ACS WASC Postsecondary Schools
Hosting a visit in 2020–21
ACS WASC Accreditation
Postsecondary Schools

This page features the protocols and processes that define our work with postsecondary schools that are affiliated with ACS WASC. The information listed below should be helpful as schools seek ways to improve the quality of the educational programs they offer to their students. The ACS WASC self-study process is a powerful tool for schools to use as they endeavor to serve students and staff more effectively.
Postsecondary Schools

Self-Study
ACS WASC Postsecondary Self-Study Report Layout
ACS WASC Postsecondary Self-Study Report Template (Word Doc)
Today’s Agenda

Goal of the Self-Study
Getting Organized
Getting Started
Importance of Chapter IV
There are no dumb questions!
Serving approx. 5,200 schools worldwide

20 Partner Affiliations
What is Accreditation?

**IS**
- Self-reflection
- Self-evaluation
- Student focused
- Schoolwide collaboration

**IS NOT**
- Inspection
- A Report
- Teacher focused
- Individual or Small Group Work only

© 2020-21
Accreditation: An ongoing journey focused on students and their continuous school improvement
Accreditation Cycle

Year 6

Year 1

Year 5

Focus on Learning

Year 2

Year 4

Year 3
Overview
Organization
Shape of the Self-Study
The Visit
Follow-Up
How well are students learning and achieving?
Keys to Progress: *Plan, Do, Study, Act*
Continuous Improvement

Assessing

Planning

Implementing
Structure of the School’s Report
Goal of the Self-Study:
An updated schoolwide action plan focused on continuous school improvement
Schoolwide Learner Outcomes

Data

Growth Areas for Continuous School Improvement

Major Student Learner Needs

Action Plan
Today’s Agenda

Goal of the Self-Study
Getting Organized
Getting Started
Importance of Chapter IV
How do we start?
TIME TO PLAN!
Self-Study Coordinator

The facilitator/leader of the school’s accreditation process in collaboration with school leaders.
Leadership
Team/Coordinator
Guides and Directs

Focus Groups
Staff members organized around specific criteria: Curriculum, Instructional Program, Use of Assessment, and Student Services
What does each group bring to the table?
Plan your work

Report must be to the Chairperson six weeks ahead of the scheduled visit
Today’s Agenda

Goal of the Self-Study

Getting Organized

Getting Started

Importance of Chapter IV
Work Smart
How to get going!

Build on current school/community structure

Identify who will facilitate the focus groups and be part of the leadership team

Be clear about what information each group can bring
Who are we?
Task 1/Chapter I — Student/Community Profile

Refine the student/community profile based on the analyzed and disaggregated data, clarify the schoolwide learner outcomes, and major student learner needs.

- History and background of the school
- A description of school programs
- Examination of perception data

Select two of the school’s Schoolwide Learner Outcomes and using data generated in the profile, describe to what extent the programs/courses are connected to the SLOs and to what extent the SLOS are being met.

Identify trends and irregular patterns.
Who are we?
Task 1/Chapter I — Student/Community Profile

Select two of the school’s Schoolwide Learner Outcomes and using data generated in the profile, describe to what extent the programs/courses are connected to the SLOs and to what extent the SLOS are being met.
What are we learning from all the data?
Self-Check Questions for every Chapter
Task 2/Chapter 2 – Progress Report

Build on your mid-cycle report

Identify significant developments including student progress on meeting schoolwide learner goals

Comment on the process for implementing and monitoring the plan

Summarize student progress on each section of the plan that incorporates all schoolwide critical areas for follow-up from the last full self-study and all intervening visits

Comment on the original critical areas for follow-up not in the current plan
Key to VCs Discussion on “Capacity and Commitment”
Chapter III – Quality of the School Program
Criteria

1. Intuitional Mission. Purpose, & Objectives
2. Organizational Infrastructure and School Leadership
3. Faculty and Staff
4. Curriculum
5. Instructional Program
6. Use of Assessment
6. Student Support Services
7. Resource Management
8. Community Connection
9. Action Plan
10.
Criteria Structure: Respond to the Indicators

Discussion Questions are helpers

Criterion 4: Curriculum

The school demonstrates its support of 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 reflects 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.

Indicator 4.1: The school has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

Discussion Questions:

- How does the school list all courses and provide course outlines for all stakeholder groups?
- To what extent does each course have clearly defined learner outcomes?
- How is institutional resource allocation connected to curriculum development needs?

Indicator 4.2: The school regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.

Discussion Questions:

- To what extent does the school have a curriculum review cycle in place that includes as many stakeholders as possible?
- To what extent does the curriculum review process result in written conclusions that are used to make allocation decisions?
Supporting Evidence: Observing Students Engaged in Learning, Reviewing Student Work, Interviewing Students, and Surveys/Questionnaires
Find your ways to capture the data
Student – Teacher Dialogue and Interviews – Student Voice Surveys
Documents

Student work
Handbooks
Meeting Notes
Curriculum Statements
Notices/Newsletters
School/District Website
Respond to the Indicators

- Universal
- Differentiation
- Effective
EVALUATION

How do we know?
How many?
Who?
How often?
How well?
What’s the measure?
What’s the impact?
What’s our take away?
What does this tell us about our schoolwide learner outcomes and our major student learner needs?
Chapter IV – Schoolwide Action Plan Revision based on Self-Study Findings

Statement of Key Issues

Rationale for the key issues

Ensure stakeholder consensus on the Action Plan

Student Learning Outcomes addressed including ways of assessing progress; specific steps to take; timeline; responsible staff; resources needed; process for managing, monitoring, and adjusting the action plan

Outline strategies that provide for the ongoing involvement of stakeholders
Scheduled Office Hours for questions and concerns.

Your principal will receive information and individuals need to register
Questions Answered!

Want help?
Have questions?
Need clarification?

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Chancellor’s Office
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