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WASC is Coming Are We Ready?

In 306 days 0 hours 51 minutes and 11 seconds

the WASC visitation team is on campus

March 4-6, 2009

The new WASC accreditation process involves three integrated and sequenced stages to support and promote educational and institutional effectiveness: Stage 1: The Institutional Proposal; Stage 2: the Capacity and Preparatory Review; and Stage 3: the Educational Effectiveness Review. CSU, Chico has successfully completed the first two stages and is now preparing for its Educational Effectiveness Review. Chico's report will be delivered to WASC on December 11, 2008. A site visit is scheduled for March 4-6, 2009.



CSU, Chico CPR Visit
[Team Roster](#)

CSU, Chico CPR Visit
[Schedule](#)

What you can do to prepare. . .

- As a [Faculty](#) Member
- As a [Staff](#) Member
- As a [Student](#)
- As a [Unit Manager](#)

What we are doing to prepare. . .

The WASC Steering Committee and project team leaders have made / are making campus presentations to educate, inform, consult with and engage campus constituents in topics related to educational and institutional effectiveness.

- [WASC is Still Coming: The Academic Senate Update](#)
- [WASC Is Still Coming!](#)
- [WASC Is Coming: WASC is Coming!](#)
- [WASC: The New Accreditation Process](#)

CSU, Chico Educational Effectiveness Report

Introduction

Theme 1: Nature of Student Engagement at a Residential Campus

- a. The Chico Experience
- b. The Chico Diversity Scorecard
- c. The Efficacy of Chico's Alcohol Education Programs
- d. The Effectiveness of the First-Year Experience Program

Theme 2: Refinement of the Academic Program Review Process

- a. Outcomes-Based Academic Program Reviews
- b. The Effectiveness of Chico's General Education Program

Theme 3: The Innovative Use of Technology

- a. A Meta-Analysis of Chico's Learning Productivity Projects
- b. Use of Technology in Large Enrollment GE Venues

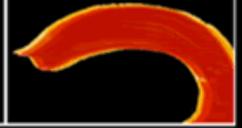
Theme 4: Towards Institutional Effectiveness and Accountability

- a. Strategic Alignment of University, Divisional and Unit Plans
- b. Towards a University Performance Scorecard
- c. The Chico Knowledge Management Initiative

Concluding Essay: Today Decides Tomorrow

Appendices

Key Descriptive Terms → ↓ ELEMENT & DEFINITION	INITIAL	EMERGING	DEVELOPED	HIGHLY DEVELOPED
Learning Outcomes: A. Are established, referenced in publications, cited and used by faculty and advisors:	For only a few programs and units; only vaguely (if at all) for GE; not referenced in publications; only a few faculty know and use for designing curriculum, assignments, or assessment	For many programs and units, and most GE aspects; beginning to be referenced in basic documents; beginning to be used by some faculty as reference for design of curriculum, assignments, and assessment	For all units (academic & co-curricular), and for GE; cited often but not in all appropriate places; most faculty cite; used in most programs for design of curriculum, assignments, and assessment	For all units (academic and co-curricular), and for GE; cited widely by faculty and advisors; used by all faculty to design curricula, assignments, and assessment
B. Outcomes are assessed:	Occasionally, using surveys and self reports; seldom using direct assessment; rarely leading to revision of pedagogy	Occasionally, principally using surveys; beginning to move beyond self reports toward some direct assessment; seldom leading to revision of pedagogy	Periodically, sometimes using authentic and performance-based methods; may lack documentation; pedagogy is occasionally reviewed and revised	Regularly; using multiple methods, including authentic and performance-based; pedagogy systematically reviewed and revised based on assessment data
C. Learning is demonstrably achieved:	At levels that may not be up to standards; concerns that standards set by institution are too low for a baccalaureate-level institution	For most students at levels set by the institution; faculty are beginning to discuss results	For all students at or above levels set by institution; results discussed periodically by most faculty	For all students at or above levels set by institution; results are discussed regularly and deliberatively by all faculty
Teaching and Learning Processes: A. Curricula & pedagogy are:	Not visibly aligned with outcomes; few programs have evidences of achievement beyond mere completion of designated courses	Beginning to be aligned with established learning outcomes, with achievement demonstrated in some areas beyond mere completion of designated courses	Broadly aligned with learning outcomes; in most programs, student achievement beyond the mere completion of designated courses is demonstrated in most areas	Highly visible, fully aligned with learning outcomes; in all programs, achievement beyond mere completion of designated courses is demonstrated at both the program (comprehensive) & course levels
B. Curricular processes are:	Rarely informed by good learning practices; few curricula reviewed, mostly without reference to evidences of student learning	Informed in a few instances by good learning practices; some curricula reviewed and improved but with little reference to evidences of student learning	Informed in many cases by good learning practice; reviewed and improved by relevant faculty; often based on evidences of student learning	Regularly informed by good learning practice (such as employing assessment-as-learning), consistently the result of scholarly reflection by relevant faculty based on evidences of student learning
Organizational Learning: A. Indicators of educational effectiveness are:	Not effectively in place	Found in some areas; dissemination of performance results is beginning; no reference to benchmarks	Multiple, with data collected regularly, disseminated; some performance benchmarks set and used for comparison	Multiple, with data collected regularly, disseminated widely, compared to program benchmarks in all programs
B. Program Review is:	Rare, if at all, with little or no useful data being generated	Occasional, in some departments or units, with the results being infrequently used to suggest process improvements	Frequent, in most divisions or units, with results being used at the departmental level to reflect on effectiveness	Deliberate, systematic, and institution-wide, with results being broadly disseminated and used to improve the processes
C. Faculty, staff, and institutional leaders are:	Not visibly committed to a culture of evidence except in isolated cases	Supportive at top levels only, or sporadically and unevenly, for the development of a culture of evidence	Supportive of a culture of evidence at top levels, by most mid-level personnel, and some faculty and staff	Visibly committed to creating and sustaining a “culture of evidence” in planning at all levels
D. Performance data are:	Not in evidence in any decision processes or used for improvement in any programs	Beginning to be considered in making improvement decisions at institutional level and in some program levels	Frequently considered by decision-making bodies at all levels, but with few documents of data use or outcomes	Consistently obtained, used and documented by decision-making bodies for program improvement at all levels
E. In reference to accreditation processes, the institution is:	Apparent indifference to Commission actions or expectations and/or failure of leadership to resource and expect such implementation; little, if any, momentum	Hesitant or partial implementation of prior Commission actions, some concerns whether momentum can be sustained after Commission review	Has taken formal actions and/or begun processes to implement prior Commission actions in most programs; momentum and impact need to be verified	Promptly and fully incorporates prior Commission actions, showing forward momentum and a positive trajectory in virtually all programs and units
Overall: The institution can best be described as follows:	Committed to some aspects of Educational Effectiveness; if other areas are not addressed, continuing reaffirmation of accreditation is threatened	Promising commitments to Educational Effectiveness in most areas; significant number of areas noted for improvement	Mostly well-established commitments to Educational Effectiveness; some areas for improvement	Operates at an exemplary level in addressing its Core Commitment to Educational Effectiveness



- ❖ What will the EER team be asking about evidence of student learning:
 - Is the evidence valid? (reasonably related to the ability being assessed)
 - Is the evidence reliable? (representative of the student population)
 - Does the assessment cover the intended outcomes?
 - Does the assessment cover knowledge and skills taught throughout the program?
 - Is the assessment cross-checked or validated?
 - Is faculty-conducted assessment done by a group of “calibrated” faculty members?
 - Are there multiple measures of student learning?
 - Is there more than “self-report” assessment?
 - Are the results of assessment analyzed, disseminated and discussed?
 - Are the results used to improve student learning?
 - Are the results used to improve assessment processes or tools?

CSU, Chico Planned Poster Sessions

March 4, 2009: Poster Session of University Accomplishments organized by Strategic Priority

March 5, 2009: Poster Session on Assessment of Student Learning organized by Academic Program

