WASC Substantive Change

Tips for writing Section III-D: “Plan for Evaluating Educational Effectiveness”

1. Assessment Support Structure
   - Describe who has oversight on assessment and evaluation activities. It is recommended to have a designated committee on assessment and evaluation.
   - Mention how you plan to utilize Center for Teaching and Learning’s assessment/evaluation consultation services.

2. Stating Learning Outcomes (SLOs)
   - Consider 7—8 program-level SLOs. The number of learning outcomes should be manageable for programs to assess student achievement.
   - SLOs need to be stated for program-level and course-level.

3. Syllabi
   - Sample syllabi should include course-level outcomes that relates to program-level outcomes.

4. Curricular Map
   - Ensure clear relationships between the course-level outcomes and program-level outcomes.
   - Notate where SLOs are introduced, reinforced/practiced, mastered, and assessed within the curriculum.

5. Assessment Plan
   - Mention how you plan to assess/evaluate the following:
     - Student achievement of program-level learning outcomes
     - Student support and experience
     - Curriculum and delivery of the program
     - Faculty and GSI engagement and support
     - Student characteristics (quality of admitted students, diversity, readiness for online learning, etc.)
   - Use a variety of data—both indirect (e.g., student perception, self assessment, self report, etc.) and direct evidence (e.g., student products and performance)—to gain a comprehensive understanding of student experience and learning.
   - When comparison of student performances in online and face-to-face programs is appropriate, consider planning on a comparative design.
   - Indicate how results will be used for program improvement, planning, and review.
   - Include a sample rubric of a key assignment or capstone project that captures the program-level outcomes.