**Accrediting Commission for Schools**



**Western Association of Schools and Colleges**

**ACS WASC Postsecondary Supplement**

**to the**

***COE/WASC Self-Study Report***

The Council on Occupational Education (COE) and the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) have developed a joint accreditation process for postsecondary schools in California and Hawaii. The purpose of the joint process is to allow postsecondary schools to gain or maintain ACS WASC accreditation while pursuing eligibility to apply for Title IV funds through COE accreditation. COE functions as the lead agency in the joint process and all materials, training, and clarification of standards are provided by COE staff.

The joint process with COE and ACS WASC includes the following steps:

1. COE provides training and materials to interested postsecondary schools.
2. Postsecondary schools prepare a *COE/ACS WASC Self-Study Report* and gather evidence in preparation for a site visit. Postsecondary schools that offer Regional Occupation Programs (ROPs), high school level programs/classes, and other non-CTE programs must complete an *ACS* *WASC Postsecondary Supplement* to be added to the *COE/ACS WASC* *Self-Study Report.*
3. COE sends a team of trained educators from outside California and Hawaii to a postsecondary school for a four-day site visit. ACS WASC adds one or two members to the visiting team, depending on the size of the postsecondary school’s ROPs, high school level programs/classes, and other non-CTE programs.
4. The role and responsibilities of COE Visiting Committee Members: during the site visit, the COE team members focus on CTE programs/courses only and write a compliance report that is submitted to the COE Commission.
5. The role and responsibilities of ACS WASC Representatives on the Visiting Committee: during the site visit, the ACS WASC Representatives focus only on the school’s ROPs, high school level programs/classes, and other non-CTE programs and write a separate Focus on Learning (FOL)-based report for the ACS WASC Commission that is attached to COE’s self-study report.

The pages that follow duplicate what is included in the *ACS WASC Postsecondary Supplement* to the *COE/ACS WASC Self-Study Report* template that is available on the ACS WASC website ([www.acswasc.org](http://www.acswasc.org)). This supplement which is to be completed by the schools provides the WASC representatives a description of the ROPs, high school level programs/classes, and other non-CTE programs so that they can be reviewed from the perspective of ACS WASC Postsecondary Criteria.

Postsecondary schools should complete the *ACS WASC Postsecondary Supplement* and send both an electronic and hardcopy to the ACS WASC office, 11590 West Bernardo Court, Suite 120, San Diego, CA 92127 at least four weeks before the site visit.

**ACS WASC Postsecondary Supplement**

**to the**

**COE/ACS WASC *Self-Study Report***

Postsecondary schools in the joint COE/ACS WASC accreditation process must answer the following questions with concise narrative paragraphs that summarize to what extent the school meets or exceeds the “ACS WASC Postsecondary Criteria.” All information provided should relate only to ROPs, high school level programs/classes, and other non-CTE programs. All CTE classes or programs are reviewed by COE Visiting Committee Members while ACS WASC Representatives review all ROPs, high school level programs/classes, and other non-CTE programs.

Postsecondary schools are asked to form a Focus Group that consists of teachers of ROPs, high school level programs/classes, and other non-CTE programs. The Focus Group should meet and work collaboratively to complete the *ACS* *WASC Postsecondary Supplement* in preparation for the joint COE/ACS WASC site visit.

**Section 1**

**School Profile**

School Name:

School Address (include all branches and sites):

ROP courses, high school level programs/courses, and non-CTE programs or courses:

Current enrollment in each program/course:

Provide a summary of analysis of learning data for the past three years, if possible. List what different formative and summative assessments are used to determine the learning levels of all students for all ROPs, high school level programs/classes, and other non-CTE programs. Identify any trends or conclusions identified as a result of data analysis (include pertinent charts and graphs).

**Section 2**

**Response to ACS WASC’s Postsecondary Criteria**

Please respond to the following ACS WASC Postsecondary Criteria by providing two or more paragraphs to each question as appropriate:

Criterion 1 – Institutional Mission and Schoolwide Learner Outcomes

1. Provide the school’s mission statement.
2. Identify the Schoolwide Learner Outcomes (SLOs).
3. Explain the degree to which SLOs are used to impact curriculum development, professional growth activities, resource allocations, or other school improvement activities?
4. Evaluate the purpose of your non-CTE programs, your ROP programs, or any other high school level programs/courses that you offer. Why are you offering these programs?
5. Describe the demographic make-up of your student body.

Criterion 2 – Organizational Infrastructure and School Leadership

1. Describe the school leadership structure and the lines of authority established by the governing body.
2. Describe to what extent the governing body interacts with the school leadership throughout the school year.
3. To what extent has the school developed written policies and procedures that govern the operations of the school?

Criterion 3 – Faculty and Staff

1. List the teaching faculty and provide information regarding their degrees and experience to verify their qualifications (a chart format is preferred).
2. How effective is the annual evaluation of the teachers?
3. To what extent does the school provide professional development opportunities for the teaching staff?

Criterion 4 – Curriculum

1. To what extent does the school have a written curricular map that describes courses and outlines student learning outcomes for each course/program?
2. To what degree and how often does the school review and revise the curriculum?
3. To what extent are curricular resources available to all students so that they can successfully complete course requirements?

Criterion 5 – Instructional Program

1. To what extent does the school provide a rigorous educational experience for all students?
2. To what degree are a variety of instructional methods/strategies used to provide successful learning opportunities for students?
3. To what extent does the school integrate technology into the instructional program?

Criterion 6 – Use of Assessment

1. List what formative and summative assessments are used to measure student learning progress.
2. To what extent does the administration and faculty gather learning data from multiple sources, disaggregate the data, and analyze the results to draw clear conclusions?
3. To what extent does the administration and faculty take the conclusions drawn from the analysis of learning data and create recommendations to address areas of needed improvement?
4. To what extent is the analysis of learning data used to improve the instructional program of the school?

Criterion 7 – Student Support Services

1. Describe and evaluate what support services are provided to students, including academic counseling, personal counseling, and health services. Please describe what is included in each service provided.
2. To what extent does the faculty/staff guide students through the admissions process all the way to the completion of courses and/or programs?
3. Evaluate the means by which the school maintains student records in a permanent, secure, and fireproof location.
4. To what extent does the school communicate with students and make information available as requested?

Criterion 8 – Resource Management

1. To what extent does the school have sufficient resources to offer its current educational courses/programs? (Please provide a copy of the school’s budget.)
2. Comment on the effectiveness of how the school maintains integrity in financial practices, audits, and financial reporting to all stakeholders.
3. Provide evidence that the school provides clean, safe, and well-maintained facilities that are sufficient for the courses/programs offered?

Criterion 9 – Community Connection

1. To what extent does the school connect to community leaders, local businesses, and vocational partners in order to enhance the school’s academic program?
2. How effective has the school been in providing student service projects that impact the community in a positive manner?

Criterion 10 – Action Plan for Continuing Improvement

1. Describe and evaluate how the school’s Action Plan is created, maintained, and used to guide the school in ongoing improvement efforts.
2. To what extent have the ROPs, high school level programs/classes, and other non-CTE programs identified critical areas of needed improvement that are part of the school’s Action Plan?

**Section 3**

**Schoolwide Strengths and Critical Areas for Follow-up**

After reviewing the results of the answers provided in the preceding pages, please identify what you believe your school does very well, i.e., areas of strength in regard to the ROPs, high school level programs/classes, and other non-CTE programs that are offered.

**Schoolwide Strengths**

1. etc.

Next, please identify at least 3–5 schoolwide critical areas of needed improvement. Prioritize this list in order of importance to the school.

**Schoolwide Critical Areas for Follow-up**

1. etc.

**In addition, please attach a copy of the current Action Plan.**

This *ACS* *WASC Postsecondary Supplement* will be used by the ACS WASC Representative(s) during the COE/ACS WASC site visit to evaluate the ROPs, high school level programs/classes, and other non-CTE programs that are offered. The ACS WASC Representative(s) of the Visiting Committee will write a separate report to the ACS WASC Commission at the conclusion of the joint COE/ACS WASC visit.

Please submit the completed ACS WASC Postsecondary Supplement no later than six weeks prior to the site visit using the **Document Upload** link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.

Accrediting Commission for Schools  
Western Association of Schools and Colleges

11590 West Bernardo Court, Suite 120  
San Diego, CA 92127