

# ACS WASC Accreditation Status Determination Worksheet

## Postsecondary Institutions

**Directions**

1. Discuss the evidence reviewed through the self-study report and the site visit for each of the ten standards and three factors included in the Documentation and Justification Statement. Particularly examine the **Strengths and the Key Issues** identified that require follow-up by the institution.
2. Use the rubrics below to guide the Visiting Committee’s discussion that will lead to a recommendation for status to the ACS WASC Commission.
3. As a visiting committee, come to **consensus** on the most appropriate rating for each standard and factor.
4. Complete the official “Documentation and Justification Statement” with a consensus rating for each standard and factor.

**Rating Options:**

- ✓ **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school’s program, and the school’s operation.
- ✓ **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school’s program, and the school’s operation.
- ✓ **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school’s program, and the school’s operation.
- ✓ **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school’s program, and the school’s operation.

<b>Criterion 1: Institutional Mission and Schoolwide Learner Outcomes</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>
<ul style="list-style-type: none"> <li>The school has established a recently updated statement of mission/purpose that reflects the beliefs and philosophy of the institution.</li> <li>The student/community profile data has impacted the development of the school mission/purpose and the Schoolwide Learner Outcomes (SLOs or ESLRs).</li> <li>A high degree of involvement by representatives of the entire school community has occurred in the development of the school mission/purpose and SLOs.</li> <li>School leaders use current education research in a regular cycle of review and revision of its mission/ purpose and SLOs.</li> <li>There is a clear and systematic network of communication of the school's mission/purpose and SLOs within the school community.</li> <li>School leadership uses the mission/ purpose of the school as the basis for decisions and planning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a statement of mission/ purpose that reflects the beliefs and philosophy of the institution; however, it has not been recently reviewed and updated.</li> <li>Profile data is used occasionally to influence the development and measurement of school SLOs.</li> <li>Most, but not all, stakeholders are involved in the development of SLOs.</li> <li>Educational research is occasionally consulted in the development and measurement of SLOs.</li> <li>Most, but not all, stakeholder groups know the SLOs and are connected with their continual evaluation and measurement.</li> <li>School leadership occasionally uses the mission statement and SLOs as the basis for decisions and planning</li> </ul>	<ul style="list-style-type: none"> <li>The school is in the process of developing a statement of mission/purpose.</li> <li>The student/community profile data is not yet used to impact the development and ongoing revision of the school mission/purpose.</li> <li>There is some collaboration on the review of school mission and purpose, but most stakeholders are not yet involved.</li> <li>There is no regularly planned review of school mission/ purpose and school's SLOs nor is current educational research used in any revisions.</li> <li>The entire school constituency is not yet familiar with the school mission/purpose and SLOs.</li> <li>The mission/purpose and SLOs are not often included in the decision-making processes of the school.</li> </ul>	<ul style="list-style-type: none"> <li>The school does not yet have a clear statement of purpose/mission.</li> <li>Student/community profile data is not used to develop Schoolwide Learner Outcomes.</li> <li>Stakeholders are not involved in the development of a school mission statement or SLOs.</li> <li>Decisions and planning are not connected in any way to the school mission or SLOs.</li> </ul>
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## Criterion 2: Organizational Infrastructure and School Leadership

Highly Effective	Effective	Somewhat Effective	Ineffective
<ul style="list-style-type: none"> <li>The school has a high functioning governance structure with clear lines of authority and responsibility. The governing board is actively engaged in the vision and mission of the school.</li> <li>The governing authority has adopted policies that are consistent with the school's mission/purpose and SLOs.</li> <li>The governing authority delegates implementation of school policies to the professional staff.</li> <li>The school's governance and decision-making processes are reviewed regularly to ensure integrity and effectiveness.</li> <li>The school has an established infrastructure of policies and procedures that guide the day-to-day operations. There is a Policy and Procedure Manual in place that is used.</li> <li>School leadership creates a positive learning environment on campus and seeks input from all stakeholders in the ongoing school improvement process.</li> <li>School leaders develop a collegial relationship with the staff that uses their continual input to improve the learning environment.</li> <li>School leadership focuses on student learning with the daily operational processes and issues that arise in the background.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a governance structure in place that generally oversees the school's operations. Lines of authority are generally understood.</li> <li>The governing body adopts policies and procedures, although the school's mission and SLOs are only occasionally used as a foundation.</li> <li>The governing body delegates the implementation of most school policies to the professional staff.</li> <li>The school's governance and decision-making processes are reviewed occasionally to ensure integrity and effectiveness.</li> <li>The school has a Policy and Procedure Manual but only occasionally reviews and revises it.</li> <li>School leadership creates a positive learning environment on campus and occasionally seeks input from all stakeholders for school improvement.</li> <li>The school leadership and teaching staff work collaboratively but operate somewhat separately on campus.</li> <li>School leadership is concerned about student learning but spends more time on school daily operations and issues.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a functioning governance structure; however, lines of authority and responsibility are not clearly assigned.</li> <li>Policy development is not currently tied to the school purpose or SLOs.</li> <li>The governing authority delegates most of the implementation of policies to the professional staff, but still does some micromanaging.</li> <li>There is not yet in place a process to review and revise decision-making processes to ensure integrity and effectiveness.</li> <li>The school is beginning to develop clear policies and procedures to direct consistent day-to-day operations. A Policy and Procedure Manual is not current or just beginning to be constructed.</li> <li>The school is developing a positive learning environment on campus but does not often seek input from all stakeholders regarding the school's goals and operations.</li> <li>School leadership is consumed with day-to-day issues and does not have the chance to highly focus on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school does not have a written statement of mission/purpose.</li> <li>The school does not have developed Schoolwide Learner Outcomes (SLOs).</li> <li>The governing body is detached and not connected to the school's mission and/or vision.</li> <li>Policies and Procedures are not written and decisions are inconsistent and reactive.</li> <li>School leadership is unstable and changes frequently, making a strong learning environment improbable.</li> <li>School leaders do not consult with faculty members or other stakeholder groups for decision-making or school improvement.</li> <li>School operates mostly with crisis-management – responding to daily issues and crises that arise.</li> </ul>
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## Criterion 3: Faculty and Staff

Highly Effective	Effective	Somewhat Effective	Ineffective
<ul style="list-style-type: none"> <li>The school employs personnel who are qualified and trained for their responsibilities.</li> <li>The school staff supports the mission and purpose of the school and collaborates to reach identified school SLOs.</li> <li>The school's hiring process is marked by integrity and transparency, including the use of clear job descriptions and expected job skills.</li> <li>The school provides the faculty and staff clear written personnel policies and procedures that are</li> </ul>	<ul style="list-style-type: none"> <li>The school employs personnel who are qualified and trained for their responsibilities, with only minor exceptions.</li> <li>The school mission and purpose are known, but not necessarily used in the hiring and evaluation of personnel.</li> <li>The school has an organized hiring process with most positions supported by clear job descriptions.</li> <li>Personnel policies are written and available to faculty and staff members. There is</li> </ul>	<ul style="list-style-type: none"> <li>The school employs some personnel who are not fully qualified educationally.</li> <li>The school does not have a clear hiring process in place and does not use expected job skills in the evaluation of candidates.</li> <li>There are many unwritten policies and procedures that personnel generally follow, but there is not yet a clear policy manual in place.</li> <li>Faculty and staff are randomly evaluated and written reports</li> </ul>	<ul style="list-style-type: none"> <li>The school has several personnel who are not qualified for their teaching duties.</li> <li>The school hires in a random manner, often taking the first person who applies without careful reference checking.</li> <li>Policies are not in place; decisions are made randomly based on the momentary circumstances.</li> <li>Faculty and staff are not evaluated for effectiveness nor are the plans to help the</li> </ul>

<p>consistently followed.</p> <ul style="list-style-type: none"> <li>All faculty and staff members are annually evaluated in order to help them improve. Results are used to determine professional growth planning.</li> <li>School leaders empower the staff and encourage commitment, participation, and shared accountability for student learning and accomplishment of SLOs.</li> <li>The school has a professional development program that supports and funds the growth and improvement of faculty and staff members.</li> <li>The leadership regularly evaluates all non-teaching staff members to maintain a high level of effectiveness.</li> </ul>	<p>general consistency in the application of these policies.</p> <ul style="list-style-type: none"> <li>Faculty members are evaluated at least once every two years.</li> <li>School leaders make SLOs known to the faculty and staff and there are fairly consistent attempts to reach these goals.</li> <li>Professional development opportunities are provided but not necessarily tied to specific growth needs of faculty members.</li> <li>The leadership occasionally evaluates non-teaching staff members.</li> </ul>	<p>are not always provided.</p> <ul style="list-style-type: none"> <li>School leaders are just beginning to develop a unity of mission and purpose that empowers staff members in their duties.</li> <li>Professional development opportunities are at the discretion of the faculty members and are often at their own expense.</li> </ul>	<p>faculty improve.</p> <ul style="list-style-type: none"> <li>No professional development opportunities are available to teachers.</li> </ul>
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### Criterion 4: Curriculum

Highly Effective	Effective	Somewhat Effective	Ineffective
<ul style="list-style-type: none"> <li>The school has defined what all students should know and be able to do for each subject area as revealed in curricular mapping.</li> <li>The school provides all that is necessary for students to reach certificate, licensure, or vocational expectations successfully. The school assists the students extensively so that there is a high degree of success.</li> <li>The school provides clear course descriptions that reveal exact learning objectives that support school SLOs.</li> <li>The school has established a regular cycle of review and revision for each curricular area to ensure a challenging, relevant, and rigorous curriculum for all students.</li> <li>There is full collaboration among stakeholders and consideration of current educational research and thinking related to various subject areas in curricular review and planning.</li> <li>Students have access to texts, support materials and information resources that allows them to meet course learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>The school has general educational goals for all subject areas so that teachers know what to teach for each course. Serious curricular mapping is in progress.</li> <li>The school is aware of certificate, licensure, or vocational expectations so that students have clear educational goals in view. Students are responsible to pursue goals successfully.</li> <li>The school provides some course descriptions that reveal learning objectives; not all courses have been connected to SLOs at this time.</li> <li>The school has a review cycle in place to ensure that curriculum is challenging and relevant for students.</li> <li>There is consideration of current educational research that, most of the time, adds to the curricular review and revision.</li> <li>Students generally have access to the curricular materials that are needed for their course of study.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a general sense of what students should be learning, but little curricular mapping has taken place.</li> <li>The school provides textbooks for teachers to use but does not yet have a complete curricular overview or course descriptions for all courses that are offered.</li> <li>The school reviews texts and supporting materials occasionally as needed, but no systematic program for review is in place.</li> <li>Most curricular decisions are made independently by the administration, often without consideration of current educational research.</li> <li>School texts and materials are not always readily available to all students.</li> </ul>	<ul style="list-style-type: none"> <li>The school does not have any curricular plans in place; teachers are responsible to select texts and establish course outcomes.</li> <li>The school does not have any curricular review cycle in place.</li> <li>Curriculum decisions are made randomly and without much collaboration.</li> <li>School learning materials are often unavailable to students.</li> </ul>
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### Criterion 5: Instructional Program

Highly Effective	Effective	Somewhat Effective	Ineffective
<ul style="list-style-type: none"> <li>• The faculty provides high level instruction with depth, breadth, rigor, and sequencing in all courses.</li> <li>• The faculty uses a wide variety of instructional strategies that effectively engage students in learning.</li> <li>• The faculty addresses the various learning styles and needs of the students with adapted or differentiated teaching strategies.</li> <li>• The faculty discusses current instructional content and research-based methodology and regularly makes changes to improve instruction skills.</li> <li>• New technology is evident throughout the instructional program of the school; teachers use technology in instruction and students use technology in their learning experiences and class work.</li> </ul>	<ul style="list-style-type: none"> <li>• The faculty provides sufficient instructional support so that student learning progresses.</li> <li>• The faculty uses a variety of instructional strategies that effectively engage students in learning.</li> <li>• The faculty does make some allowances for different learning styles of learners but not in a structured schoolwide manner.</li> <li>• The faculty regularly reviews current educational research regarding instructional strategies and some faculty members make changes to improve their teaching.</li> <li>• There is evidence that most teachers use technology in the instructional program.</li> <li>• Many students use technology in their learning activities and class assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• The faculty provides adequate instruction but not all students are challenged.</li> <li>• The faculty uses a limited number of instructional strategies and is most reliant on the lecture form of instruction.</li> <li>• Various learning styles are not often taken into consideration in instructional planning.</li> <li>• Faculty members rely on their own experience for teaching strategies and seldom discuss new ideas and instructional methods.</li> <li>• There is little evidence of the integration of technology into the learning program.</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction is not always adequate and there are gaps in learning opportunities for students.</li> <li>• Faculty members are generally unaware of differing instructional practices and tend to teach the same way they always have.</li> <li>• Teachers are unaware that students have different learning styles.</li> <li>• Technology is not considered in the teaching and learning process.</li> </ul>
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### Criterion 6: Use of Assessment

Highly Effective	Effective	Somewhat Effective	Ineffective
<ul style="list-style-type: none"> <li>• The school has developed an overall assessment process that gathers learning data from multiple sources for analysis.</li> <li>• Administration and faculty work together to analyze learning results so that meaningful conclusions can be drawn.</li> <li>• Conclusions are connected to specific recommendations to address any identified growth needs.</li> <li>• Analysis of learning data results in changes to the instructional program and the creation of needed policies and procedures.</li> <li>• Individual courses have clear outcomes so that meaningful assessment can occur.</li> <li>• Teachers regularly use various assessment instruments and strategies to measure overall student learning success and the achievement of Schoolwide Learner Outcomes (SLOs).</li> <li>• Analysis of learning data is used in resource planning.</li> <li>• The Action Plan is driven by assessment results.</li> <li>• Analysis of learning data is reported to all stakeholders on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has multiple assessment instruments in use and has started to develop an overall school assessment and analysis process.</li> <li>• The administration and most of the faculty work together to analyze learning data in order to draw meaningful conclusions.</li> <li>• Conclusions from learning data analysis are sometimes used to create strategies to address identified critical areas for follow-up.</li> <li>• Analysis of learning data frequently impacts the instructional program and results in changes in policies/procedures.</li> <li>• The administration and faculty occasionally use the analysis of learning results to talk about schoolwide learning success and the achievement of school SLOs.</li> <li>• Most courses have identified outcomes so that assessment of learning progress can occur.</li> <li>• Analysis of learning data is frequently used in resource planning.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has only a few assessment instruments in use and not all teachers are involved in the analysis of learning results.</li> <li>• The administration does most of the data gathering and analysis and shares results with the faculty.</li> <li>• The administration and faculty are aware of learning results but seldom use them to develop recommendations for improvement to the instructional program.</li> <li>• Analysis of learning data is seldom used to make changes to the instructional program.</li> <li>• Discussion of learning data analysis is seldom used in connection with discussions regarding the achievement of school SLOs.</li> <li>• Only a few of the classes have clearly identified outcomes so that meaningful assessment can occur.</li> <li>• Analysis of learning data is only occasionally used in resource planning.</li> <li>• The Action Plan is generally developed apart from learning</li> </ul>	<ul style="list-style-type: none"> <li>• The school may have some assessment instruments in use, but there is no meaningful analysis of learning results.</li> <li>• The administration and faculty do not have specific times set aside for discussions regarding the analysis of learning data.</li> <li>• Learning data is not used to create recommendations for the school Action Plan.</li> <li>• The school does not use the analysis of learning data to make changes to the instructional program.</li> <li>• Analysis of learning data is not used in connection to the achievement of school SLOs.</li> <li>• Teachers have not yet developed clear outcomes for courses.</li> <li>• Resource planning occurs without any connection to learning data analysis.</li> <li>• The Action Plan is developed without any discussion of learning data analysis.</li> <li>• Learning data analysis is not shared or reported to stakeholder groups.</li> </ul>

	<ul style="list-style-type: none"> <li>The Action Plan is often impacted by conclusions drawn through data analysis.</li> <li>Analysis of learning data is frequently shared with different stakeholder groups.</li> </ul>	<p>data analysis; every now and then, conclusions do impact the Action Plan.</p> <ul style="list-style-type: none"> <li>Analysis of learning data is occasionally shared with stakeholder groups (limited only to report cards).</li> </ul>	
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**Criterion 7: Student Support Services**

Highly Effective	Effective	Somewhat Effective	Ineffective
<ul style="list-style-type: none"> <li>The school provides sufficient student services that support high achievement and the accomplishment of school SLOs.</li> <li>The learning environment on campus is positive so that most students are engaged in meaningful learning experiences.</li> <li>The school oversees the entire area of support services with personnel staffing that supports all students to achieve their full potential.</li> <li>The school counseling program provides sufficient academic guidance along with college preparation assistance so that students can pursue their college/career goals.</li> <li>The school supports students from the first contact to admissions, to completion of programs, and into the workforce or further education.</li> <li>There are pathways in place for students to provide feedback concerning areas of support that are needed.</li> <li>Institutional information and records are easily and quickly accessible to students.</li> <li>The school carefully monitors all advertising and school documents to ensure that they contain accurate information and do not make promises that cannot be kept.</li> <li>School records are maintained safely, securely, and permanently with proper back-up in case of fire or natural disaster.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides basic student services that support student learning success.</li> <li>The learning environment on campus is generally positive for most students. The majority of students are actively engaged in the learning process.</li> <li>The school provides the proper personnel to support student service needs.</li> <li>The school has an organized counseling staff that provides college planning and financial research support.</li> <li>Students have an adequate support system as they enroll at the school up until the time of program completion.</li> <li>Students are frequently given the opportunity to provide feedback concerning the student services they need or desire.</li> <li>Institutional information and student records are usually accessible to students.</li> <li>The school provides accurate and updated information that does not make claims or promises that cannot be kept.</li> <li>School records are kept safely and securely and proper back-up systems are in place.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides a limited number of services to students and they have little impact on student learning levels.</li> <li>The learning environment is unstable, sometimes positive, sometimes not.</li> <li>The student services department is under-staffed and overworked so that students have difficulty accessing the services they need.</li> <li>Students often do not have access to qualified guidance counselors who can assist with academic planning and college preparation.</li> <li>Students do not always have support during the enrollment process and do not always have access to qualified counseling staff.</li> <li>Students are occasionally consulted in regard to what student services are needed or desired.</li> <li>Institutional information and student records are accessible, but it takes time to make it happen.</li> <li>The school is sporadic in overseeing its advertising pieces and does not always update information appropriately.</li> <li>School records are kept safe, but not always backed up or kept in fireproof files.</li> </ul>	<ul style="list-style-type: none"> <li>The school offers an inadequate number of services or the services are generally not effective in supporting student learning success.</li> <li>The learning environment is marked by crisis, difficulties, and student dissatisfaction.</li> <li>The school often does not have staffing to provide necessary student services.</li> <li>The school does not regularly provide students with academic or college counseling.</li> <li>Enrollment procedures are up to the student to figure out; there is a lack of support by office personnel.</li> <li>Students do not have the chance to provide input into the development of student services on campus.</li> <li>Institutions do not provide accurate or updated information and school records are difficult to access.</li> <li>Advertising materials are often out-dated, inaccurate, and at times, misleading.</li> <li>School records are kept haphazardly and are not always safe and secure.</li> </ul>
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**Criterion 8: Resource Management**

Highly Effective	Effective	Somewhat Effective	Ineffective
<ul style="list-style-type: none"> <li>The school has more than sufficient resources to provide a full and complete program in line with its mission and purpose.</li> <li>The school operates with financial integrity and transparency so that the</li> </ul>	<ul style="list-style-type: none"> <li>The school is financially stable and has sufficient resources to operate the educational program.</li> <li>The school operates with financial integrity and is trusted by its constituency.</li> </ul>	<ul style="list-style-type: none"> <li>The school has limited resources and often seems on the edge financially. Future sustainability is often discussed; sustainability relies solely on enrollment numbers.</li> <li>The school operates its</li> </ul>	<ul style="list-style-type: none"> <li>The school does not have the resources to maintain its program. It struggles from year to year and it is unlikely that the school can continue forward in the future.</li> <li>The school does have the</li> </ul>

<p>community has high confidence in the school and its future economic stability.</p> <ul style="list-style-type: none"> <li>The school has clearly written financial policies and procedures that allow all students to be handled fairly and consistently.</li> <li>There is a highly developed management system in place with appropriate control mechanisms to ensure that sound financial practices are followed.</li> <li>An external audit is performed annually and there are seldom any findings that negatively impact the school.</li> <li>Institutional planning reflects a realistic assessment of current financial resources as it strategically plans for visionary future growth and development.</li> <li>The school uses the analysis of learning data in its strategic and financial planning, with SLOs in view.</li> <li>The school provides facilities that are exemplary, clean, safe, and well-maintained.</li> <li>The school has an emergency plan in place that is known by all and practiced at least once a year.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established financial policies and procedures that are applied equitably most of the time.</li> <li>The school has a management system with controls that ensure that sound financial practices are followed.</li> <li>There is an outside audit performed at least once every two years.</li> <li>The school does have strategic planning that seeks to anticipate future income.</li> <li>The school often uses the analysis of learning data to make allocation decisions and the meeting of SLOs is usually in view.</li> <li>Facilities are safe, clean, and well-maintained, supporting the school learning environment.</li> <li>The school has an emergency plan in place that is widely known by most faculty, staff, and students.</li> </ul>	<p>finances with limited staffing, limited expertise, and producing inconsistent results.</p> <ul style="list-style-type: none"> <li>The school has limited financial policies in place and there is a somewhat inconsistent practice with different students.</li> <li>There is little or no management system in place to ensure that sound financial practices are consistently followed.</li> <li>There is a financial audit performed occasionally.</li> <li>The school does strategic financially planning occasionally.</li> <li>The school seldom uses learning data analysis when making financial decisions. SLOs are seldom in view during financial discussions.</li> <li>Facilities are adequate, but limited. There are many issues related to the classrooms, campus, and maintenance.</li> <li>The school does not have a complete emergency plan in place; most stakeholders are unaware of its existence.</li> </ul>	<p>personnel in place to operate the school with consistency or transparency in its financial matters.</p> <ul style="list-style-type: none"> <li>The school does not have written policies or procedures in place and financial operations are haphazard.</li> <li>There is no monitoring of financial practices to ensure reliability.</li> <li>Outside financial audits are not performed.</li> <li>The school does not do any strategic planning; each year is a financial crisis.</li> <li>The school does not use analysis of learning data to inform financial decisions. SLOs are not considered at all during financial discussions.</li> <li>School facilities are inadequate, unsafe, unclean, or not maintained. Facilities discourage learning.</li> <li>The school does not have an emergency plan in place.</li> </ul>
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<b>Criterion 9: Community Connection</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>
<ul style="list-style-type: none"> <li>The school is active in seeking community connections, with business leaders and organizations that can enhance the learning opportunities for students.</li> <li>There are planned outlets for students to get involved in community service projects and special activities as a way to give them real-world experiences.</li> <li>The school regularly informs its community regarding its mission, purpose, and value to the community at large. The school has a presence in the community and has a reputation for excellence.</li> <li>The school seeks partnerships that provide internships for students in order to seek practical experience in their career area of choice.</li> </ul>	<ul style="list-style-type: none"> <li>The school at times seeks to connect to community and business leaders in order to enhance the learning experiences of students.</li> <li>The school does provide opportunities for service projects that allow the students to support the community.</li> <li>The school occasionally makes its mission, purpose, and value known to the community at large. Often this occurs around a fundraising activity or special event.</li> <li>The school allows for internships but does not always seek them out; often the students generate the interest and develop for themselves a connection with a business or organization.</li> </ul>	<ul style="list-style-type: none"> <li>The school rarely seeks connections with community leaders and businesses. It is consumed with day-to-day operations and making it to the next day.</li> <li>The school provides opportunities for service projects on a limited basis.</li> <li>The school seldom informs the community at large about its mission and purpose.</li> <li>The school does not provide internships for students unless a business or organization comes to them and asks.</li> </ul>	<ul style="list-style-type: none"> <li>The school makes no effort to connect to the community or to business leaders.</li> <li>The school does not offer any service projects in the community for students. Students are on their own to pursue such opportunities.</li> <li>The school makes no effort to reach out to the community; for the most part, the community does not know the school exists.</li> <li>The school does not allow students to pursue internships or connections with local businesses or organizations.</li> </ul>
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### Criterion 10: Action Plan for Continuing Improvement

Highly Effective	Effective	Somewhat Effective	Ineffective
<ul style="list-style-type: none"> <li>There is a school Action Plan that reflects the efforts of all stakeholders to develop a culture of ongoing school improvement. The Action Plan is a key document that is used effectively to move the school forward.</li> <li>The school uses the accreditation process throughout the six-year cycle to identify and prioritize critical areas for follow-up that will highly impact the levels of learning at the school.</li> <li>The school has procedures in place to implement the Action Plan and monitor its effectiveness two or three times a year.</li> <li>The Action Plan is used regularly by the school administration and staff to guide all school improvement efforts.</li> <li>The school maintains accountability to the governing board and reports progress on Action Plan items to all stakeholders.</li> <li>The Action Plan is always used by the school for planning, resource allocation, and the evaluation of existing programs.</li> </ul>	<ul style="list-style-type: none"> <li>The School Action Plan is in place and reviewed annually so that adjustments can be made as necessary.</li> <li>The school completes all accreditation expectations and meets ACS WASC criteria and includes all stakeholders in the process.</li> <li>The Action Plan is monitored annually and there is accountability maintained to implement the Action Plan.</li> <li>The Action Plan is used by the school to generally direct school improvement activities.</li> <li>Successful implementation of the Action Plan is reported to the governing body and updates are provided to most stakeholder groups.</li> <li>The Action Plan is kept in view frequently for planning, resource allocations, and evaluation of existing programs.</li> </ul>	<ul style="list-style-type: none"> <li>The School Action Plan exists but is not frequently used to guide school improvement activities.</li> <li>The school meets most, but not all, ACS WASC expectations and seems to be last minute and hurried in preparations for accreditation visits. Not all stakeholder groups are included.</li> <li>The Action Plan is not regularly reviewed, monitored, and there is inconsistent accountability to the board.</li> <li>The Action Plan is used sparingly to guide school improvement activities.</li> <li>The implementation of the Action Plan is reported to the board once a year; neither the school nor the board sees the Action Plan as a vital document to guide the school.</li> <li>The Action Plan is sometimes used for planning, resource allocation, and evaluation of existing programs.</li> </ul>	<ul style="list-style-type: none"> <li>The school either does not have an Action Plan or it is a document that is not used or regularly updated.</li> <li>The school does not complete the self-study in the appropriate manner and does not involve all stakeholders in the process.</li> <li>The Action Plan is not effectively used and there is no monitoring of successful implementation.</li> <li>School improvement is not connected to the Action Plan.</li> <li>The board is not aware of the Action Plan and there is little or no accountability for the school to successfully implement it.</li> <li>The Action Plan is not used for planning, resource allocation, and evaluation of existing programs.</li> </ul>
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### Institution Purpose

Highly Effective	Effective	Somewhat Effective	Ineffective
<ul style="list-style-type: none"> <li>The school has a clear mission statement that is regularly reviewed and revised.</li> <li>The school has developed Schoolwide Learner Outcomes (SLOs) that provide the over-arching goals for students. (SLOs may be called ESLRs or any other name that the school chooses).</li> <li>SLOs are well-integrated into every aspect of the school, especially in the instructional program.</li> <li>The school has informed all stakeholders of the mission, purpose, and school SLOs so that there is unity and commitment. The mission creates an excitement among stakeholder groups.</li> <li>The school has imprinted its mission and purpose within the community throughout the year so that it has a positive reputation.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a mission statement that is reviewed and revised occasionally.</li> <li>The school has SLOs (or called something else) that provide direction regarding the over-arching goals of the school.</li> <li>SLOs are generally integrated into all areas of the school.</li> <li>The school has presented its mission and purpose to most stakeholder groups to gain unity and commitment.</li> <li>The school has informed the community of its mission and purpose at least once a year.</li> </ul>	<ul style="list-style-type: none"> <li>The School has a mission statement that is not often used nor is it shared with all stakeholder groups.</li> <li>The school has just started to develop SLOs and they have not yet included all stakeholders in their development.</li> <li>SLOs are integrated into the school program on a very limited basis.</li> <li>The school does not frequently inform stakeholders of its mission and purpose. There is a lack of total unity and vision for the future.</li> <li>The school seldom presents its mission and purpose to the community at large. The school is not well known in the community.</li> </ul>	<ul style="list-style-type: none"> <li>The school does not have a recent mission statement of purpose that the school uses or shares with others.</li> <li>The school has not yet developed SLOs that form the over-arching goals for students.</li> <li>SLOs are not integrated into the school program.</li> <li>The school almost never informs its stakeholders of its mission, purpose, or SLOs.</li> <li>The school is not connected to the community and does not share its mission and purpose; the school is not known by the community.</li> </ul>
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<b>Capacity to Implement the Action Plan</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>
<ul style="list-style-type: none"> <li>• The school's governing body, administration, and faculty share a solid commitment to implement the Action Plan and carefully monitor results to ensure success.</li> <li>• The leadership of the school is strong and stable and gives evidence that it has a high degree of competence to successfully implement the Action Plan.</li> <li>• The capacity of the school is marked by ongoing school improvement, commitment to the accreditation process, and an advanced understanding of how to use the Action Plan effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• The School's governing body, administration, and faculty are committed to using the Action Plan to guide school improvement efforts. Results are generally monitored to ensure success.</li> <li>• The leadership of the school is stable and gives evidence that it is competent and will follow through with the implementation of the Action Plan.</li> <li>• The capacity of the school is sufficient; there is confidence that the school will follow-through with Action Plan implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• The School generally is committed to using the Action Plan for ongoing school improvement, but not all the stakeholder groups related to this task (board, administration, faculty) are directly involved.</li> <li>• The leadership of the school is not fully stable and there are concerns that the implementation of the Action Plan may not be done well.</li> <li>• The capacity of the school is suspect; it affirms it will implement the Action Plan but it is not clear whether they will be able to do so effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• The school does not understand the role of the Action Plan and does not yet use the Action Plan to guide school improvement efforts.</li> <li>• The leadership of the school is unstable or uncertain.</li> <li>• The capacity of the school to implement the Action Plan is limited at best. It is not likely the Action Plan will be implemented or monitored in any way.</li> </ul>
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<b>Success in Addressing Past Key Issues for Follow-Up</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>
<ul style="list-style-type: none"> <li>• The school carefully documents all critical areas for follow-up left by the previous ACS WASC accreditation team.</li> <li>• The school can demonstrate with extensive evidence that it has addressed critical areas effectively.</li> <li>• The school understands well how to use the Action Plan to annually assess school progress and to add new action items or replace completed items during the six-year ACS WASC cycle.</li> <li>• The school is highly competent in responding to identified critical areas for follow-up. School improvement is clearly evident.</li> </ul>	<ul style="list-style-type: none"> <li>• The School has responded satisfactorily to all critical areas for follow-up left by the previous ACS WASC accreditation team.</li> <li>• The school cites evidence to show how it has responded to past critical areas for follow-up.</li> <li>• The school does monitor and evaluate the successful responses to identified critical areas for follow-up.</li> <li>• The school is competent and able to respond effectively to areas of school improvement left by ACS WASC accreditation teams.</li> </ul>	<ul style="list-style-type: none"> <li>• The School has responded to some, but not all, of the critical areas for follow-up left by the previous ACS WASC accreditation team.</li> <li>• The school does not always show clear evidence regarding its response to past identified critical issues.</li> <li>• The school has good intentions but does not always follow through with responses to identified critical issues.</li> <li>• The school has limited competence in responding to identified critical issues.</li> </ul>	<ul style="list-style-type: none"> <li>• The school is very inconsistent in responding to critical issues identified by the past ACS WASC accreditation team.</li> <li>• The school does not monitor responses to past critical areas and cannot show evidence that it has addressed critical areas.</li> <li>• The school lacks understanding regarding the proper way to respond to identified critical issues.</li> <li>• The school is not competent to respond to critical issues identified by past ACS WASC teams.</li> </ul>
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