"The team is here from what accrediting agency?"
The New WASC Accreditation Process

Core Commitments

Institutional Mission and Context

2001 Commission Standards and Criteria for Review

Institutional Review Process

Institutional Proposal

3-Stage Sequential Review

Commission Action

Eagle Lake 2004
A shift toward effectiveness and performance indicators beyond inputs and resources as the organizing basis for defining and evaluating quality

Focus on institutional purposes and results, not on specific structures or methods for their accomplishments

Promote the development and evaluation by institutions of quantitative and qualitative evidence that is used to improve institutional and educational effectiveness.
WASC Accreditation
Accreditation Review System

**Focus:** Institutional & Educational Effectiveness

**Organization:** Two Core Commitments Supported by Four Accreditation Standards

**Structure & Cycle:** Adaptive and Responsive to Institutional Context & Priorities
Core Commitment to Institutional Capacity:

“The institution functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures to fulfill its purposes.”

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 awarded.”
WASC Accreditation
Commitment to Educational Effectiveness

Articulating a Collective Vision of Educational Attainment
Organizing for Learning
Becoming a Learning Organization

Eagle Lake 2004
The new WASC review process is designed as a “system” to focus on, and promote, student and organizational learning.

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

1. Defining Institutional Purposes and Ensuring Educational Objectives
   (Institutional Purposes; Integrity)
2. Achieving Educational Objectives Through Core Functions
   (Teaching and Learning; Scholarship and Creative Activity; Support for Student Learning)
3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability
   (Faculty and Staff; Fiscal, Physical and Information Resources; Organizational Structures and Decision-Making Processes)
4. Creating an Organization Committed to Learning and Improvement
   (Strategic Thinking and Planning; Commitment to Learning and Improvement)

(A Copy of the WASC Standards is in your retreat folder)
1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.

1.3 The institution’s leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibilities, and accountability.

2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.

4.3 Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.
New WASC Institutional Review Cycle (in years)

-0.5
Proposal Submitted

0
Proposal Approved

2
Preparatory Review

3
Educational Effectiveness Review

10
Progress Report/New Proposal
WASC Accreditation
Structure and Cycle

**The Proposal Includes:**

- Statement of Institutional Context
- Description of expected outcomes
- Description of how constituencies were involved
- Description of how the Preparatory and Educational Effectiveness Reviews will be staged

- For the Preparatory Review, a brief description of how evidence will be presented, including the proposed format of presentation and identification of key indicators in the Institutional Portfolio
- For the Educational Effectiveness Review, a description of the proposed model, special emphases, and ways the institution will address student learning
- An Institutional Stipulation Statement
The Preparatory Review Report—Focuses on Core Commitment to Institutional Capacity
(Limited to 35 pages of text, exclusive of exhibits and appendices)

Includes:
- Introduction, including changes in context since the Proposal
- Institutional Portfolio
  - Basic Descriptive Data
  - Set of Stipulated Policies (Appendix 1)
  - Set of exhibits and data displays
- Reflective Essays indicating what the Portfolio exhibits mean to the institution
- Concluding Essay
- Appendix with institution’s response to previous team and Commission concerns
The Educational Effectiveness Report
---focuses on Core Commitment 2 to Educational Effectiveness

(limited to 50 pages of text, exclusive of exhibits & appendices)

includes:

- A description of the Educational Effectiveness approach
- Deep engagement and analysis of Educational Effectiveness such as:
  - Several analytical essays (for a Special Themes Model)
  - A single, extended essay (for a Comprehensive or Audit Model)
- Supporting evidence for the analysis of Educational Effectiveness, building on the Institutional Portfolio prepared for the Preparatory Review
- An Integrative Component
WASC Accreditation
Desired Outcomes

- Assuring external audiences that the institution has demonstrated that it meets the Core Commitments to Institutional Capacity and Educational Effectiveness;

- Promote deep institutional engagement with issues of educational effectiveness and student learning, and developing and sharing good practices in assessing and improving the teaching and learning process; (Culture of Learning)

- Promote within the institution a culture of evidence where indicators of performance are regularly developed and data collected to inform institutional decision making, planning and improvement;

- Develop systems of institutional review and evaluation that are adaptive to institutional context and purposes, that build on institutional evidence and support rigorous reviews, and reduce the burden and cost of accreditation.
It is the conscious goal of the Commission ... to promote the development of more effective internal systems of data collection and analysis, described by WASC as a “culture of evidence.” Institutional presentations under this new system are to be different from traditional self studies by taking the institution’s review of key indicators of its own capacity and educational effectiveness as the central focus of the review, as well as including authentic source documents that relate the institution to the Standards.

Institutional Presentations are themselves demonstrations of the institution’s ability to generate and analyze indicators of performance aligned with the institution’s own priorities and educational objectives, and the institution’s ability to engage thoughtfully and extensively with issues of educational effectiveness and student learning.

(From WASC Handbook of Accreditation, 2001, p. 35)
CSUC WASC Reaccreditation

Timelines

New WASC Institutional Review Cycle (in years)

-0.5
Proposal Submitted

0
Proposal Approved

2
Preparatory Review

3
Educational Effectiveness Review

10
Progress Report/New Proposal

10-15-2003
3-15-2004
Report Fall 2006
Visit Spring 2007
Report Fall 2007
Visit Spring 2008

(See: Reaffirmation of WASC Accreditation for California State University, Chico in your retreat folder)
CSUC WASC Reaccreditation
Institutional Proposal

(A Copy is in your retreat folder)
CSUC WASC Reaccreditation
Desired Outcomes

• Deepen campus conversations about the nature of student engagement at a residential institution such as CSU, Chico; including academic and social engagement, first-year experience, substance abuse education and prevention, and diversity.

• Re-orient the Academic Program Review Process towards a system of review that reinforces the values and principles of CSU, Chico, the CSU, WASC and other accreditation agencies.

• Enhance assessment of General Education within the frameworks of the CSU, Chico General Education Policy and the CSU Accountability Process.

• Explore alternative approaches to the wise use of academic technology in fostering scholarship in general and student learning in particular.

• Strengthen our performance measurement systems and promote their use in decision making at all levels of the institution.

• Stimulate progress in becoming a better learning organization by recognizing, sharing and transferring best practices.

(From CSUC Institutional Proposal)
We plan to:

• Review / reaffirm the critical success factors for each of the strategic priorities in the Strategic Plan.

• Build on the foundation provided by the CSU Accountability Process by augmenting system-defined accountability performance indicators with campus-defined performance indicators that address our unique goals and priorities.

• Assemble workgroups to identify and/or further refine campus-defined performance indicators and develop reporting strategies for each of the content areas within the strategic priorities.

• Develop the infrastructure to use PBViews as the reporting system for the performance measurement system.

(From CSUC Institutional Proposal)
The vision, mission, and strategic priorities of CSU, Chico served as the framework for the selection of the following areas of emphasis to be examined in the course of this Educational Effectiveness Review:

- The Nature of Student Engagement at a Residential Campus
- The Refinement of the Academic Program Review
- The Innovative Use of Technology in the Delivery of Effective General Education Offerings

(From CSUC Institutional Proposal)
The “Nature of Student Engagement at a Residential Campus” includes four individual projects:

• Analyze and act upon data on Chico’s student and institutional performance in the NSSE benchmark areas of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences and supportive campus environment.

• Embed diversity in our assessment of educational effectiveness in terms of student learning, student preparation and student success.

• Assess the efficacy of Chico’s comprehensive alcohol drug education program that utilizes various prevention strategies to combat high-risk substance abuse.

• Examine the factors that promote learning and success for first-year freshmen students and participate in the “Foundations of Excellence in the First Year of College” project.

(From CSUC Institutional Proposal)
The “Refinement of Academic Program Review” includes two projects:

- **Develop a New Framework for Academic Program Review**
  The new review process is intended to refocus programs toward becoming more systematic and intentional about gathering data about the right things – performance and effectiveness — and on using the resulting information to continuously improve what the program does.

- **Enhance Assessment in General Education**
  We will conduct an audit of current GE assessment activities, identify “best” and “lesser” practices, and develop studies to improve the “lesser” practices. We propose to present several case studies of GE assessment initiatives that show our commitment to a culture of evidence and a culture of learning.
CSUC WASC Reaccreditation
Educational Effectiveness Review

The “Innovative Use of Technology …” includes two projects:

• Review existing approaches and techniques (including CSU, Chico’s Learning Productivity Projects) that allow effective student learning and strong student engagement in large-enrollment venues.

• Experiment with the use of academic technology to achieve student learning, student engagement and cost savings in a limited and representative number of larger demand General Education courses.

(From CSUC Institutional Proposal)
Our overall Institutional Presentation will be electronic and web-based, using the CSUC “Today Decides Tomorrow” Institutional Portfolio and the pbViews reporting software system.

(In your retreat folder is more information on the CSU PbViews Project)
Preview of the CSUC “Today Decides Tomorrow” Institutional Portfolio …
Eagle Lake 2004

CSUC WASC Reaccreditation
Institutional e-Portfolio

CSUC “Today Decides Tomorrow”
Institutional Portfolio Exercise …

(The exercise is in your retreat folder)
WASC Accreditation

CSUC WASC Website

WASC Review Process

The WASC Accreditation process aids our campus in developing and sustaining effective educational programs and assures the educational community, the general public, and other organizations that we have met high standards of quality and effectiveness.

- Purposes of WASC Accreditation
- The Changing Context for Institutional Accreditation
- Principles for the Redesign of the WASC Accreditation Process
- The New Framework for Accreditation
- Focusing on Educational Effectiveness
- WASC Review Process and Cycle
Questions ?