WASC Postsecondary Self-Study Training: Part One

2014 Schools
Workshop Topics

• The “Big Picture” of WASC Accreditation
• Self-Study Process—overall expectations
  ✓ Timeline
  ✓ Report Format
  ✓ Committee Structure
• Chapter I-Task 1: Refine Profile, Clarify Mission & Schoolwide Learner Outcomes
• Chapter II-Task 2: Progress Report since prior self-study
• Chapter III-Task 3: Initial understanding of analysis of data based on schoolwide learner outcomes and WASC postsecondary criteria and indicators
Western Association of Schools and College (WASC)

- A private, nonprofit, regional accrediting association in the United States
- Serves schools in California, Hawaii, Pacific Islands, and worldwide, especially East Asia (Hague, 1961)
- Composed of three commissions
  - Accrediting Commission for Senior Colleges and Universities, e.g., Stanford University
  - Accrediting Commission for Community and Junior Colleges, e.g., San Francisco Community College
  - Accrediting Commission for Schools
Accrediting Commission for Schools, WASC

- Recognized by the U.S. Secretary of Education
- Works closely with the U.S. Department of State, Office of Overseas Schools
- Extends services to over 4,500 pre-K to 12 elementary and secondary public and private schools of various types (225 in East Asia)
- Works with 16 other associations in joint processes, such as California and Hawaii state departments of education, WCEA, SDA, CAIS
- WASC Commission (Board) composed of 32 members from various organizations
What is Accreditation?

• In one to three sentences, explain accreditation.

• Group sharing
What is Accreditation?

- The quality or state of being trustworthy or credible (Root is French word meaning “to credit”)*
- An ongoing Cycle of Quality...
  - a non-hyperventilating” school improvement process that supports high-quality student learning
- Equivalent to a University Educational Course entitled: Change 101

*Dr. John Stoops, MSA
Accreditation: A Value Added Evaluation

Schools add value by...

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

Dr. Donald G. Haught
Retired WASC Executive Director
Why Accreditation?

- Assures a school community school is **trustworthy** for student learning in a global society
- Validates integrity of school’s program and transcripts worldwide for university acceptance
- Fosters ongoing improvement to support learning
- Strengthens teacher understanding and use of quality learning and teaching approaches
- Provides valuable insight from educators visiting the school
- Benefits schools choosing collaborative processes, e.g., WASC/CDE, WASC/COE
WASC FOL Accreditation Cycle of Quality

Assess

Visit

Focus on Learning

Follow-up

Implement

Self-Study

Plan

Reassess
Summary: Focus on Learning (FOL) Self-Study Process

What?
What is the ideal based upon…?
- Vision, Mission, Schoolwide Learner Outcomes
- WASC criteria and indicators
- Curricular standards

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?
Final Product: One Umbrella Plan

- Strategic Plan
- Technology Plan
- Staff Development Plan
WASC FOL Accreditation Cycle of Quality (five or six years)

YEAR ONE
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

YEAR TWO
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

YEAR THREE
Profile Update, Midterm Progress Report or Midterm Progress Report and one-day Review, Refinement of Schoolwide Action Plan

YEAR FOUR
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

YEAR FIVE
Review of all Profile Data, Progress Report, Progress and Program Analysis, Beginning of next Self-Study, revision of Schoolwide Action Plan

YEAR SIX
Completion of Self-Study, including refinement of Schoolwide Action Plan; Self-Study Visit; revision of Schoolwide Action Plan after Visit

FOCUS ON STUDENT LEARNING
For 20 years, WASC FOL process has asked schools two questions

How do you know that all students are achieving...

✓ schoolwide learner outcomes
✓ essential core knowledge and skills?

• Are you doing everything possible to support students being global citizens?
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 schoolwide learner outcomes.
3. The assessment of the actual student program and its impact on student learning with respect to the institutional mission, schoolwide learner outcomes and the WASC Postsecondary Criteria.
additional Self-Study Expectations

4. The creation of a schoolwide action plan that develops programmatic plans to address identified key issues.

5. The development of an accountability system for monitoring the implementation of the schoolwide action plan.
Chapter I (Task 1) Clarifying school profile

- Refine the institutional, community and student characteristics
- Clarify the institution’s mission, schoolwide learner outcomes
Summarize progress on the schoolwide action plan that integrated identified key issues since the previous full self-study.
Chapter III (Task 3) Analysis of Program

❖ Based upon the institution’s mission, schoolwide learner outcomes, and the WASC Postsecondary Criteria:

– Analyze the quality of the school program.

– Synthesize and summarize the findings.

– Determine aligned strengths and key issues.
Revise the Schoolwide Action Plan based on the key issues identified in the self-study process.
The WASC Postsecondary Criteria

1. Institutional Mission and Schoolwide Learner Outcomes
2. Organizational Infrastructure and School Leadership
3. Faculty and Staff
4. Curriculum
5. Instructional Program
6. Use of Assessment
7. Student Support Services
8. Resource Management
9. Community Connection
10. Action Plan for Continual Improvement
What is the suggested committee structure?
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
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?
Timeline: General Calendar

- Work backwards from dates of full visit.
- Mail self-study 5–6 weeks prior to visit.
- Integrate focus and programmatic group work with regularly scheduled meetings, if possible.
Self-Study Report Format

- Cover/Title Page
- Preface
  - Appraisal of methods used to conduct self-study
  - Major benefits of conducting self-study
- List of Self-Study Committee Members
- Table of Contents
- Chapter I: Institutional, Community and Student Characteristics
- Chapter II: Progress Report
- Chapter III: Findings based on the Ten Criteria
- Chapter IV: Action Plan
- Glossary
Self-Study Report Format

- Template for self-study
  http://www.acswasc.org/self-study/
- Graphic Self-study layout
  http://www.acswasc.org/self-study/
WASC FOL Accreditation Cycle of Quality

- **Assess**
  - Self-Study
- **Plan**
- **Visit**
- **Follow-up**
- **Reassess**
- **Implement**
Self-Study = Putting Together A Puzzle
Task 1: Developing school profile

A. Refine the institutional, community and student characteristics

B. Clarify the institution’s mission, institution-wide student learning outcomes
As a school team, think about the meaning of “All Students”...

- List characteristic/subgroups of students based upon your profile data.
- Who are the major sub-populations at your school?
A. Institutional, Community and Student Profile Data

• What should be included in this student/community profile?
  ➢ Institutional Characteristics
  ➢ Community Characteristics
  ➢ Student Characteristics
  ➢ Additional Information
Profile: Institutional Information

• Basic Institutional Information:
• Narrative description of your school — who are you, why do you exist, what do you do best, what makes you unique as an institution
• School address, website, branches, extension sites, etc.
• History of the institution (date school began, number of students in first years, original mission and purpose, location, facilities, etc.)
Profile: Institutional Information

- Student demographics (ethnicity, gender, enrollment patterns, etc.)
- Governance structure of the institution
- Schoolwide Learner Outcomes (SLOs)
- The total number and types of programs offered and the number of students in attendance
Profile: Institutional Information

- Typical class size for teachers
- Types of certificates awarded
- Total number of administrative and teaching staff members
- Calendar system used
- Typical load for the average student
Reminder

• If institution consists of more than one campus, address per location...
  – History
  – Staffing
  – Program offerings
  – Community information
  – Student data, etc.
Profile: Community Information

• Description of geographic area
• Population of area served by the school
• Population characteristics
• Anticipated changes in demographic data
Profile: Student Learning Data

- Gathered learning data from multiple sources (as many as possible)
- Disaggregated and interpreted student learning data (three years if possible)
- Conclusions drawn from the analysis of learning data (trends, irregularities, and anomalies)
- Supporting charts and graphs to display learning data
- Summary of major conclusions of analysis and what recommendations would best address identified key issues
Profile: Student Learning Data

- Course and program completion rates
- Job placement rates or military enrollment rates
- ESL promotion data
- CASAS benchmark data
- Licensing exam pass rates
- GED pass rates
Sample Student Learning 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 that sites began operating — also list of 
  the programs
- List/description of added programs since last annual report
additional Student Achievement

- Programmatic Schoolwide Learner Outcomes
- Percent of courses with Schoolwide Learner Outcomes
- Percent of programs with Schoolwide Learner Outcomes
- Percent of courses with ongoing assessment
- Percent of programs with ongoing assessment
- Percent of student and learning support activities with Schoolwide Learner outcomes identified
- Percent of learning support activities with ongoing assessment
Sample Student Learning Data/Evidence

*additional* Student Achievement

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

Additional Information

- Community interest classes
Student Data in Profile

• Findings—What the data actually shows

—Activity: Examine the data provided and determine 2‒3 findings
Who are the students?
How are the students doing?

- What does the data tell us?
- Not tell us?

- What questions does the data raise?
Self-Check Questions

Student/Community Profile (Part A)

• 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 school faculty and staff members and other stakeholders discussed the profile and drawn conclusions to aid in school improvement?

Postsecondary Manual p. 20-21
Self-Check Questions

Student/Community Profile (Part A)

- Will the questions raised from the profile analysis be integral to the work of the leadership team and focus groups?
- Will the institutional, community and student information be regularly updated and used by the stakeholders as the school focuses on student achievement?

Postsecondary Manual p. 20-21
Examining Educational Data

**What have you learned?**
Think about how you might want to present the data in your Student/Community Profile.

How will you involve shareholders in discussions about the profile?

How will you ensure that all shareholders utilize this data in their committee work?
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 learner outcomes
Schoolwide Learner 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
A Changing World 21st Century Student Outcomes

- Learning and Innovation Skills
  - Creativity and innovation
  - Critical thinking and problem solving
  - Communication and collaboration

The Partnership for 21st Century Skills
Framework for 21st Century Learning, 2009
A Changing World 21st Century Student Outcomes

- Information, Media, and Technology Skills
  - Information and media literacy
  - Information, communications and technology literacy

- Life and Career Skills
  - Flexibility and adaptability
  - Initiative and self-direction
  - Social and cross-cultural skills
  - Productivity and accountability
  - Leadership and responsibility

*The Partnership for 21st Century Skills*
*Framework for 21st Century Learning, 2009*
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
Schoolwide Learner Outcome Activity

Select one of your school’s learner 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 learner outcomes?
Task 1B: Self-Check Questions

Schoolwide Learner Outcomes

- Has the institution obtained input from all?
- Is there commitment to accomplishing the learner outcomes from all stakeholders?
- To what extent has the institution involved staff in discussion regarding the relationship of the schoolwide learner outcomes to the programmatic learner outcomes?
- Is the institution 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 learner outcomes
Summarize progress on the schoolwide action plan that integrated identified key issues since the previous full self-study
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 key issues and any midterm, revisit, special visit recommendations)

• Additional comments on critical areas not in current plan (may have already been a major focus or a “just do it”)
Self-Check Questions

Progress Report

- Did the institution address each key issue within the schoolwide action plan? If the key issue is not in the current action plan, did the school address it separately?

- Did the institution show how all key issues from the last self-study or initial visit were integrated into the action plan?

- Does this chapter show how progress on each key issue has impacted the accomplishment of schoolwide learner outcomes?

Postsecondary Manual, pp. 21-22
Task 3:

- Based upon the institution’s mission, schoolwide learner outcomes, and the WASC Postsecondary Criteria:
  - Analyze the quality of the school program.
  - Synthesize and summarize the findings.
  - Determine aligned strengths and key issues.
Focus Groups-Leadership Team

Programmatic Committees and other Committees
The institutional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.
Criterion 5: Instructional Program

• **Indicator 5.2** The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

• **Sample Discussion Question:**
  – To what extent have faculty members discussed the relationship among teaching strategies, methodologies, and student performance?
Criterion 5: Suggested Evidence Sources

- Examination of student work
- Observations of students engaged in learning
- Student interviews and self-reflections about learning
- Student data from profile

Postsecondary Accreditation Manual, p. 34
# Leadership Team and Focus Groups

<table>
<thead>
<tr>
<th>What are the criteria/indicators concepts?</th>
<th>What evidence is needed for analysis?</th>
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**Gathering and Analyzing Data/Information**
Observable Evidence

Includes analyzing results of:

- What the students are doing and producing
- Student interviews and observations
- Hard data and information
- Other interviews, observations, etc.
Task 3: Self-Check Questions

Based on the institution’s mission, schoolwide learner outcomes and WASC Postsecondary Criteria, did the institution....

✓ analyze the quality of the instructional program?
✓ synthesize and summarize the findings?
✓ determine aligned strengths and key issues?
What do we need to do between now and March in order to begin the self-study process?
We Are Student Centered
I taught Spot how to whistle

I don't hear him whistling

I said I taught him. I didn't say he learned it.