



WASC Postsecondary Self-Study Training, Part Two

Presentation for 2011 Schools





Workshop Goals

By the end of the session, participants will have accomplished an increased understanding of the WASC FOL process through...

- **A review of the five parameters of the self-study**
- **A review of Tasks 1–2**
- **Work with Task 3 (the gathering and analysis of evidence)**
- **Understanding the development of the schoolwide action plan based on the identified growth areas (Task 4)**



Warm-up

Reflect:

At this one day WASC self-study workshop, what questions and concerns would you like to address?



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

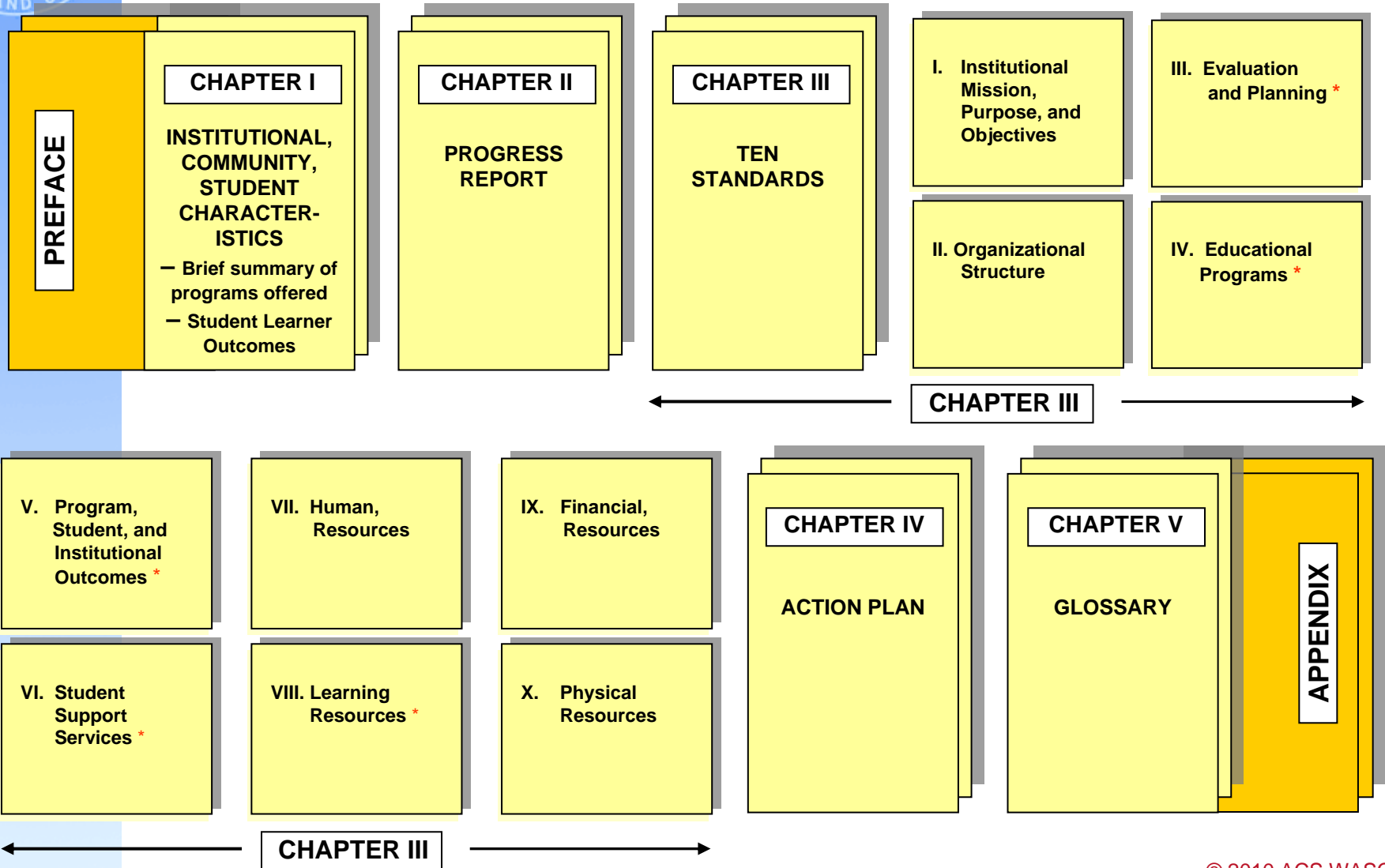


Self-Study Report Format (cont.)

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



WASC POSTSECONDARY SELF-STUDY SCHOOL REPORT LAYOUT



* To be completed by Focus Groups.



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.)

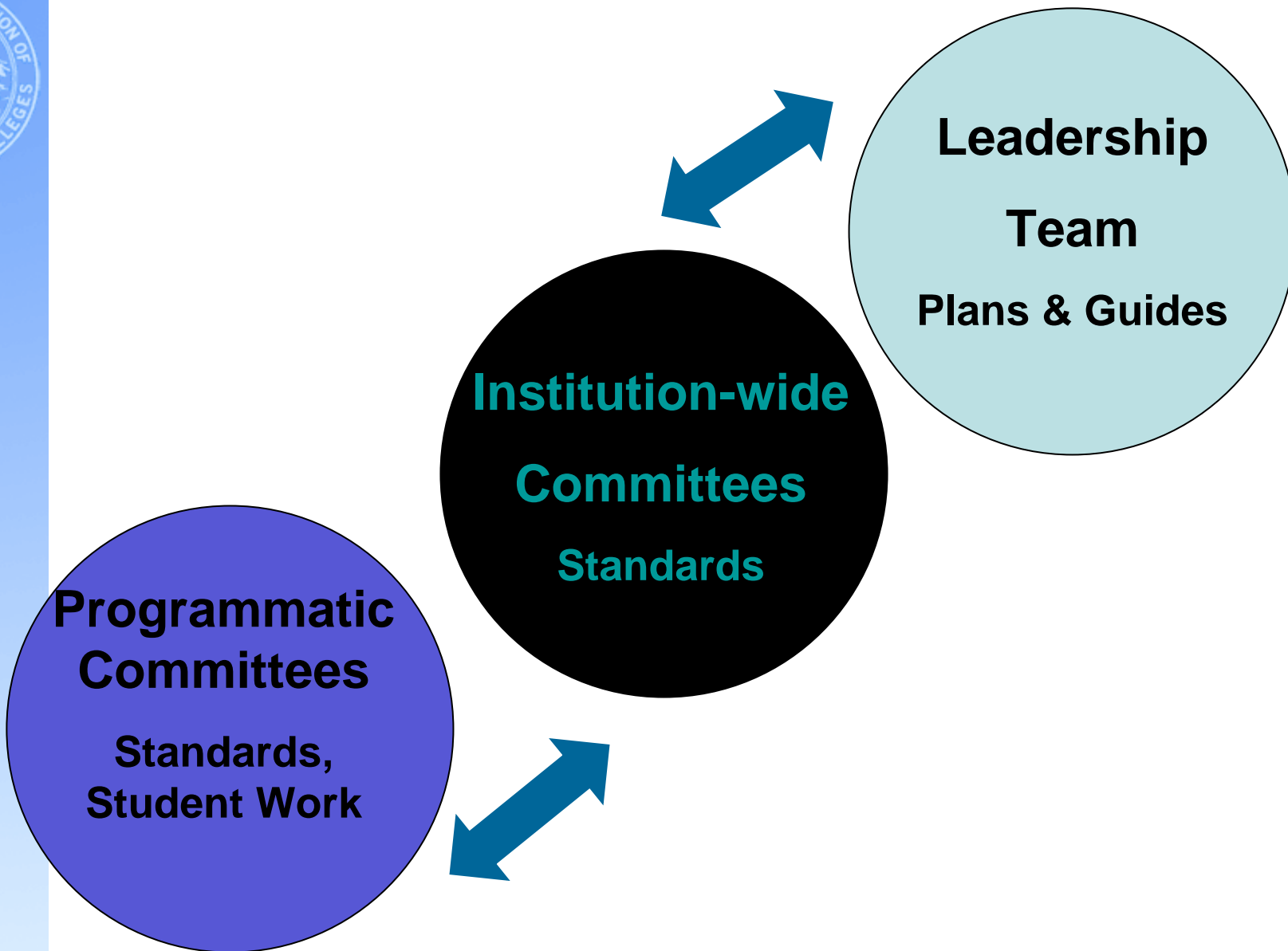
Task 4:

- ❖ 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-Sept. — Complete Task 3.
- October-January — Complete Task 4.
- January — Complete and send self-study report.
- March-April — Host visit. (3-½ days)





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?



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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
- C. Brief summary of programs offered



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.



Activity: Identifying Findings

Work as a table group:

- Discuss what is a finding?
- Show samples from your own profile or sample provided.



Activity: Profile Summary

As table groups or as a total group...

Using your own profile or the one provided...

- Chart examples of...
 - implications
 - burning questions



Self-Check Questions



Student/Community Profile

- Has the school community gathered and analyzed all pertinent data in order to clarify the characteristics and achievement of ALL the students?
- Has the leadership team produced a “user-friendly” profile for all stakeholders?
- Have the staff members and other stakeholders discussed the profile?



Self-Check Questions



Student/Community Profile

- Will the stakeholders use the profile to guide the inquiry into the school programs?
- Will the questions raised from the profile analysis be integral to the work of the self-study groups?
- Will the profile be regularly updated and used by the stakeholders as the school focuses on student achievement?



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



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)
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Planning Board

- Using the post-its provided, list in priority order on the planning board what needs to be addressed with respect to the student/community profile.



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

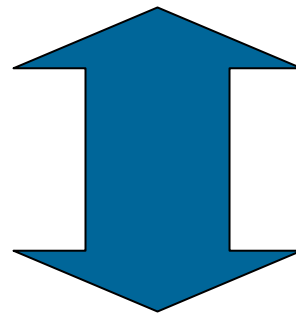


Progress Report

- 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



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.



Standard IV: Educational Programs

The institution offers high-quality educational programs in recognized and emerging fields of study that culminate in identified student Outcomes leading to certificates, licensure, or other indicators of program completion.

Educational programs are systematically Assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes.

continued



Standard IV: Educational Programs

The provisions of this standard are broadly applicable to all instructional activities offered by the institution.



Standard IV: Criterion and Discussion Question(s) Samples

- *Criterion 3: The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*
 - *How effectively are delivery systems and modes of instruction facilitating student learning?*



Standard IV: Examples of Evidence

Evidence that ...

- Students are achieving stated learning outcomes
- Evaluation results are used for improvement of the program



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...

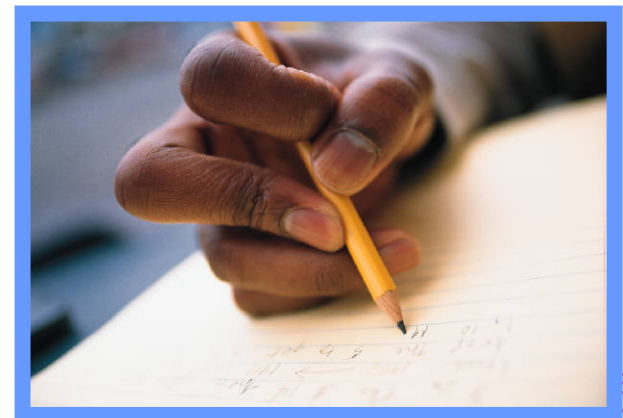
- What students are doing and producing
- Student interviews and observations
- Hard data and information
- Other interviews, observations, etc.





Student Work Samples

- **Typical work**
- **Single-day snapshot technique**
- **Same performance tasks or assignments**
- **Case studies or monitoring selected students**
- **Progress over time**
- **Targeting assignments**





Examining Student Work — sample protocol

Individually...

- review student work samples
- sort work into high, middle, low levels of performance

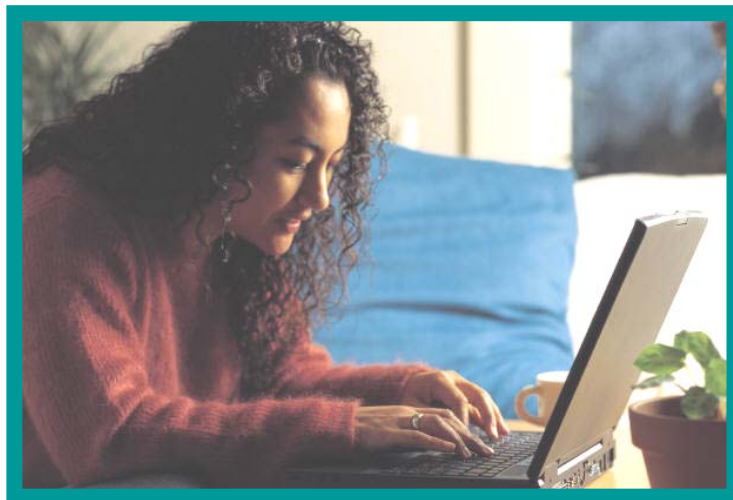
As a group discuss...

- the characteristics of the three categories
- how to ensure student work is representative of the school's various subgroups
- the extent to which the results of this learning opportunity demonstrate the desired performance quality of the selected standards and ESLRs



Observation and Interview Strategies

- **Roving Substitutes**
- **Triads**
- **Keeping a Teacher Journal**
- **Shadowing Students**



Ground Rules for Observations



- ✓ Agreed upon time for the observation
- ✓ No name policy
- ✓ Stay for full class period
- ✓ No discussion of the lesson in a specific sense (confidentiality)
- ✓ Pre-meeting (advance knowledge)



The Learning Snapshot

What the students are doing

- ___ receiving information
- ___ applying knowledge
- ___ synthesizing/evaluating
- ___ engaged in group work
- ___ using technology

What skills are being applied

- ___ reading
- ___ writing
- ___ speaking
- ___ computing
- ___ thinking
- ___ listening

What ESLRs were observed

- ___ Effective Communicator
- ___ Complex Thinker





Questions to answer about observing....

- 1) How can your postsecondary school implement student observations as a regular practice?**
- 1) What ground rules will ensure a “safe” environment and obtain staff buy-in?**
- 2) What kind of “cue sheet” will the school develop?**
- 3) How will the observation results be used in the self-study process?**



Interviewing

- 1) Individually, generate a few sample student questions**
- 2) Find a partner and share these questions; reverse**
- 3) Debrief**



Tips on Interviewing

Examples of tips:

- **Use open-ended questions.**
- **Use language appropriate to the interviewee.**
- **Listen.**
- **Avoid asking biased questions.**
- **Watch nonverbal behavior.**
- ***Other tips.....***



Schoolwide Focus Groups

- ❖ What are the...
 - responsibilities of the focus group?
 - characteristics of an effective focus group?





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



Critical Academic Needs Linked with WASC Postsecondary Standards

Schoolwide Committee Discussions

The question arises:

- How does one consider the critical student achievement needs during the analysis of the current program using the WASC Postsecondary standards?




Directions for Focus Group Practice or Institution-Wide Committee

1. Appoint a focus group leader, a recorder and a time keeper
2. Decide upon group norms (2–3) prior to discussion.
3. Use the designated standard and associated criteria. Review these and the discussion questions and suggested evidence.
4. Based on the work already done in the programs discuss the following question:
 - What do we know about the impact that this part of the school's program has on student learning?
5. Close the discussion by determining specific data/information each program to examine before the next Focus Group or Institution-wide Committee meeting.



Self-Study Findings

Standard Findings	Supporting Evidence
	



Focus Group or Institution-wide Committee Product

For each of the Ten Standards:

- ✓ *Do the findings respond to what is being asked by the standards, supporting criteria and discussion questions?*
- ✓ *How did the evidence support the findings?*
- ✓ *Are the identified and prioritized growth needs aligned to the findings and evidence?*



How can the Focus Groups or Institution-wide Committees ensure that the self-study findings are supported by analyzed evidence?





Suggested Components of Action Plan

- Statement of area for improvement, including growth targets
- Rationale for area based on self-study findings
- Link to one or more student learning outcomes
- Ways of assessing progress, including student achievement of the student learning outcomes and the programmatic outcomes
- Means to monitor and report progress



Suggested Components of Action Plan (cont.)

- Who's responsible and involved
- Specific steps, including professional development
- Timeline
- Resources





Action Plan

Self-Check Questions

Are the ...

- Sections addressing major identified areas for improvement?
- Sections enhancing the learning of all students?
- Student learning outcomes addressed through the plan?



Action Plan

Self-Check Questions

- Has the school integrated other initiatives to create one “umbrella” schoolwide action plan?
- Is the action plan feasible and realistic? Are resources considered for each action plan section?
- Do the ways of assessing progress include the analysis of student learning?
- Is there sufficient commitment to the action plan?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the action plan?



Ongoing

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

Final Product: One Umbrella Plan



- Strategic Plan
- Technology Plan
- Staff Development Plan



□ What do you feel are the critical elements in this self-study process that will enable your school to focus on the analysis of student achievement?

