The New Accreditation Process

A Presentation to the Academic Senate
February 4, 2003
WASC Accreditation
Changing Context for Accreditation

- 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
WASC Accreditation

Two Core Commitments

**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
WASC Accreditation
Commitment to Educational Effectiveness

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

Today Decides Tomorrow
WASC Accreditation
Four Accreditation Standards

1. Defining Institutional Purposes and Ensuring Educational Objectives
2. Achieving Educational Objectives Through Core Functions
3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability
4. Creating an Organization Committed to Learning and Improvement
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.

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.
**WASC Accreditation**

**Structure and Cycle**

**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

- **Spring 2006**: Spring 2007
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 1 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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**Structure and Cycle**

**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.
1. Coordinate the design and implementation of institutional effectiveness measurement and accountability management systems that support the CSU, Chico Strategic Plan for the Future.

2. Where appropriate, assemble technical workgroups to identify variables, create data definition and calculation conventions and develop reporting strategies for each of the content areas contained in the CSU, Chico Strategic Plan for the Future and the CSU Accountability Process.

3. Assist in the formulation of the CSU, Chico’s response to the CSU Accountability Process.

4. Champion the integration of all effectiveness measurement systems and management systems in alignment with University vision and mission.
Council for Institutional Effectiveness and Accountability: Steering Committee for WASC Effort

5. Assist in the development of an appropriate information and technology infrastructure for the institutional effectiveness and accountability measurement process.

6. Monitor the reliability and validity of systems and methods of effectiveness and accountability measurement.

7. Promote campuswide understanding, support, and acceptance of the institutional effectiveness and accountability approach.

8. Communicate and report institutional effectiveness and accountability measurement results to facilitate performance improvement.

9. Identify and advocate strategies and tactics that will help ensure CSU, Chico’s accountability in a changing environment.
WASC Accreditation

WASC Review Process

The WASC Accreditation process aids our campus in developing and sustaining effective educational programs and ensures 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

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Questions ?