



Redesigning WASC

ALO Workshop

Small Group Session

2:45-3:15

Focus on Core Areas of Learning/DQP

WASC Criterion for Review 2.2 contains the outcomes for undergraduate and graduate degrees. The Degree Qualifications Profile that WASC is considering has identified five “basic areas of learning” (broad, integrative learning; specialized knowledge; intellectual skills; applied learning; and civic learning) for associate, baccalaureate and master’s levels. Within the category of “intellectual skills,” the DQP includes 1) analytical inquiry; 2) use of information resources, 3) quantitative fluency, and 4) communication fluency.

Question 1: How do the DQP’s “intellectual skills” compare with outcomes at your institution? Do you develop similar skills through general education, the major, or at the institutional level? What is the same or similar and what is different? How do you assess these skills?

Question 2: WASC promotes multiple methods to assess learning. WASC also recommends benchmarking learning in order to be able to answer the question: “Is the level of our students’ learning good enough?” Given those two principles, what are the most effective ways to assess these intellectual skills? Are existing tools adequate? For example, what is your experience with AAC&U’s VALUE rubrics, the CLA, or other measures? What else is needed?

Question 3: How can WASC promote engagement among institutions assessing these critical outcomes? Should WASC establish “learning communities” of like institutions to collaborate in identifying and developing assessment tools, good practices, and benchmarks? What would you find helpful? What would you avoid?