# WASC Postsecondary Initial Visit Rubrics

## Criterion 1
## Institutional Mission and Schoolwide Learner Outcomes

**Criterion 1:** The institution demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes (SLOs) are developed and reviewed annually to ensure that they are current and relevant.

| INITIAL ACCREDITATION STATUS DESCRIPTION | CANDIDATE STATUS DESCRIPTION | POSSIBLE EXAMPLES OF DOCUMENTATION |
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| • The school has established a clear statement of mission/purpose that reflects the beliefs and philosophy of the institution. <br><br> • The student/community profile data has impacted the development of the school mission/purpose and the Schoolwide Learner Outcomes (SLOs or ESLRs). <br><br> • A high degree of involvement by representatives of the entire school community has occurred in the development of the school mission/purpose and SLOs. <br><br> • School leaders use current education research in a regular review cycle of review and revision of its mission/ purpose and SLOs. <br><br> • There is a clear and systematic network of communication of the school's mission/purpose and SLOs within the school community. <br><br> • School leadership uses the mission/ purpose of the school as the basis for decisions and planning. | • The school is in the process of developing a statement of mission/purpose. <br><br> • The student/community profile data is not yet used to impact the development and ongoing revision of the school mission/purpose. <br><br> • There is some collaboration on the review of school mission and purpose, but all stakeholders are not yet involved. <br><br> • There is no regularly planned review of school mission/ purpose and school's SLOs nor is current educational research used in any revisions. <br><br> • The entire school constituency is not yet familiar with the school mission/purpose and SLOs. <br><br> • The mission/purpose and SLOs are not often included in the decision-making processes of the school. | • Statement of school mission/purpose <br><br> • Schoolwide Learner Outcomes (SLOs) – sometimes called Expected Schoolwide Learning Results (ESLRs) <br><br> • Student/community demographic and performance information and data <br><br> • Admission policies and materials <br><br> • Process for regular review or revision of school mission/ purpose and SLOs <br><br> • Publications/media for communication to all stakeholders within the school community |

# Criterion 2
# Organizational Infrastructure and School Leadership

**Criterion 2**: The institution utilizes the contributions of leadership throughout the organization to provide for continuous improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the institution effectively.

| INITIAL ACCREDITATION STATUS DESCRIPTION | CANDIDATE STATUS DESCRIPTION | POSSIBLE EXAMPLES OF DOCUMENTATION |
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| • The school has a functioning governance structure with clear lines of authority and responsibility.<br>• The governing authority has adopted policies that are consistent with the school's mission/purpose and SLOs.<br>• The governing authority delegates implementation of school policies to the professional staff.<br>• The school's governance and decision-making processes are reviewed regularly to ensure integrity and effectiveness.<br>• The school has an established infrastructure of policies and procedures that guide the day-to-day operations.<br>• School leadership creates a positive learning environment on campus and seeks input from all stakeholders in the ongoing school improvement process.<br>• School leadership focuses on student learning. | • The school has a functioning governance structure; however, lines of authority and responsibility are not clearly assigned.<br>• Policy development is not currently tied to the school purpose or SLOs.<br>• The governing authority delegates most of the implementation of policies to the professional staff, but still does some micromanaging.<br>• There is not yet in place a process to review and revise decision-making processes to ensure integrity and effectiveness.<br>• The school is beginning to develop clear policies and procedures to direct consistent day-to-day operations.<br>• 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.<br>• School leadership is consumed with day-to-day issues and does not have the chance to focus on student learning. | • Job descriptions<br>• Organizational charts<br>• Board Policy Manual<br>• Minutes of Board meetings<br>• School Policy Manual<br>• Description of school planning processes |

# Criterion 3
# Faculty and Staff

**Criterion 3:** The institution employs qualified personnel to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

| INITIAL ACCREDITATION STATUS DESCRIPTION | CANDIDATE STATUS DESCRIPTION | POSSIBLE EXAMPLES OF DOCUMENTATION |
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| • The school employs personnel who are qualified and trained for their responsibilities.<br>• The school's hiring process is marked by integrity and transparency, including the use of clear job descriptions and expected job skills.<br>• The school provides the faculty and staff clear written personnel policies and procedures that are consistently followed.<br>• All faculty and staff members are regularly evaluated in order to help them improve.<br>• School leaders empower the staff and encourage commitment, participation, and shared accountability for student learning and accomplishment of SLOs.<br>• The school has a professional development program that supports and funds the growth and improvement of faculty and staff members. | • The school employs some personnel who are not fully qualified educationally.<br>• The school does not have a clear hiring process in place and does not use expected job skills in the evaluation of candidates.<br>• There are many unwritten policies and procedures that personnel generally follow, but there is not yet a clear policy manual in place.<br>• Faculty and staff are randomly evaluated and written reports are not always provided.<br>• School leaders are just beginning to develop a unity of mission and purpose that empowers staff members in their duties.<br>• Professional development opportunities are at the discretion of the faculty members and are often at their own expense. | • Written hiring process policies and procedures<br>• Job descriptions that include expected job skills<br>• Personnel handbooks or policy manuals<br>• Written evaluation form and procedures for faculty and staff members<br>• Professional development program: activities, events, funding, expectations of staff members to participate |

# Criterion 4
# Curriculum

**Criterion 4:** The institution demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes (SLOs). The school's curriculum reveals its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

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| • The school has defined what all students should know and be able to do for each subject area as revealed in curricular mapping.<br>• The school provides clear course descriptions that reveal exact learning objectives that support school SLOs.<br>• 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.<br>• There is collaboration among stakeholders and consideration of current educational research and thinking related to various subject areas in curricular review and planning.<br>• Students have access to texts, support materials and information resources that allows them to meet course learning objectives. | • The school has a general sense of what students should be learning, but little curricular mapping has taken place.<br>• 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.<br>• The school reviews texts and supporting materials occasionally as needed, but no systematic program for review is in place.<br>• Most curricular decisions are made independently by the administration, often without consideration of current educational research.<br>• School texts and materials are not always readily available to all students. | • Written curriculum guides<br>• Course descriptions<br>• Curricular mapping procedures<br>• Curriculum review cycle<br>• Minutes of school meetings where curriculum is reviewed and discussed |

# Criterion 5
# Instructional Program

**Criterion 5:** The instructional 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.

| INITIAL ACCREDITATION STATUS DESCRIPTION | CANDIDATE STATUS DESCRIPTION | POSSIBLE EXAMPLES OF DOCUMENTATION |
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| • The faculty provides high level instruction with depth, breadth, rigor, and sequencing in all courses.<br>• The faculty uses a variety of instructional strategies that effectively engage students in learning.<br>• The faculty addresses the various learning styles and needs of the students with adapted OR differentiated teaching strategies.<br>• The faculty discusses current instructional content and research-based methodology.<br>• Professional development activities enhance instructional repertoires of the faculty to improve student achievement.<br>• Students use resources beyond textbooks, such as online resources, educational materials, and outside experiences that add to the learning environment.<br>• New technology is evident in the instructional program of the school. | • The faculty provides adequate instruction but not all students are challenged.<br>• The faculty uses a limited amount of instructional strategies and are most reliant on the lecture form of instruction.<br>• Various learning styles are not taken into consideration in instructional planning.<br>• Faculty members rely on their own experience for teaching strategies and seldom discuss new ideas and instructional methods.<br>• Professional development in the area of instructional strategies is infrequent.<br>• Students use just the textbook and do not use support materials to a significant degree.<br>• There is a lack of technology visible in the instructional program. | • Evidence of training in instructional strategies<br>• Professional development plans for teachers<br>• List of educational resources available in addition to textbooks<br>• List of technologies used in the instructional program |

# Criterion 6
# Use of Assessment

**Criterion 6:** The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

| INITIAL ACCREDITATION STATUS DESCRIPTION | CANDIDATE STATUS DESCRIPTION | POSSIBLE EXAMPLES OF DOCUMENTATION |
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| • Clear learning outcomes are developed for each course so that meaningful assessment can occur.<br>• The school gathers learning data from multiple sources, analyzes the results, and creates recommendations based on learning data.<br>• The teachers regularly use various assessment strategies to measure student progress toward meeting course objectives/SLOs.<br>• Assessment results impact the improvement of the instructional program and planning for professional development.<br>• Assessment results are reported regularly to all stakeholders so that the school is held accountable for high levels of student learning.<br>• Student feedback is valued in the assessment process.<br>• Assessment results are used for institutional planning, Action Plan revision, and resource allocation. | • Course outcomes are developed for some courses, but not all.<br>• The school uses only a few assessment instruments at this time and does not have in-depth discussions that result in conclusions/ recommendations.<br>• Teachers typically use one or two assessment measures to monitor student learning progress.<br>• Assessment is limited to progress reports or report cards only, not for program improvement or professional development planning.<br>• Assessment results are not regularly reported to all stakeholders.<br>• Student feedback is not a part of the assessment process.<br>• Assessment results are not used for institutional planning, Action Plan revision, or resource allocation. | • Analysis of learning data for the last three years<br>• Written learning outcomes for all courses<br>• Identification of all assessment instruments and practices<br>• Examples of assessment strategies used by teachers<br>• Conclusions drawn from analysis of learning data<br>• Examples of changes made at the school based on assessment data |

# Criterion 7
# Student Support Services

**Criterion 7:** The institution recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using Schoolwide Learner Outcomes, faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.

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| • The school provides student support services that enhance the learning environment and allow for the achievement of SLOs.<br>• The school provides academic and college counseling to support student educational goals and/or career opportunities.<br>• The school provides support to the student from enrollment through graduation, college entrance, and/or employment.<br>• Students have access to personal counseling on issues that impact learning success.<br>• The school provides for the health/ safety needs of students, and has an emergency plan.<br>• The school maintains records accurately, securely, and confidentially.<br>• Institutional information is accessible to all students and is free from misrepresentation or false promises. | • The school provides limited student support services.<br>• The school provides limited support for students in regard to college planning, applications, and financial aid.<br>• The school seldom follows students after graduation.<br>• The school does not provide personal counseling services to students.<br>• Limited health services are provided to students.<br>• School records are kept but at are times disorganized and hard to access.<br>• Institutional information is not always readily available to all stakeholders and is often out of date. | • Listing of all support services provided<br>• Copy of school emergency plan<br>• College counseling support materials<br>• Academic checklists<br>• Copies of institutional brochures, publications, etc.<br>• Policies and procedures for school records |

# Criterion 8
# Resource Management

**Criterion 8:** Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

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| • The school has developed an adequate financial base to give reasonable assurance of continuing financial stability.<br>• An external audit is performed annually to ensure the integrity and trustworthiness of the school's financial records.<br>• There is correlation between decisions about resource allocations and the school's learning data and SLOs.<br>• The school has a management system in place with appropriate control mechanisms to ensure sound financial practices.<br>• There are written financial policies and procedures in place to govern the use of funds.<br>• Institutional planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.<br>• Safe, adequate facilities are provided. | • The school has an uncertain financial base that reacts annually to circumstances and enrollment numbers.<br>• Audits are performed from time to time, but not annually.<br>• SLO's are not often in view as financial decisions and plans are made.<br>• There is no management system in place to oversee the practices that direct the use of funds.<br>• There is currently no complete written policy manual.<br>• There is no long-range financial or strategic planning process in place.<br>• The school provides facilities that are barely adequate for the academic program. | • The school's budget<br>• Description of the budgeting process<br>• Any plans relating to facilities<br>• Examination of current facilities, including safety, maintenance, and adequacy<br>• Review of equipment and materials procurement policies.<br>• Latest financial audit<br>• Long-Range Strategic Plan |

# Criterion 9
# Community Connection

**Criterion 9:** The institution seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

| INITIAL ACCREDITATION STATUS DESCRIPTION | CANDIDATE STATUS DESCRIPTION | POSSIBLE EXAMPLES OF DOCUMENTATION |
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| • The school makes an effort to connect to community leaders, businesses, and organizations that may be able to enhance the learning program for students.<br>• The school provides opportunities for students to participate in community service projects.<br>• The school informs its community of its programs and offerings to enhance the relationship the school has with its neighborhood.<br>• The school provides opportunities for internships, shadowing, etc. to provide practical experiences for students. | • The school has a limited or no connection to community leaders and businesses.<br>• The school does not require or encourage any service-related activities for students.<br>• The school periodically informs the community regarding its programs and activities but not on a consistent basis.<br>• At this time, no internships or connections to businesses are in place for students. | • List of community connections<br>• List of internship opportunities |

# Criterion 10
# Action Plan for Continuing Improvement

**Criterion 10:** The institution uses the self-study process to identify key issues that are inserted into a schoolwide *Action Plan* that governs school improvement activities and events. The schoolwide *Action Plan* is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuing school improvement.

| INITIAL ACCREDITATION STATUS DESCRIPTION | CANDIDATE STATUS DESCRIPTION | POSSIBLE EXAMPLES OF DOCUMENTATION |
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| • The school has an Action Plan that is usable, practical, and active in guiding school improvement activities.<br><br>• All stakeholders are involved in the development and annual revision of the Action Plan.<br><br>• The school has procedures in place that govern the effective implementation and monitoring of the Action Plan.<br><br>• The Action Plan is used for institutional planning, resource allocation, and the evaluation of existing program. | • The school is in the process of developing an Action Plan but a complete plan is not in place.<br><br>• The Action Plan is predominantly an administrative project at this time without input from all stakeholders.<br><br>• The school is beginning to develop procedures to govern the implementation and monitoring of the Action Plan.<br><br>• The Action Plan is not regularly used for institutional planning, resource allocation, or in the evaluation of existing programs. | • Copy of School Action Plan<br><br>• Policies and procedure used to create and revise Action Plan |