**WASC Accreditation**

**Accreditation Review System**

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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
Commitment to Educational Effectiveness

ARTICULATING a COLLECTIVE VISION
OF EDUCATIONAL ATTAINMENT

ORGANIZING FOR LEARNING

BECOMING A LEARNING ORGANIZATION

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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

Visit Spring 2007  Visit Spring 2008
WASC Accreditation
Structure and Cycle

Institutional Proposal

Preparatory Review

Educational Effectiveness Review
WASC Accreditation
Structure and Cycle

**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

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CSUC WASC Reaccreditation
Capacity and Preparatory Review

We promised 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)
We proceeded to:

- Compose 17 working teams to address selected standards and criteria for review. (See list in your portfolio).
- Develop worksheets for use by each working team. Teams were asked to identify what evidence and/or data currently exists that could be used to demonstrate that the campus meets the broad statement of the standard/criterion. (See sample worksheet in your portfolio).
- Ask the teams to evaluate the quality of the evidence identified. (See sample in your portfolio).
- Ask the teams to decide if improvement in existing data quality / use is needed and determine what other data, documentation or processes were needed to address the standards / criteria for review. (See sample in your portfolio).
Welcome to the online environment for Chico's Capacity and Preparatory Review.

Evidence Teams

General Resources

Evidence by WASC Standard

Calendar

Communication

CSUC WASC Website
CSUC WASC Reaccreditation
Capacity and Preparatory Review

EVIDENCE TEAMS
Click on your team number for materials

TEAM 1: Institutional Purposes
TEAM 2: Institutional Integrity
TEAM 3: Diversity
TEAM 4: Undergraduate Education
TEAM 5: General Education
TEAM 6: Graduate Programs
TEAM 7: Faculty Development
TEAM 8: Student Academic Policies
TEAM 9: Student Co-Curricular Programs
TEAM 10: Student Support Services
TEAM 11a: Faculty Resources
TEAM 11b: Staff Resources & Dev
TEAM 12: Fiscal Resources
TEAM 13: Information Resources
TEAM 14: Physical Resources

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Capacity and Preparatory Review

TEAM 3: DIVERSITY

- Team 3 Templates
- Team 3 Evidence
- Team 3 Minutes/Notes
- Discussions
- Team E-Mail

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Worksheet for CSU, Chico’s Preparatory Review 2006 – 2007

Evidence Team 3: Diversity

Purpose of the Worksheet

This worksheet has been adapted from the WASC “Worksheet for Preliminary Self-Review under the Standards” to assist the campus in preparing for its WASC Capacity and Preparatory Review. The overall purpose of this review is to ensure that CSU, Chico “functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures to fulfill its purposes.” A report on the review is to be submitted to WASC in December 2005 and a Capacity and Preparatory Review committee will be scheduled for spring 2007. With this worksheet, we are asking you to identify and evaluate the evidence and/or data that the campus could/should use to demonstrate its commitment to institutional capacity in the area of diversity.

The WASC Standards and CFRs

The WASC Standards are the framework of evaluation for the Accreditation Review Process, and are to be applied within our mission and institutional context. Accreditation judgments are to be made at the level of the Standard itself. Within each standard are sub-areas titled “Criteria for Review” (CFRs). Each of the CFRs defines topical areas essential to the Standard and is meant to support the decision about whether the institution meets the Standard. Many of the CFRs have associated Guidelines which identify the expected forms or methods of demonstrating performance. For a more complete description of all Standards, CFRs, and Guidelines, see the 2002 Handbook. (Available at http://www.csuchico.edu/wasa/ypra/wasc/resources.html.)
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CSUC WASC Reaccreditation
Capacity and Preparatory Review
**Worksheet for CSU, Chico's Preparatory Review 2006 – 2007**

**Evidence Team 3: Diversity**

### CRITERION FOR REVIEW

1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies...

What evidence, data or documentation of processes currently exist that demonstrate our capacity regarding this criterion? (Include a complete list of IRMs, data sources, web pages, etc.)

- Annual Affirmative Action Plan
  - Available to anyone who wants to see them in the Reserve Section of the Library (MUB 130)
  - Non-faculty recruitment process: http://www.csuchico.edu/hr/2004recruitment.html
  - Faculty recruitment process (campus): http://www.csuchico.edu/hr/2004recruitment.html
  - Staff Handbook: http://www.csuchico.edu/hr/2004StaffHandbook.html
  - Faculty policies and procedures: http://www.csuchico.edu/hr/2004facultypolicies.html
  - System-wide Faculty data collection and analysis: http://www.cdi.org/CSU/HSFC/idox1006id0010101.shtml
  - APC staff appointment process (Article 11 of CBA): http://www.calstate.edu/LaborRel/Contracts/HTML/6PC_ContractArticle11.shtml
  - SEFC staff appointment process (Article 10 of CBA): http://www.calstate.edu/LaborRel/Contracts/HTML/6PC_ContractArticle10.shtml
  - UARP staff appointment (Article 11 of Unit 1 CBA): http://www.calstate.edu/LaborRel/Contracts/HTML/8PC_ContractArticle11.shtml
  - ADA policies for the CSU System: http://www.calstate.edu/LaborRel/Contracts/HTML/ADA.pid1565.shtml

**EMS: 98-64 Interim Policy on Non-discrimination and Affirmative Action**
As of April 28, 2005,

we had **3384 hits**
on our CPR WebCT ‘course’ !!
WASC Accreditation
Educational Effectiveness

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
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)
CSUC WASC Reaccreditation
Educational Effectiveness Review
CSUC WASC Reaccreditation
Educational Effectiveness Review

WASC EDUCATIONAL EFFECTIVENESS REVIEW
Welcome to the online environment for Chico's Educational Effectiveness Review

- ERD Projects
- General Resources
- Communication
- Calendar
- CSUC WASC Website

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EER PROJECTS

Click on your project number for materials

- Project 1: NSSE
- Project 2: Diversity
- Project 3: Substance Abuse
- Project 4: First Year Experience
- Project 5: Academic Programs
- Project 6: GE Assessment
- Project 7: UPK History
- Project 8: Academic Technology
Project 2: Diversity

Team Leader: Sarah Blackstone
Henning Ranch 2005

CSUC WASC Reaccreditation
Educational Effectiveness Review
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)
Our overall Institutional Presentation will be electronic and web-based, using the CSUC “Today Decides Tomorrow” Institutional Portfolio and the pbViews reporting software system.
CSUC WASC Reaccreditation
Institutional e-Portfolio

Enter the Portfolio
Our website for self-evaluation, reflection, and planning

CSUC Tour: A Place of People and Ideas
CSUC tour and other specialized tours for faculty, students, and community members

Accreditation Tour
Accreditation specific tour of CSUC’s Portfolio

Portfolio Info
About the Portfolio Project, documentation, development, and Portfolio FAQ

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CSU, Chico Accreditation Tour

Accreditation at CSU, Chico

CSU, Chico views accreditation as assisting the campus in developing and sustaining effective educational programs and assuring the educational community, the general public, and other organizations that it meets high standards of quality and effectiveness.

At the institutional level, CSU, Chico has been accredited since 1960 by the Senior College Commission of the Western Association of Schools and Colleges (WASC), one of six regional associations that accredit public and private schools, colleges, and universities in the United States.

At the individual program level, our educational offerings are accredited by a large number of associations, boards, and councils, ranging from Accreditation Board for Engineering and Technology to the State Board of Registered Nursing and the Commission for Teacher Credentialing.
WASC Accreditation

At the institutional level, CSU, Chico is accredited by the Senior College Commission of the Western Association of Schools and Colleges (WASC), one of six regional associations that accredit public and private schools, colleges, and universities in the United States.

CSU, Chico is in the process of affirming its accreditation by WASC. Under the new WASC accreditation review process, CSU, Chico is developing an Institutional Presentation, comprised of the materials of the three stages of review: the Proposal, the Capacity and Preparatory Review, and the Educational Effectiveness Review.

The Chico Institutional Presentation will be organized around our vision, mission, and strategic priorities so as to demonstrate our commitment to institutional capacity and educational effectiveness, our ability to align performance with our priorities and educational objectives, and our resolve to improve as a learning organization.

The Changing Context for Institutional Accreditation
... read more

Purposes of WASC Accreditation.
... read more

The New Framework for Accreditation.
... read more
Institutional Proposal

The Institutional Proposal is the first element of the Institutional Presentation and represents the first stage in the WASC accreditation review cycle. Its purpose is to guide the entire accreditation review process. Once a proposal is approved, it becomes part of the total body of institutional material that supports the review during the subsequent stages.

CSU, Chico opted for a strategic planning-based reaccreditation effort. The campus community was engaged in identifying a limited number of areas of emphasis in its strategic plan for in-depth review. The campus chose to focus the WASC re-accreditation process on further promoting the development of a “culture of learning” by deepening campus engagement with issues of student learning and educational effectiveness and on further institutionalizing a “culture of evidence” in which performance indicators inform and drive institutional improvement and decision making.

Capacity and Preparatory Review

The Capacity and Preparatory Review (CPR) is designed to enable the Commission to determine whether an institution fulfills the Core Commitment of Institutional Capacity: “The institution functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures and processes to fulfill its purposes.”

The Capacity and Preparatory Review is being conducted within the framework of Chico's vision and mission statements and its strategic plan. CSU, Chico proposed to use the Capacity and Preparatory Review as a vehicle to move towards the development of an electronic, web-based performance measurement system. The new performance measurement system is to yield data on indicators and metrics of achievement that will allow the campus to assess its progress towards achieving its vision, mission and strategic priorities. The campus intends to develop the infrastructure to use PBViews as the reporting system for this performance measurement system.

Seventeen evidence teams have been constituted to identify, document, evaluate, and suggest improvements in “the evidence and/or data that the campus could / should use to demonstrate its commitment to institutional capacity as outlined in WASC’s four standards and criteria for review.

Evidence teams have discovered a rather innovative use of WebCT technology to conduct, monitor and report on their respective investigations,
Educational Effectiveness Review

The Educational Effectiveness Review is to invite sustained engagement by the institution on the extent to which the institution fulfills its educational objectives. The Commission is to make a judgment about the extent to which the campus fulfills its Core Commitment to Educational Effectiveness: “The institution evidences clear and appropriate educational objectives and design at the institutional and program levels, and employs processes of review, including the collection and use of data, that assure the delivery of programs and learner accomplishment at a level of performance for the degree or certificate awarded.”

The Educational Effectiveness Review is being conducted within the framework of Chico’s vision and mission statements and its strategic plan. CSU, Chico sees its unique residential situation as an opportunity to create an intensive, high quality learning environment both in and outside the classroom. The underlying belief is that such learning environments foster improved student learning. The campus community has chosen to use the Educational Effectiveness Review as a means of systematically validating these beliefs.

More specifically, we have selected the following areas 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.
Our overall Institutional Presentation will be electronic and web-based, using the CSUC “Today Decides Tomorrow” Institutional Portfolio and the pbViews reporting software system.
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CSUC WASC Reaccreditation
Institutional e-Portfolio
On April 8, Dr. Louanne Kennedy visited our campus to review the current status of our reaccreditation effort. She suggested:

- Overall the campus has done a superb job so far; very well organized, and way ahead in development than what she has seen on other campuses. An extra-ordinary effort.

- The challenge now is to focus the effort. Suggested more faculty and student involvement at all levels. Ask “How deeply is the whole effort embedded in the life of faculty and students?”

- Organize efforts around strategic plan -> five priorities -> EER projects. Synchronize with Presidential Commission on Campus Life.

- In the CPR address the question: “Where are you in your capacity to address EER projects?”

- Ensure assessment and program evaluation of Student Affairs’ efforts; greater integration between ‘student life’ and academic learning outcomes. How does residential life support academic life?
(On April 8, Dr. Louanne Kennedy visited our campus to review the current status of our reaccreditation effort. She suggested:)

- **She was familiar with Diversity Scorecard project; suggested the gathering, acknowledging and improving of basic numbers; be prepared to address question on ‘welcoming community.’** Diversity is partly embedded in community relations.

- **Was impressed with quality for EER # 3 shaping questions; expect the Team to engage us in ‘recent student problems.’**

- **General Education is an academic program and should be assessed at the program level.** She noted some confusion about the roles of AURA, Program Review and GE Assessment.

- **Applauded Chico’s reputation in area of Academic Technology; EER Project 8 sounded perfect for WASC.**

- **Our use of the WebCt as a means of coordinating the CPR and EER is innovative.** Our use of the portfolio is equally innovative and should be used to tell the ‘Chico story.’ Ensure that story is told in “one voice.”
WASC

- Do you have capacity to address campus-selected issues?
- Are you organized for Learning?
- Do you promote the development and evaluation of quantitative and qualitative evidence that is used to improve institutional and educational effectiveness?
- Are you becoming a Learning Organization?

CSU, Chico

- What are the structures, processes and/or practices to address campus-selected issues?
- Do we promote deep institutional engagement with issues of educational effectiveness and student learning?
- Do we foster a culture of evidence where indicators of performance are regularly developed and data collected to inform decision making and improvement?
- Do we assess our own performance and use the information to improve over time?

Henning Ranch 2005
"I finally found it!"