

WESTERN ASSOCIATION  
OF SCHOOLS & COLLEGES

**The New Accreditation Process**  
**CSU, Chico 2004, 2007, 2009**

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



***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***



***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

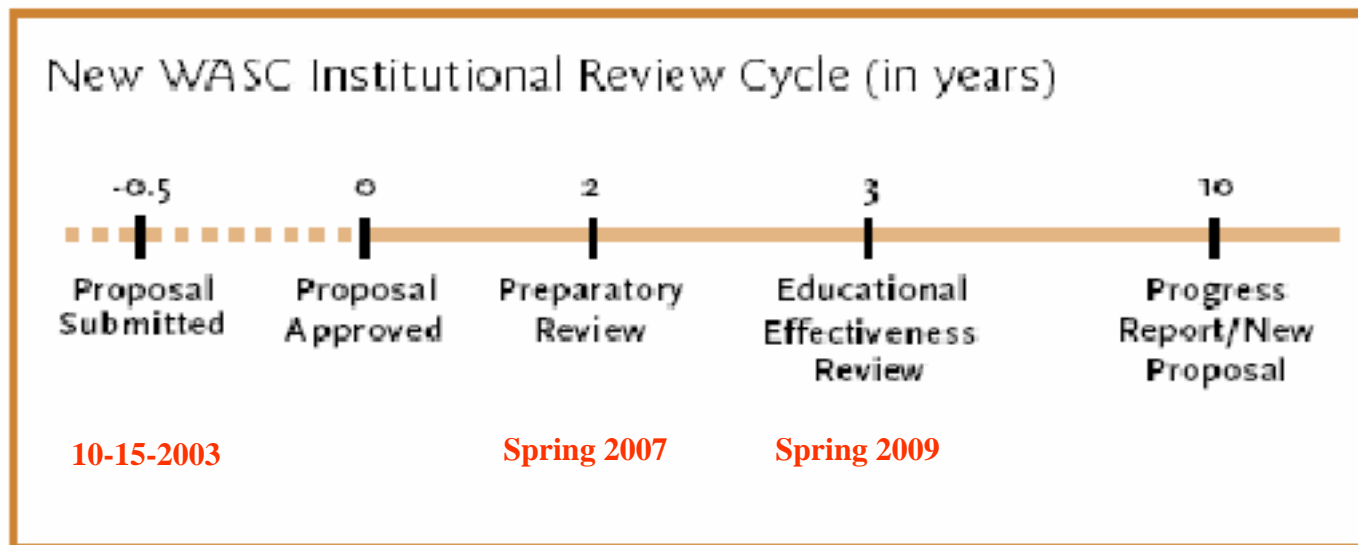


## ***WASC Accreditation*** ***Sample Criteria for Review***

- 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.

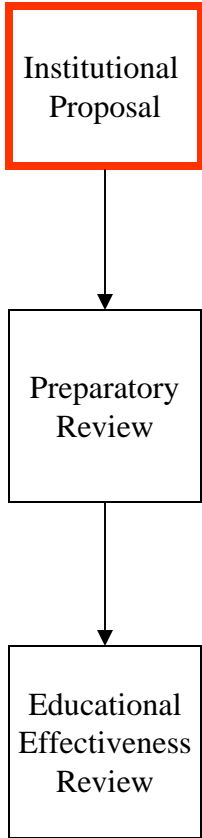


## *WASC Accreditation Structure and Cycle*





# WASC Accreditation Structure and Cycle

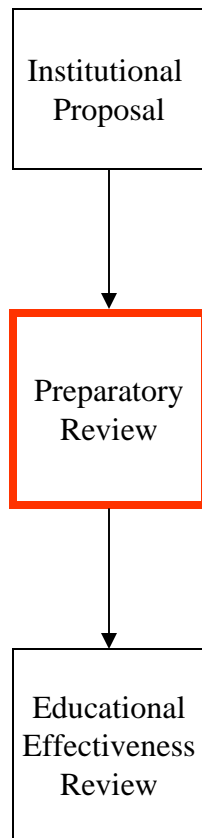


**THE PROPOSAL INCLUDES:**

- 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



## *WASC Accreditation Structure and Cycle*



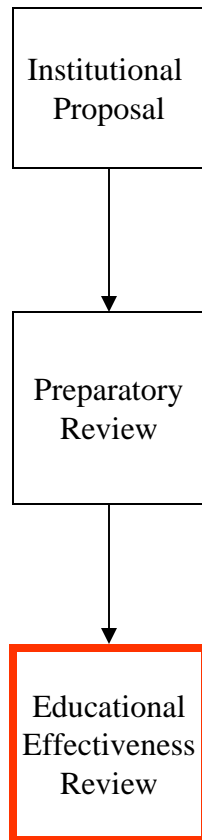
THE PREPARATORY REVIEW  
REPORT—FOCUSES ON CORE  
COMMITMENT 1 TO INSTITUTIONAL  
CAPACITY  
(Limited to 35 pages of text, exclusive of  
exhibits and appendices)

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



## WASC Accreditation 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.



***WASC Accreditation  
Desired Outcomes***

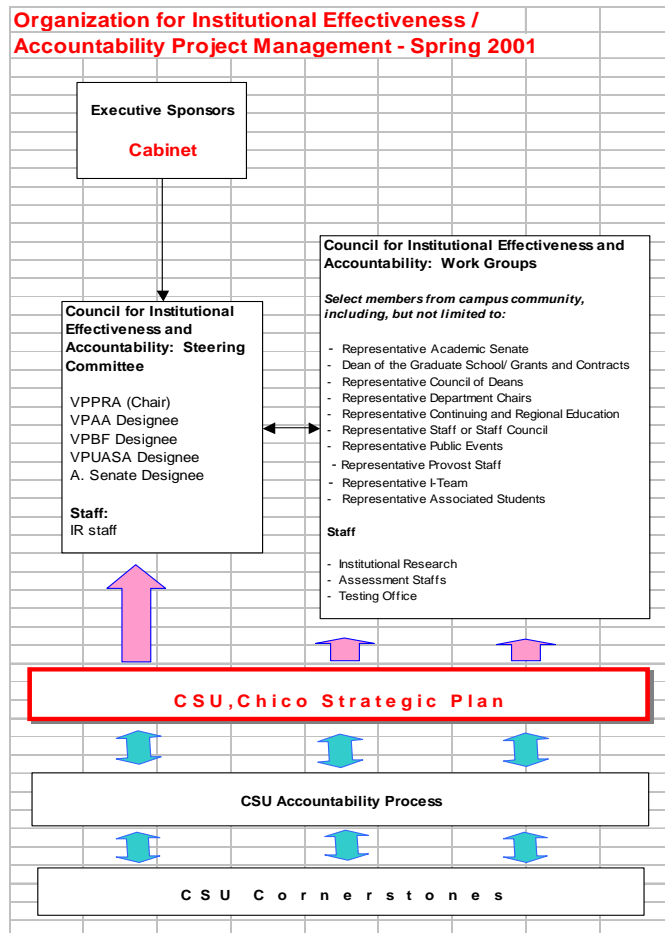
**What's Out**

- Compliance
- Affirming and Asserting
- More is More
- Doing More Assessment
- Protecting the Institution from Criticism
- Presenting the “Ideal Institution”
- Seeing Accreditation as a Once-a-Decade Burden

**What's In**

- Accountability
- Commitment and Engagement
- Less is more
- Finding the “Good Catch”- Identifying Issues that need Attention
- Presenting a Balanced View of the Institution
- Using the WASC process to create a Sustained Learning-Centered Culture
- Seeing the Interplay of Systems
- Learning as a Strategic Institutional Priority
- Evidence

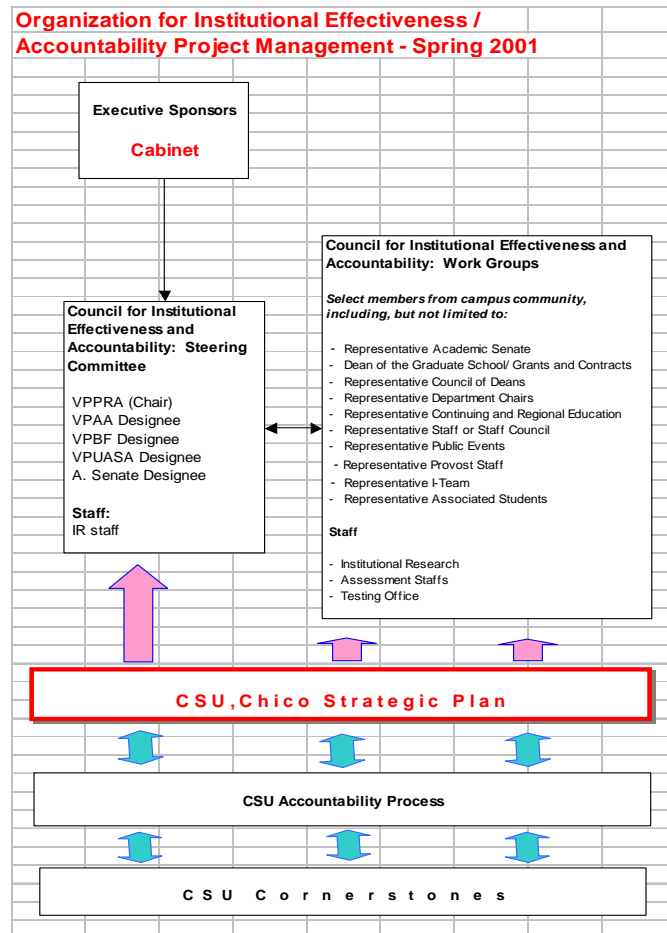
## *Council for Institutional Effectiveness and Accountability: Steering Committee for WASC Effort*



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.



# *Questions ?*

