



WASC Postsecondary Self-Study Training, Part One

2011 Schools





Workshop Goals

- 1. Understand the “Big Picture” of WASC Accreditation.**
- 2. Gain experience examining educational data and developing a student/community profile.**
- 3. Understand linkage between institutional or schoolwide student learning outcomes and programmatic student learning outcomes.**

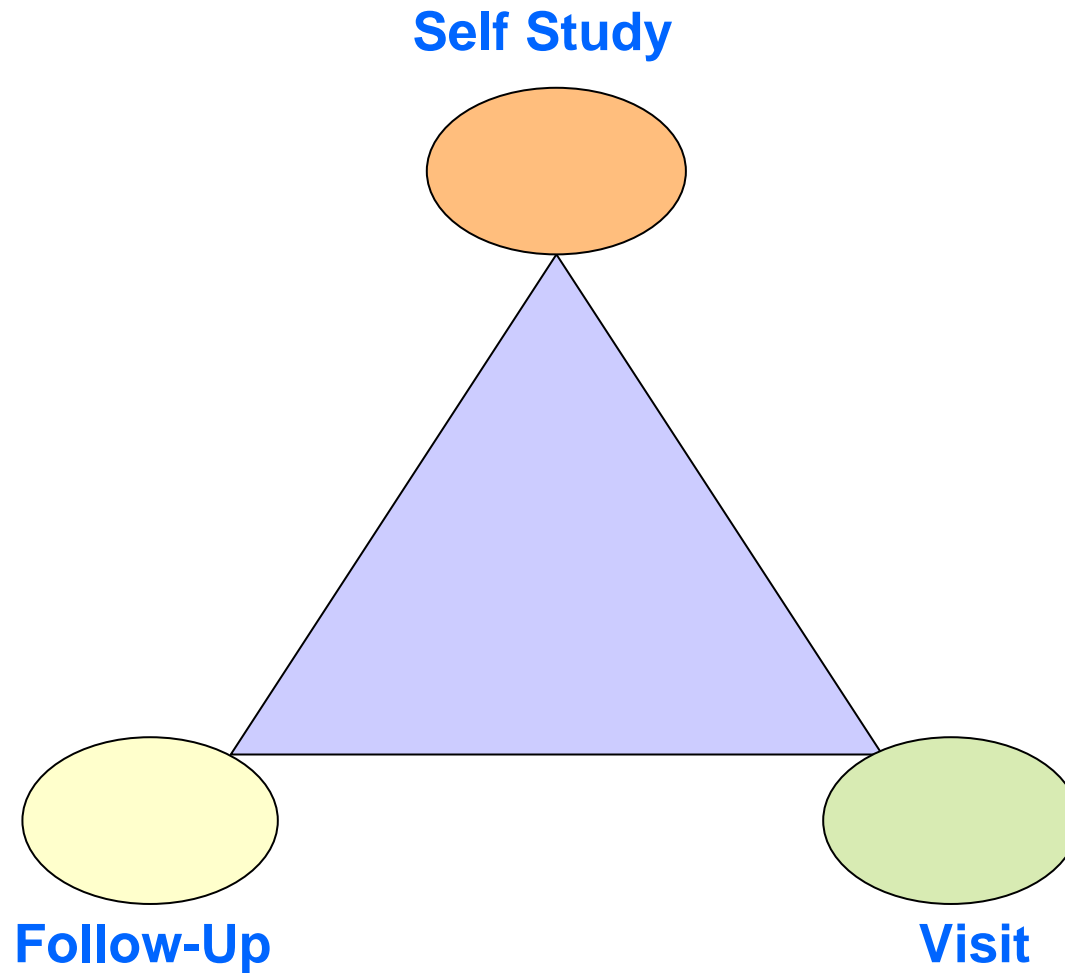


Workshop Goals (cont.)

- 4. Gain knowledge of the WASC ten postsecondary standards.**
- 5. Begin to understand analysis of data based on schoolwide student learning outcomes, programmatic student learning outcomes and the WASC postsecondary standards**



Ongoing Accreditation Process





Summary: Self-Study Process

What?

What is the ideal based upon...?

- *Schoolwide student learning outcomes*
- *WASC postsecondary standards*
- *Programmatic student learning outcomes*

So What?

*What currently exists?
How effective is it?*

Now What?

What and how will we modify?

What should be in the schoolwide action plan?



WASC Six-Year Cycle

- **Year Six Past Cycle: Completion of Self-Study**
 - **Year One: Progress Report and Refinement of Action Plan**
 - **Year Two: Progress Report and Refinement of Action Plan**
 - **Year Three: Midterm Progress Report (may include one-day review)**
 - **Refinement of Action Plan**
 - **Year Four: Progress Report and Refinement of Action Plan**
 - **Year Five: Review of all Progress and Program Analysis (as part of next Self-Study)**
 - **Year Six: Completion of Self-Study, including resulting Action Plan and Visit**



Ongoing

- Data analysis leads to action which in turn leads to more data analysis.



Final Product: One Umbrella Plan





Accreditation: A Value-Added Test

Schools add value by ...

- Increasing what students know*
- Increasing what students can do*
- Improving how students feel*
 - *about themselves*
 - *about others*
 - *about learning*



Postsecondary Accreditation

Basic Concepts Addressed?

- 1. How are the students achieving?**
- 2. Is the school doing everything possible to support high achievement for all its students?**



Self-Study Expectations

Regardless of the protocol, the school will have accomplished the following:

- 1. The involvement and collaboration of stakeholders in the self-study.**
- 2. The clarification of the school's student learning outcomes.**
- 3. The assessment of the actual student program and its impact on student learning with respect to the institutional mission, student learning outcomes and the postsecondary standards.**



Self-Study Expectations (cont.)

- 4.** The development of a schoolwide action plan that integrates programmatic plans to address identified growth needs.
- 5.** The development and implementation of an accountability system for monitoring the accomplishment of the action plan.



Overall Self-Study Emphases

- **Make learning the institution's core activity.**
- **Support and produce student learning.**
- **Measure that learning.**
- **Assess how well learning is occurring.**



Overall Self-Study Emphases

- **Make changes to improve student learning.**
- **Organize its key processes to effectively support student learning.**
- **Allocate its resources to effectively support student learning.**
- **Improve learning as an important means to institutional improvement.**



The Postsecondary Standards

- 1. Institutional Mission, Objectives, and Purpose**
- 2. Organizational Structure**
- 3. Evaluation and Planning**
- 4. Educational Programs**
- 5. Program, Student, and Institutional Outcomes**



The Postsecondary Standards

- 6. Student Support Services**
- 7. Human Resources**
- 8. Learning Resources**
- 9. Financial Resources**
- 10. Physical Resources**



Self-Study Report Format

- ❖ **Cover/Title Page**
- ❖ **Preface (500 words or less)**
 - ✓ **Appraisal of methods used to conduct self-study**
 - ✓ **Major benefits of conducting self-study**
- ❖ **List of Self-Study Committee Members**
- ❖ **Table of Contents**



Self-Study Report Format (cont.)

- ❖ **Chapter I: Institutional, Community and Student Characteristics**
- ❖ **Chapter II: Progress Report**
- ❖ **Chapter III: Findings based on the Ten Standards**
- ❖ **Chapter IV: Action Plan**
- ❖ **Glossary**



Tasks

Task 1:

- ❖ **Refine the institutional, community and student characteristics.**
- ❖ **Clarify the institutional's mission, schoolwide student learning outcomes.**



Tasks (cont.)

Task 2:

- ❖ **Summarize progress on the schoolwide action plan that integrated identified critical areas for follow-up since the previous full self-study.**



Tasks (cont.)

Task 3:

- ❖ **Based upon the institution's mission, student learning outcomes, and the WASC postsecondary standards:**
 - **Analyze the quality of the school program.**
 - **Synthesize and summarize the findings.**
 - **Determine aligned strengths and growth needs.**



Tasks (cont.)

Task 4:

- ❖ **Revise or create a comprehensive institutional action plan that will drive achievement of the schoolwide student learning outcomes.**
- ❖ **Establish an ongoing follow-up process to monitor implementation and accomplishment of the institutional plan.**



Suggested Timeline

November–February — Complete Tasks 1–2

March–September — Complete Task 3

October–January — Complete Task 4

January — Complete and send self-study report

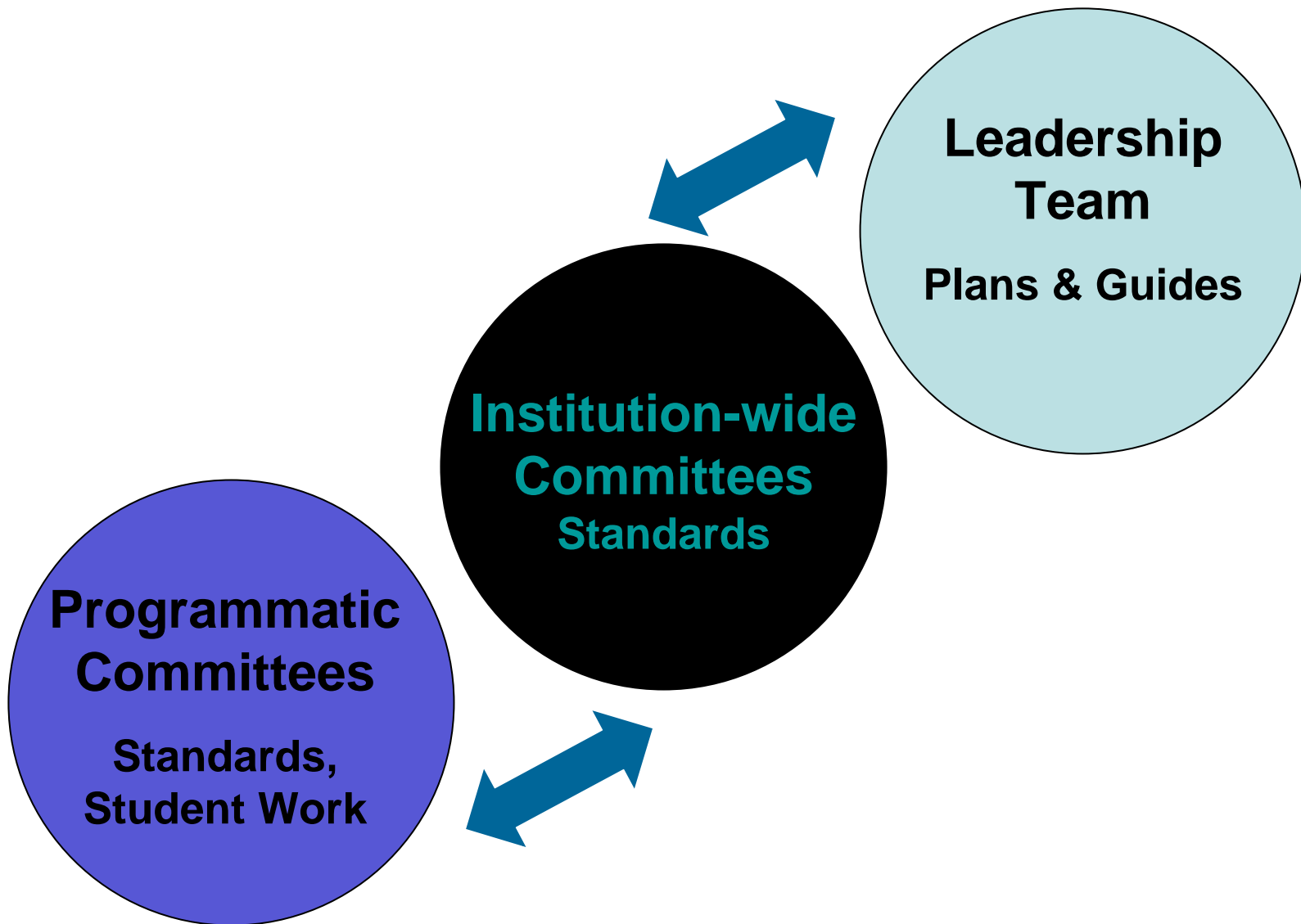
March–April — Host visit (3-½ days)



Committees



- **Leadership Team**
- **Institution-wide Committees**
- **Programmatic Committees**



Group Norms



- ✓ **All engaged**
- ✓ **On task**
- ✓ **Share within time limits**
- ✓ **Value the viewpoint of each person**
- ✓ **Use simple language**
- ✓ **Ice breaker/warm-up to build spirit**
- ✓ **Evaluate meeting — results and process**
- ✓ **No assumptions**
- ✓ **Be prepared/each to contribute with advanced analysis**



Self-Study Self-Check Questions



Institutional Committees

- **Is the leadership team representative of the school community?**
- **Is the suggested committee structure being adapted to build upon and strengthen the institution's current organization for schoolwide communication?**



Institutional, Community and Student Profile

- **What should be included in this student/community profile?**
 - **Institutional Characteristics**
 - **Community Characteristics**
 - **Student Characteristics**
 - **Additional Information**



Sample Data/Evidence

Institutional Characteristics

- **List of campuses**
- **History of institution**
- **Governance**
- **Type/number of postsecondary technical educational programs**
- **Typical full-time student load**
- **Description of delivery systems for the instruction**
- **Major funding sources — average annual budget**



Sample Data/Evidence

Institutional Characteristics

- **School staffing:**
 - ✓ **Composition/ethnicity/attrition of all staff**
 - ✓ **Qualifications/certification/credentialing for assignments**
 - ✓ **Full time/ part-time**
 - ✓ **Permanent /tenured vs. temporary/special contract, etc.**
 - ✓ **Number of administrative, support, and instructional staff**
- **Ongoing professional development**



Sample Data/Evidence

Community Characteristics

- **Geographic area served by institution**
- **Important characteristics of population served**
- **Anticipated changes in size or characteristics of population served**



Sample Data/Evidence

Student Achievement

- **Course completion rate, e.g., CTE, ESL, HS Diploma, ABE, CAN, GED**
- **Program completion rate, e.g., career tech, literacy, adult basic ed., adult secondary ed.**
- **Head count of students currently attending institution (since last annual report)**
- **Change in headcount since last annual report—percent increase and percent decrease**
- **Data on state licensing examination results for career/technical programs**



Sample Data/Evidence

Student Achievement

- **List of pass rate for each program —
passing divided by number completed**
- **Job placement rates for career/ technical programs placed divided by # graduates in each program**
- **List of each site where 50% of credits for programs can be completed and dates sites began operating — also list of the programs**
- **List/description of added programs since last annual report**



Sample Data/Evidence

Student Achievement (cont.)

Programmatic Student Learning Outcomes (SLOs)

- **Percent of courses with SLOs**
- **Percent of programs with SLOs**
- **Percent of courses with ongoing assessment**
- **Percent of programs with ongoing assessment**
- **Percent of student and learning support activities with SLOs identified**
- **Percent of learning support activities with ongoing assessment**



Sample Data/Evidence

Student Achievement (cont.)

- **Certificate program completion**
- **CASA test results (each level)**
- **CAHSEE**
- **Number of GED or diploma graduates**

Additional Information

- **Community interest classes**



Reminder:

- **If institution consists of more than one campus, address per location...**
 - **History**
 - **Staffing**
 - **Program offerings**
 - **Community information**
 - **Student data, etc.**



Examining Educational Data

- **How can we use the institutional community and student data to drive inquiry and action at our institution?**
- **How can we link our analysis of data to defining institutional and programmatic improvement strategies?**



Questions:

- **Who are the students served?**
- **What does the data tell us and not tell us about the program?**



Chapter I: Student/Community Profile

- A. Institutional, community and student characteristics**
 - ✓ **disaggregated and interpreted student achievement data (three years if possible)**
- B. Clarification of the institutional mission, schoolwide student learning outcomes**



Examining Educational Data

- ✓ **What have you learned?**
- ✓ **Think about how you might want to present the data in your own student/community profile.**
- ✓ **How will you involve stakeholders in discussions about the profile?**
- ✓ **How will you ensure that all stakeholders utilize this data in their committee work?**



Schoolwide Student Learning Outcome

An interdisciplinary statement about what all students should know, understand and be able to do by the time they complete the planned program

Characteristics:



- **Global**
- **Interdisciplinary**
- **All Students**
- **Assessable**



Sample: Every student will be a lifelong learner

Each student may demonstrate this by:

- **Taking responsibility for learning**
- **Learning through research**
- **Reflecting and evaluating**
- **Using information and communications technology**



Learning Result Activity

Select one of your school's schoolwide learning outcome. Discuss:

- **What specific knowledge, skills, and understandings should a student demonstrate regardless of the program in which he/she is enrolled?**
- **What indicators or descriptors should be used?**
- **How does this schoolwide outcome relate to one or more programmatic student learning outcomes?**

Self-Check Questions



Schoolwide Learning Outcomes

- **Has the school obtained input from all?**
- **Is there commitment to accomplishing the learning outcomes from all stakeholders?**
- **To what extent has the school involved staff in discussion regarding the relationship of the schoolwide learning outcomes to the programmatic learning outcomes?**
- **Is the school beginning to discuss quality accomplishment of the learner outcomes?**



Chapter I: Student/Community Profile

- A. Institutional, community and student characteristics**
 - ✓ **disaggregated and interpreted student achievement data (three years if possible)**
- B. Clarification of the institutional mission, schoolwide student learning outcomes**



Chapter II: Progress Report

Suggested Progress Report Format

- **Significant Developments**
- **Procedures for Action Plan Implementation and Monitoring**
- **Progress on Action Plan Sections (showing integration of Critical Areas for Follow-up and any midterm/revisit/ special visit Recommendations)**
- **Additional comments on critical areas not in current plan (may be have already been a major focus or a “just do it”)**



Self-Check Questions

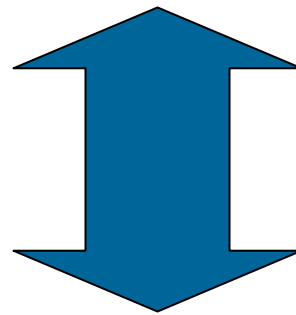


Progress Report

- **Did the school address each section of the action plan?**
- **Did the school show how all critical areas of follow-up from the last full self-study were integrated into the action plan?**
- **Does the report show how each section impacted student accomplishment of one or more of the schoolwide learning outcomes?**



Institution-wide Committees



Programmatic Committees and Other Committees



Standard I: Institutional Mission, Purpose, and Objectives

The institution that is designed for adult students, to demonstrate strong commitment to a mission that emphasizes achievement of student learning in vocational and avocational endeavors, and to communicating the mission internally and externally.



Standard I: Institutional Mission, Purpose, and Objectives (cont.)

The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.



Standard I: Criterion and Discussion Question(s) Samples

- ***Criterion 1: The institution has a statement of mission that defines its broad educational purposes, its intended student population, and its commitment to achieving student learning.***
 - ***In what ways does the mission statement reflect the institution's commitment to achieving student learning?***



Standard I: Examples of Evidence

Evidence of the ...

- **How the institution's mission statement has been developed, approved, and communicated to all stakeholders.**
- **How the cycle of evaluation, integrated planning, implementation, and re-evaluation relates to the mission and is used for institutional planning.**



Standard V: Program, Student, and Institutional Outcomes

The institution uses established procedures to design, identify student learning outcomes for, approve, administer, deliver, and evaluate courses and programs.

The institution recognizes the central role of its faculty for establishing quality and improving courses, programs, and student learning outcomes.



Standard V: Criterion and Discussion Question(s) Samples

- ***Criterion 3: High – level instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.***
 - ***How does the institution demonstrate the quality of its instruction?***
 - ***What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its programs?***



Standard V: Examples of Evidence

Evidence ...

- **Development of student learning outcomes and strategies for attaining those outcomes at the course, program, and certificate levels.**
- **That elements assessed include measures of student learning**



Postsecondary Standards

- What are the key concepts of the standards and the related criteria?**
- What critical evidence is needed to determine the degree to which the standards are met?**
- How would this evidence/information be gathered and analyzed?**



Observable evidence includes analyzing results of...

- **What students are doing and producing**
- **Student interviews and observations**
- **Hard data and information**
- **Other interviews, observations, etc.**





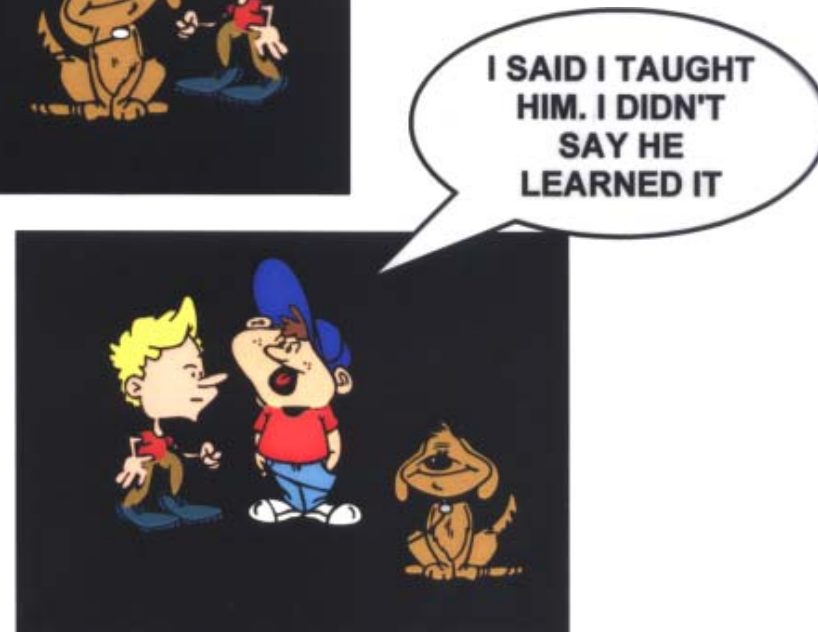
Standard and Related Criteria

<i>What evidence?</i>	<i>How obtain?</i>



What do we need to do between now and March in order to begin the self-study process?







W

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