WASC 2006 Annual Meeting

The Capacity & Preparatory Review Workshop
Workshop Learning Goals

• Focus on student learning as central to the review process
• Locate the Capacity & Preparatory Review within framework of the *2001 Handbook*
• Review strategies to align the Institutional Presentation with the Core Commitment to Capacity
• Assess institutional capacity when addressing the Standards & CFRs
• Use the Standards & Self-Review Worksheet
Focus on Learning-Centeredness

- The WASC process: a means to focus on, and advance, student and organizational learning.

- The three-stage process and Standards ask institutions to “own” their critical issues:
  - institutional and educational effectiveness
  - the capacity for quality academic and institutional performance
  - methods of assessing the teaching and learning process.

Goal: To inform and empower institutional representatives with an understanding of how the process might be staged at the institution, and envision different methods for organizing for an effective review.
The WASC Process Simplified

• Proposal
  -Tied to Mission
    What do you hope to achieve to significantly and meaningfully advance the Institution?
    Why are these initiatives important?

• Capacity and Preparatory Review
  -Tied to Mission and the Proposal
    Where are you now?
    Where are you going?
    How are you going to get there?

• Educational Effectiveness Review
  -Tied to Mission, the Proposal and Capacity
    How do you know that you are doing a good job?
    What evidence do you have to support your judgment?
WASC Institutional Review Process

Stage 1
Proposal

Stage 2
Capacity & Preparatory Review

Stage 3
Educational Effectiveness Review

2 years to site visit
18 to 24 months year to site visit
Institutional Review Process:
A Learning-Centered Review Model
Learning Through Feedback

Stage 1
Proposal
Feedback from:
• Proposal Review Committee
• WASC Staff
2 years to site visit

Stage 2
Preparatory Review
Feedback from:
• Team visit
• Commission Action
• Staff Follow Up
18 to 24 months to site visit

Stage 3
Educational Effectiveness
Feedback from:
• Team report
• Commission Action
• Staff Follow Up
Institutional Review Process

- Core Commitments
- Institutional Mission and Context
- 2001 Commission Standards and Criteria for Review
- Institutional Proposal
- 3-Stage Sequential Review

Commission Action
Commitment to Institutional Capacity

“The institution functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures to fulfill its purposes.” (2001 Handbook, page 5)
Commitment to Educational Effectiveness

“The institution evidences clear and appropriate educational objectives and design at the institutional and program level. The institution employs processes of review, including the collection and use of data that assure delivery of programs and learner accomplishments at a level of performance appropriate for the degree or certificate.” (2001 Handbook, page 5)
What is Meant by Capacity?

- Capacity is an institutional attribute that emerges from *alignment of resources, organizational structures, and values* around educational objectives.
- This *capacity* for sustaining student and organizational learning is intentional, holistic, and aligned with institutional purposes.
- Capacity is to be used for improvement and transformation.
Position of the Capacity & Preparatory Review in the Overall Process

- Consider capacity as integrated and data-driven
- Develop an evidence-based review of capacity
- Standing Portfolio builds base for longer term review of effectiveness
Purposes of the Capacity & Preparatory Review

- Determine if Core Commitment to Institutional Capacity is fulfilled
- Compliance review under the Standards
- Audit and verify information provided in the Institutional Presentation
- Evaluate resources, structures, and processes
- Assess preparedness for the Educational Effectiveness Review
Architecture of the Standards: A Hierarchy

1. Standards
3. Questions for Institutional Engagement
The Standards

• Scope of review
• Holistic View
• Standards are the basis for judgment
• Institution evaluates itself in relation to the Standards
• Self-evaluation is supported by evidence
Criteria For Review

- Reflect key aspects of each Standard
- The evidence for each criteria is provided in the Institutional Portfolio
- All criteria need not be reflected in separate Portfolio elements
- All criteria are to be covered by new institutions (as opposed to selecting a theme)
- Sanction-related criteria need to be covered by institutions on sanction
Guidelines

• Describe the usual way of addressing the Criterion

• Or, offer interpretations of a Criterion

• An institution that does not adhere to a *Guideline* needs to demonstrate the effectiveness of its practice for addressing the intent of the *Guideline*
Questions For Institutional Engagement

• Help institutions explore issues

• Facilitate in-depth discussion, not to mandate particular lines of engagement

• Help institutions and teams focus on Educational Effectiveness and student learning
Mental Models of Accreditation

Included in the Capacity and Preparatory Folder
Focus of the Capacity & Preparatory Review aligned with the Standards
(give particular attention to these CFRs)

• Institutional purposes & integrity: 1.1, 1.2, 1.4, 1.5, 1.8
• Infrastructure to support learning: 2.3, 2.4, 2.7, 2.10, 2.13
• Core resources and org structures: 3.1, 3.2, 3.5, 3.6, 3.9, 3.10
• Planning, data, and evidence: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8
Organizing for the Capacity & Preparatory Review

- Identify capacity issues (using Self-Review)
- Use approved Proposal as framework
- Consider Steering Committee membership in relation to selected review approach
- Evaluate data collection systems with eye to resources, structures, and processes
- Keep educational effectiveness goals in mind
Institutional Proposal and the Capacity and Prep Review

- Design for the Capacity & Preparatory Review is to demonstrate an institution’s *capacity* to define and sustain educational effectiveness and institutional learning

- Review is more than a minimum review of assets and resources, and Standards review

- The Portfolio element provides evidence of effective development and deployment of resources, structures, and systems
The Capacity & Preparatory Review Report

- Focus on Core Commitment to Institutional Capacity
- Narrative limited to 35 pages, exclusive of exhibits and appendices
- Updates the Proposal
- Includes Institutional Portfolio
- Reflective and Concluding Essays
The Institutional Portfolio: A Key Element in the Prep Review

- Basic descriptive data
- Set of exhibits and data displays
- Stipulated policies
- Portfolio exhibits tied to reflective essays
Properties of Evidence
from the *Evidence Guide*

- Intentional and purposeful
- Requires interpretation and reflection
- Integrated and holistic
- Both quantitative and qualitative
- Both direct and indirect measures
Reflective Questions as you Prepare

• How can the institution demonstrate its capacity for educational effectiveness?
• How should resources, structures, and processes be described and analyzed as aligned with educational goals?
• What is the capacity for institutional self review and systems of quality assurance?
• What evidence can be presented that shows how performance is measured—and how are results used for on-going improvement?