The Educational Effectiveness Review

WASC 2006 Annual Meeting
Institutional Review Timetable

Stage 1
Proposal

Stage 2
Capacity & Preparatory Review
2 years to site visit

Stage 3
Educational Effectiveness
18 – 24 months to site visit
Timeline for the Educational Effectiveness Review

12 weeks

Educational Effectiveness Review of Report Submitted

1-2 months

Off-site Site Visit (3 Days on Campus)

Institutional Response Team Report

1-2 months

Commission Action (Summative Action for Entire Institutional Presentation)
What does WASC mean by Educational Effectiveness?
Core 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 Does WASC Mean by Educational Effectiveness?

A system of quality assurance (intentional, holistic, aligned) for student and organizational learning that demonstrates:

- Leadership focus
- Educational objectives and outcomes at all levels
- Educational infrastructure
- Faculty responsibility
- Culture of inquiry and evidence
- Assessment of student learning
- Reflection and action plans on results of assessment
- Program review
- Consistent attainment of learning results
What Does WASC Mean by Educational Effectiveness?

A system of quality assurance for student and organizational learning that demonstrates (selected sample CFRs)

- Institutional & leadership focus (CFR 1.1, 1.3, 4.6)
- Appropriate educational objectives for degree programs and institution (CFR 1.1, 1.2, 1.6, 2.4)
- Learning outcomes are widely shared and reflected in academic programs and policies (CFR 1.7, 2.2, 2.3, 2.4)
- Faculty takes collective responsibility for demonstrating and reviewing attainment of those expectations (CFR 2.4, 2.6)
- A culture of inquiry and evidence is well established and evidence is used regularly for improvement (CFR 4.1, 4.4, 4.5, 4.7)
What Does WASC Mean by Educational Effectiveness?

- Action steps and planning use evidence to align improvement with institutional goals and priorities (CFR 4.2)
- Infrastructure to support educational effectiveness (CFR 2.3, 2.8, 2.13, 2.14. Standard 3)
- Evidence demonstrating that graduates consistently achieve stated levels of attainment (CFR 2.6)
- Program review to improve curriculum and ensure student and institutional learning (CFR 2.7, 4.4)
- Leadership and stakeholders (alumni, employers, practitioners, etc.) are involved in Educational Effectiveness Review (CFR 4.6, 4.8)
- Organizational learning systems are well established and operate effectively with demonstrable results (CFR 4.1, 4.5, 4.7)
- Ongoing, regular collection and use of evidence to assure program effectiveness and learner accomplishments (CFR 2.6)
Organizational Learning

• Able to address institutional questions through a culture of inquiry and evidence

• Building campus capacity to assess and learn from its own progress

• Providing opportunities for campuses to share their experiences within and across organizational divisions and with other institutions
Becoming a Learning Organization by Focusing on Educational Effectiveness

ARTICULATING A COLLECTIVE VISION OF EDUCATIONAL ATTAINMENT
ORGANIZING FOR LEARNING
BECOMING A LEARNING ORGANIZATION
Learning and success of all students

- Are students from different groups succeeding? How do you know? Are achievement data disaggregated?
- Are students being prepared to function in a diverse society?
- What is the institution’s capacity to educate all students successfully?
- What is the evidence that all graduates consistently achieve stated levels of attainment (CFR 2.6)?
What does he know and how long will he know it?
The Educational Effectiveness Review

PROCESS

1. Purposes
2. Vantage Points
3. The Approaches
4. The Report:
   A. Common Elements
   B. Things to Remember
5. Organizing the Campus
Purposes

- Review institutional efforts to evaluate the effectiveness of educational programs
- Examine alignment of institutional resources with educational objectives
- Promote sustained engagement with selected issues of educational effectiveness
- Share good practices for improving teaching and learning
Vantage Points

- Institutional mission and goals set the context
- WASC Standards and process frame the review
- The Standards are meant to open inquiry rather than require a mechanical compliance
- Standard 2 for student learning and 4 for organizational learning highlight indicators intended to build institutional capacity and intentional systems of quality assurance
Approaches for the Educational Effectiveness Report

- Special Themes
- Strategic Planning-Based
- Comprehensive
- Audit-Based
Structure of the Report

- Updates the Proposal; Responds to concerns from Capacity & Preparatory Review
- Focuses on Core Commitment to Educational Effectiveness
- Essays limited to 50 pages, exclusive of Exhibits & Appendices
- Organize the portfolio/DVD/website (by Standard; Approach); provide links & site map
Common Elements of the Report

- Description of the EE Approach
- Deep Engagement and Analysis of EE
- Supporting Evidence (incl. EE Inventory)
- Integrative Component
Organizing the Campus

- Choose what is most important to campus priorities and needs and what will sustain faculty interest
- Involve faculty in substantive ways (incl. Jan workshop)
- Move beyond evaluation of assessment activities to review campus engagement and improvement actions around student learning results
- Be realistic about time, resources, research
- Design the workload so that you share the work across divisions, involving campus leadership
- Use aggressive communications strategies; Recognize and reward your colleagues
The team is here from **what** accrediting agency?