and Ensuring  
Educational Objectives

## **CFR 1.2 (REVISED FEBRUARY 2008)**

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Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes.

The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels.

The institution has a system of measuring student achievement, in terms of retention, completion, and student learning.

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The institution has a system of measuring student achievement, in terms of retention, completion, and student learning.

*The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.*

# PURPOSE OF GUIDANCE DOCUMENT

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- Disclosure to external audience
- Need for transparency
- Guidance vs. mandate
- Institutional context



# EXISTING SYSTEMS OF DISCLOSURE (UNDERGRADUATE)

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- IPEDS Integrated Postsecondary Education Data System
  - Also see The Education Trust
- CDS Common Data Set
- U-CAN University and College Accountability Network
- VSA Voluntary System of Accountability
  - See College Portraits
- UCAF University of California Accountability Framework
  - Also see UCUES
- USA Today / National Survey of Student Engagement (NSSE)



# REPORTING RETENTION & GRADUATION RATES

- *Highly Recommended* statistics include:
  - Retention and graduation data for ALL students, not just first-time freshmen
    - This includes transfer, graduate, and professional students
  - Breakdowns by gender, ethnicity, and economic status
  - Breakdowns by discipline for academic graduate and professional degree programs.
  - Data reported for five most recent academic years



# REPORTING RETENTION & GRADUATION RATES

- *Recommended* statistics include:
  - Breakdowns by discipline for undergraduates
  - Time-to-degree statistics
  - Extended graduation rates (graduated *anywhere*; data is available from the Clearinghouse)



# REPORTING ON STUDENT LEARNING

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- ✘ The best measures of student learning are those that reflect the way that learning is viewed by faculty at and institution.
- ✘ These could be “home grown” or standardized.
- ✘ Standardized options include:
  - + CAAP Collegiate Assessment of Academic Proficiency
  - + CLA Collegiate Learning Assessment
  - + MAPP Measure of Academic Proficiency and Progress
  - + CCTST California Critical Thinking Skills Test

# REPORTING SURVEY RESULTS

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- *Can provide an important additional perspective in several areas, including:*
  - Reported outcomes such as job offers, acceptance to graduate school
  - Perceived gains
  - Student engagement with faculty, subject matter, and student community

# REPORTING OTHER INDICATORS OF ACHIEVEMENT

- ✘ *Many other measures may be appropriate for demonstrating achievement at the undergraduate and graduate levels:*
  - **Undergraduate:** examples include course completion rates and the perspective of parents and employers
  - **Graduate:** Examples include advance to candidacy, publications and research presentations

# RUBRIC FOR INSTITUTIONAL SELF-ASSESSMENT

<i>Element &amp; Definition</i> ↓	Initial	Emerging	Developed	Highly Developed
Retention data				
Student learning				
Survey results				
Etc.				