To the Multi-Campus FS Working Group:

In reviewing the WASC accreditation literature recently, I decided to compare how the criteria WASC uses to accredit Community Colleges differs from the criteria for 4-Year Colleges. What became apparent is that although the accreditation review is carried out by a different group and involves completely different documents, the criteria are fundamentally the same. The wording is in the WASC Jr handbook is in some ways more vague, but it clearly calls for core education in "computational skills". Here are the relevant sections from each handbook:

From the WASC ACCJC Accreditation Reference Handbook 2011 (selected pages attached as pdf): Section 3b. "General education has comprehensive learning outcomes for the students who complete it, including the following: A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and *quantitative reasoning, critical analysis/logical thinking*, and the ability to acquire knowledge through a variety of means."

From the WASC Senior College Accreditation Handbook: Section 2.2a. "Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication, *college-level quantitative skills*, information literacy, and the habit of *critical analysis of data and argument*.

Although we don't want to have WASC dictate every aspect of our core curriculum, I hope you can see that both CCs and 4-Years have the same responsibility to teach both "Quantitative Skills and Reasoning" and also "Critical Analysis and Logical Thinking". Clearly our current requirements are more of an either/or requirement: either Math (Quantitative) or Philosophy (Logical Thinking) but not both.

It just seems to me that eventually the CCs will have to deal with the same re-accreditation issues that Manoa has struggled with. How do we assess and demonstrate our teaching of quantitative skills when we don't actually require our students to take any quantitative classes?

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