

WASC CORE COMMITMENTS AND STANDARDS

Standard 1:

Defining Institutional Purposes and Ensuring Educational Objectives

Standard 2:

Achieving Educational Objectives Through Core Functions

Standard 3:

Developing and Applying Resources and Organizational Structures to Ensure Sustainability

Standard 4:

Creating an Organization Committed to Learning and Improvement

ORGANIZATION OF THE STANDARDS

The Core Commitments

The institutions accredited by WASC represent a remarkable range in terms of mission, size, and relative maturity. They are bound together, however, by a common pair of commitments – to institutional capacity and to educational effectiveness. The WASC process begins by asking institutions to ground their efforts in these two commitments. In this way, each institution connects more closely to its own distinctive character and to its responsibilities to its stakeholders. By reaffirming these core commitments, the institution more fully owns both the process and the outcomes of an accreditation review.

CORE COMMITMENT TO INSTITUTIONAL CAPACITY

The institution functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures to fulfill its purposes.

The Core Commitment to Institutional Capacity enables the institution to consider resource issues from a holistic perspective, and to consider capacity as an institutional attribute beyond minimum compliance and a review of assets. Looking at itself through a “lens” of institutional capacity enables the institution to reexamine what it *is* in terms of its capacity to fulfill its aspirations, and to integrate and synthesize findings and recommendations for improvement gained through its self-review under Commission Standards. While the Standards provide an opportunity to review institutional performance within a defined area, the framework of institutional capacity allows an institution to explore cross-cutting issues such as whether resources, structures and processes are aligned with the institution’s mission and priorities, and whether the institution has the capacity to measure, interpret, and use evidence about its effectiveness. An important dimension of institutional capacity is the institution’s readiness to define and sustain educational effectiveness. This dimension is reflected in the review cycle by the name assigned to the first review, the Capacity and *Preparatory* Review.

CORE COMMITMENT TO EDUCATIONAL EFFECTIVENESS

The institution evidences clear and appropriate educational objectives and design at the institutional and program level. The institution employs processes of review, including the collection and use of data, that ensure delivery of programs and learner accomplishments at a level of performance appropriate for the degree or certificate awarded.

The Core Commitment to Educational Effectiveness provides an opportunity for the institution to explore holistically its approaches to educational effectiveness. The institution assesses whether its systems, such as course and program design, faculty support, and program review, are effectively linked to evidence of student learning and are consistent with the educational goals and the academic standards of the institution. By design, elements of educational effectiveness are incorporated into all four Commission Standards, so that institutions explore the relationships between capacity and educational quality and effectiveness. Each of the four Accreditation Standards describes key elements of educational effectiveness.

ACCREDITATION STANDARDS

To help institutions and others interpret and apply the Core Commitments to Institutional Capacity and Educational Effectiveness, the Commission has defined Standards for accreditation. These Standards are intended to serve several purposes:

- ▷ To guide institutions in self-review as a basis for assessing institutional performance and identifying areas in need of improvement
- ▷ To provide a framework for institutional presentations to the Commission and review teams
- ▷ To serve as the basis for judgment by evaluation teams in the institutional review process
- ▷ To provide a foundation for Commission actions and the basis for required institutional follow up to such actions
- ▷ To assist those involved in the accrediting process, in higher education generally, and members of the public, in defining institutional quality and educational effectiveness and in promoting the development and sharing of practices that lead to improved quality.

FORMAT OF THE STANDARDS

Each Standard is constructed with the following interrelated elements:

The Standard

Each standard is set forth in broad holistic terms that are applicable to all institutions. Within each standard are two or more major categories under which the standard is more specifically defined. To emphasize the holistic manner in which the contents of each Standard are viewed and applied, judgments will be made, to the extent possible, at the level of the Standard itself. Each of the four Standards begins with a “statement of the Standard,” defining the basis for judgment. Within each Standard are sub-sections that define topical areas that are essential to the Standard itself.

Criteria for Review

Within each sub-section are Criteria for Review (CFRs), intended to identify key areas for the review under each Standard. Criteria for Review are meant to support basic decisions about accreditation and to enable the Commission to render an effective judgment on the performance of an institution.

Guidelines

Guidelines identify expected forms or methods for demonstrating performance related to certain Criteria for Review. By design, the Commission has not developed a Guideline for each Criterion for Review. Where Guidelines are identified, the Commission is seeking to assist institutions in interpreting the Criteria for Review by providing examples of how institutions can demonstrate that they have addressed them. For example, a substantial core of full-time faculty would be commonly expected as part of an institution’s demonstration that it has addressed Criterion for Review 3.2. The Commission is interested in demonstrated results rather than a specific form of institutional practice. If an institution chooses not to employ the practices described in a particular Guideline, the institution is responsible for showing that it has addressed the intent of that Criterion in an equally effective way.

Related Commission Policies

The Commission has adopted policies and statements that apply to all candidate and accredited institutions. These policies and statements represent official Commission positions, and institutions are expected to adhere to their provisions. Institutions and teams are also expected to include references to relevant policies as part of the accreditation review process.

Following each of the four Standards are references to policies that are of particular relevance to those Standards and the related CFRs and Guidelines. These references are not intended to be all-inclusive. Institutions are encouraged to become familiar with, and to review periodically, all Commission policies and statements.

Commission policies are collected and published on the Commission website.

STANDARD 1

DEFINING INSTITUTIONAL PURPOSES AND ENSURING EDUCATIONAL OBJECTIVES

- ▷ Institutional Purposes
- ▷ Integrity

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

Institutional Purposes

Criteria for Review

- 1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.
- 1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.
- 1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility and accountability.

{GUIDELINES: The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice.

Integrity

Criteria for Review

- 1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.
- {GUIDELINES: The institution has published or has readily-available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.*
- 1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.
- {GUIDELINE: The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.*
- 1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.
- {GUIDELINE: The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate, or other external bodies outside the institution's own governance arrangements.*
- 1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.
- {GUIDELINES: The institution has published or has readily available policies on student grievances and complaints, refunds, etc. and has no history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution has published or readily available grievance procedures for faculty and staff. The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed.*
- 1.8 The institution exhibits integrity in its operations, as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.
- {GUIDELINE: The institution's finances are regularly audited by external agencies.*

- 1.9 The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution, and to abiding by Commission policies and procedures, including all substantive change policies.

See related Policies on:

- ▷ Complaints and Third Party Comments
- ▷ Contracts with Unaccredited Organizations
- ▷ Degree-Level Approval Policy
- ▷ Disclosure of Accrediting Documents and Commission Actions
- ▷ Honorary Degrees
- ▷ Institutions with Related Entities
- ▷ Maintenance of Accreditation Records
- ▷ Overseas International Education Programs for Non-US Nationals
- ▷ Statement on Diversity
- ▷ Substantive Change

STANDARD 2

ACHIEVING EDUCATIONAL OBJECTIVES THROUGH CORE FUNCTIONS

- ▷ Teaching and Learning
- ▷ Scholarship and Creative Activity
- ▷ Support for Student Learning and Success

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.

Teaching and Learning

Criteria for Review

2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

{GUIDELINE: The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.

2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.

{GUIDELINE: Competencies required for graduation are reflected in course syllabi for both General Education and the major.

2.2a. Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication, college-level quantitative skills, information literacy, and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity, civic responsibility, the ability to work with others, and the capability to engage in lifelong learning. Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.

{GUIDELINE: The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, consisting of a minimum of 45 semester units (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).

- 2.2b. Graduate programs are consistent with the purpose and character of the institution, are in keeping with the expectations of their respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.
- 2.3 The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies, curriculum, advisement, library and information resources, and the wider learning environment.
- 2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members, including faculty, students, staff, and where appropriate, external stakeholders. The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.
- 2.5 The institution's academic programs actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.
- 2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.
- 2.7 All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examinations and placement, and evidence from external constituencies such as employers and professional organizations.

{GUIDELINES: Institutions offering graduate-level programs employ at least one full-time faculty member for each graduate degree program offered, and demonstrate sufficient resources and structures to sustain these programs and create a graduate-level academic culture.

Scholarship and Creative Activity

Criteria for Review

- 2.8 The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.
- 2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.

{GUIDELINE: Where appropriate, the institution includes in its policies for faculty promotion and tenure the recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.

Support for Student Learning and Success

Criteria for Review

- 2.10 The institution collects and analyzes student data, disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences.
- 2.11 Consistent with its purposes, the institution develops and assesses its co-curricular programs.
- 2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.
- 2.13 Student support services, including financial aid, registration, advising, career counseling, computer labs, and library and information services, are designed to meet the needs of the specific types of students that the institution serves and the curricula it offers.
- 2.14 Institutions that serve transfer students provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.

{GUIDELINE: Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, complete, and are readily available to support student needs.

See related Policies on:

- ▷ Collegiate Athletics
- ▷ Credit for Prior Experiential Learning
- ▷ Distance Education and Technology-Meditated Instruction
- ▷ Instruction in Languages Other Than English
- ▷ International Students
- ▷ Law Schools in California
- ▷ Statement on Diversity
- ▷ Study Abroad
- ▷ Transfer and Award of Academic Credit

STANDARD 3

DEVELOPING AND APPLYING RESOURCES AND ORGANIZATIONAL STRUCTURES TO ENSURE SUSTAINABILITY

- ▷ Faculty and Staff
- ▷ Fiscal, Physical and Information Resources
- ▷ Organizational Structures and Decision-Making Processes

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

Faculty and Staff

Criteria for Review

3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and support its academic programs, consistent with its institutional and educational objectives.

3.2 The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution. The faculty is sufficient in number, professional qualifications, and diversity to achieve the institution's educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.

{GUIDELINE: The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate backgrounds, by discipline and degree level. The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development.

3.3 Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.

3.4 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning, consistent with its institutional objectives.

{GUIDELINE: The institution provides training and support for faculty members teaching by means of technology-mediated instruction.

Fiscal, Physical, and Information Resources

Criteria for Review

- 3.5 The institution has a history of financial stability, unqualified independent financial audits and resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate that deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.
- 3.6 The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. For both on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered.
- 3.7 The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.

Organizational Structures and Decision-Making Processes

Criteria for Review

- 3.8 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining effective academic programs.
- 3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.

{GUIDELINE: The institution establishes clear roles, responsibilities, and lines of authority, which are reflected in an organization chart.

{GUIDELINE: The governing body regularly engages in self-review and training to enhance its effectiveness.

3.10 The institution has a full-time chief executive officer. The institution also has a chief financial officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.

3.11 The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.

{GUIDELINE: The institution clearly defines the governance roles, rights, and responsibilities of the faculty.

See related Policies on:

- ▷ Collective Bargaining
- ▷ Institutional Units in a System
- ▷ Institutions With Related Entities
- ▷ Statement on Diversity

STANDARD 4

CREATING AN ORGANIZATION COMMITTED TO LEARNING AND IMPROVEMENT

- ▷ Strategic Thinking and Planning
- ▷ Commitment to Learning and Improvement

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

Strategic Thinking and Planning

Criteria for Review

- 4.1 The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which assess its strategic position, articulate priorities, examine the alignment of its purposes, core functions and resources, and define the future direction of the institution. The institution monitors the effectiveness of its plans and planning processes, and revises them as appropriate.
- 4.2 Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.
- 4.3 Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.

Commitment to Learning and Improvement

Criteria for Review

- 4.4 The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy.
- 4.5 The institution has institutional research capacity consistent with its purposes and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.
- 4.6 Leadership at all levels is committed to improvement based on the results of the inquiry, evaluation and assessment that is used throughout the institution. The faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.
- 4.7 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.
- 4.8 Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of educational programs.

{GUIDELINE: The institution has clear, well-established policies and practices for gathering and analyzing information that lead to a culture of evidence and improvement.

{GUIDELINE: Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.

**Table A:
Preparing a Supplemental Report on 2008 Changes to the CFRs**

The following table is designed to assist institutions in understanding changes to the CFRs, assessing how their policies and practices align with the revised areas, and identifying any areas that may require attention by the institution. Each of the substantive revisions to the CFRs is listed below along with questions that may help the institution to conduct this self-assessment and prepare a report.

	Revised Criteria for Review (CFR) or Revised Guideline to CFR¹ (Changes are highlighted in red.)	Self-Assessment Questions	We do this well	Evidence for this finding	Needs attention or development/ action plan
1.2	The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels.	Does the institution have educational objectives at all three levels indicated in the CFR (institution, program, and course)? Have goals or expectations for achievement of these objectives been established? Where are these objectives and indicators published?			
1.2	The institution has a system of measuring student achievement, in terms of retention, completion, and student learning.	Does the institution have a systematic process for measuring student achievement? Does this system or process include analysis of data on retention and completion? Does it include processes for summative assessment of student learning?			
1.2	The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.	Does the institution publish data on retention and graduation rates? Student learning outcomes? Where?			
1.9	The institution is committed to honest and open communication with the Accrediting Commission, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution	Does the institution keep WASC informed about important changes? Is there a process and assigned responsibility for ensuring that this reporting is done?			
2.2b	GUIDELINE: Institutions offering graduate-level programs demonstrate sufficient resources and structures to sustain these programs and create a graduate-level academic culture.	If applicable: Are master's and doctoral programs adequately supported with the full array of resources expected for graduate-level study, including qualified faculty with appropriate workload levels, support for advising and theses/ dissertations, library and research? Is there a "culture" that is expected for graduate study, e.g., scholarly and intellectual engagement among faculty and students?			

¹ See the Handbook of Accreditation for definitions of CFRs and Guidelines.

	Revised Criteria for Review (CFR) or Revised Guideline to CFR² (Changes are highlighted in red.)	Self-Assessment Questions	We do this well	Evidence for this finding	Needs attention or development/ action plan
2.3	The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level.	Have student learning outcomes been established for courses and programs? Have standards been established for the attainment of these SLOs? If appropriate to the institution, have institution-wide outcomes been established, e.g., for all undergraduate degrees? Where are outcomes and expectations for attainment found?			
2.7	All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement and evidence from external constituencies such as employers and professional organizations.	Is there a regular cycle of program review that includes assessment of student learning and analyses of retention and completion? Is program review conducted on schedule and as intended? Does it also include, where relevant to the discipline, results of licensing and placement? Where are completed program reviews maintained? (Also note new requirements on reporting on the effectiveness of program review in the EER report. See Table B.)			
2.8	GUIDELINE: Where appropriate, the institution includes in its policies for faculty promotion and tenure recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.	How do policies and practices on promotion and tenure address scholarship that relates to teaching and learning? Is this kind of scholarship valued and encouraged by the institution?			

² See the Handbook of Accreditation for definitions of CFRs and Guidelines.

	Revised Criteria for Review (CFR) or Revised Guideline to CFR³ (Changes are highlighted in red.)	Self-Assessment Questions	We do this well	Evidence for this finding	Needs attention or development/ action plan
2.10	The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success.	Does the institution have a system for collecting and analyzing data about students? Are data on retention, graduation, time to completion, and other measures of student achievement, analyzed in disaggregated form by various categories so that the institution can understand how different groups of students are performing and are experiencing their education? Is the institution surveying students and analyzing the resulting data on satisfaction and climate? What are the results? How are they used?			
2.11	Consistent with its purposes, the institution develops and assesses its co-curricular programs.	Does the institution have student support services that are appropriate to its mission, its programs, and the needs of the students it serves? Are these programs regularly assessed to determine their effectiveness? By whom and how often? How are results of assessment used.			
3.2	GUIDELINE: The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development.	Does the institution include adjunct, part-time, and non-tenure-track full-time faculty members in academic processes that affect student learning? What are the relevant institutional policies and practices that address their roles in the academic life of the institution? How are they involved in assessing student work? In carrying out program-level assessment? In conducting program review? Are they provided professional development to improve teaching and learning?			

³ See the Handbook of Accreditation for definitions of CFRs and Guidelines.

	Revised Criteria for Review (CFR) or Revised Guideline to CFR⁴ (Changes are highlighted in red.)	Self-Assessment Questions	We do this well	Evidence for this finding	Needs attention or development/action plan
3.3	Faculty and staff recruitment, orientation , workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives.	Are new faculty members provided with appropriate orientation?			
3.4	GUIDELINE: The institution provides training and support for faculty members teaching by means of technology-mediated instruction.	If online or other modes of distance education are used to deliver programs and courses or to enhance or replace face-to-face instruction, are faculty members provided with training? Are they provided with technology support? How? When? How often? What does this consist of? Is it effective?			
3.5	The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability.... If an institution has an accumulated deficit, it has realistic plans to eliminate the deficit.	Is the institution operating within its operating revenues and budgets? Is there an accumulated deficit or a pattern of operating deficits? If so, what are plans to address deficits? What are the trends? How soon will any accumulated deficits be eliminated? Are annual independent financial audits conducted? Have the audits and related management letters identified any practices or patterns that need to be addressed? If so, how and when are these areas being addressed? Is the institution financially sustainable now and for the future?			
3.6	The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.	Are information resources and related support and facilities aligned with the educational objectives? Aligned with student learning outcomes? Do they support and enhance student learning? How? Are they adequate to meet the needs of the faculty and students?			

⁴ See the Handbook of Accreditation for definitions of CFRs and Guidelines.

	Revised Criteria for Review (CFR) or Revised Guideline to CFR⁵ (Changes are highlighted in red.)	Self-Assessment Questions	We do this well	Evidence for this finding	Needs attention or development/action plan
3.8	GUIDELINE: The institution establishes clear roles , responsibilities, and lines of authority, which are reflected in an organization chart .	Does the institution have clear job descriptions? Lines of reporting and responsibility? Is there an organizational chart that reflects the structure of the organization? Is this structure well understood within the institution?			
3.9	GUIDELINE: The governing body regularly engages in self-review and training to enhance its effectiveness .	Does the governing board engage in orientation, self-assessment, and development? Is this work designed to enhance the functioning of the board? When and how is it done? Is there any evidence of its value or impact?			
3.10	The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management	Does the institution have a full-time CEO/president/chancellor? Does the institution have a full-time CFO? How is the administration of the institution organized? Are there a sufficient number of qualified administrators to ensure that the institution is operated effectively? Is the leadership effective? Is the institution well managed? How do you know?			
3.11	GUIDELINE: The institution clearly defines the governance roles, rights, and responsibilities of the faculty .	Does the institution have a charter or other document that sets forth the roles, rights and responsibilities of the faculty? Is the faculty role clear? Is the faculty vested with sufficient authority over academic programs and policies?			

⁵ See the Handbook of Accreditation for definitions of CFRs and Guidelines.

	Revised Criteria for Review (CFR) or Revised Guideline to CFR⁶ (Changes are highlighted in red.)	Self-Assessment Questions	We do this well	Evidence for this finding	Needs attention or development/ action plan
4.4	The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy.	What are the institution’s quality assurance processes? Do they exist at the institutional level and at other administrative levels? Does the institution have clear, published policies in the areas designated? Are they understood and followed? Do quality assurance processes assess not only capacity but effectiveness? If so, how? Are data, findings and results tracked over time to ascertain trends? Has the institution and units within it established benchmarks based on comparable institutions’ performance? Are the results of the quality assurance processes used to make improvements? How does this work?			
4.5	The institution has institutional research capacity consistent with its purposes and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.	What is the capacity of the institution to conduct institutional research? How is IR conducted and by whom? Is there a description of this function that is published or widely understood at the institution? Is the IR function adequately resourced to meet the needs of the institution? What data are collected and analyzed? To whom are they disseminated and how often? Is there a “culture of evidence,” i.e., is evidence used in making decisions and improvements? How is the IR function used to support the assessment of student learning assessment processes? Is the IR function evaluated periodically? Are new data collected and analyzed when needed?			

7/17/08

⁶ See the Handbook of Accreditation for definitions of CFRs and Guidelines.

**Table B:
Addressing New Requirements in the Institutional Review Process (2008)**

The following table is designed to assist institutions in preparing essays on new required topics in the Institutional Review Process. The three new substantive areas to be covered in all comprehensive reviews are set forth below along with questions that may help the institution to analyze the topics and prepare the required essays. Please refer to revised Institutional Review Process on the WASC website for the complete explanation of report requirements under the revised Process.

New Required Coverage	When	Questions for Discussion and Analysis	Evidence to be Analyzed or Drawn Upon
<p>STUDENT SUCCESS</p> <p>A study and analysis of student success, drawing from, but not limited to, [the institution’s] data on retention and graduation rates, disaggregated by student type and by program. To the extent possible, the study should include comparisons with similar institutions and, where appropriate, recommendations for improvement.</p>	CPR	<p>How does the institution’s mission affect its goals for student success? How are goals for student success established and reviewed? What do data on student attrition and retention show for various groups of students, including different demographic groups, degree levels, and majors? What do data show about graduation rates and time to completion? Are the data collected complete and accurate enough to make an informed analysis? Have goals for student success been established? Are benchmark data for comparable institutions available? How is the institution doing in meeting its own expectations and in comparison to other like institutions? Are retention and graduation rates “good enough”? If not, what next steps will be taken to develop plans to address student success?</p>	
<p>Further development of student success efforts. Based on the findings of the institution and the team at the CPR review, the institution will be expected to further its analysis of student success, deepening its analysis of its own and comparative data on graduation and retention rates, year-to-year attrition, campus climate surveys, etc.</p>	EER	<p>See above. What plans have been developed since the CPR analysis? Have these plans been implemented and assessed? What progress has been made in achieving a deeper understanding of student success? Promoting student success? Have there been any changes in performance data on retention and completion? What do these changes mean?</p>	

New Required Coverage	When	Questions for Discussion and Analysis	Evidence to be Analyzed or Drawn Upon
PROGRAM REVIEW	EER		
<p>An analysis of the effectiveness of the Program Review Process. Institutions should analyze the effectiveness of the program review process, including its emphasis on the achievement of the program's learning outcomes. It is expected that the process will be sufficiently implanted for the institution and the team to sample current program review reports (self-studies, external review reports) to assess the impact of the program review process and alignment with the institution's quality improvement efforts and academic planning and budgeting.</p>		<p>Does the program review process meet the expectations reflected in the WASC Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews? Are all academic and co-curricular programs subject to program review? Is program review conducted in a timely manner and in keeping with good practice? Is program review used to assess program effectiveness and student learning at the program level? Is it used to improve program effectiveness? Is it used to align resources with needs? How is program review articulated with the budgeting process? Is the program review process itself reviewed on a systematic basis? Are recent program reviews available to the WASC visit team?</p>	
SUSTAINABILITY OF EFFECTIVENESS PLANS	EER		
<p>A plan, methods, and schedule for assessment of learning outcomes beyond the Educational Effectiveness Review.</p>		<p>What is the plan for ongoing attention to educational effectiveness at the institution? Has a plan been developed that will cover the next seven to ten years? What next steps should be taken to ensure that systems and processes for evaluating effectiveness are sustained into the future and embedded into the culture and practices of the institution? Are the effectiveness plans integrated into the institution's strategic and operational plans and budgets? How will the systems for evaluating educational effectiveness be funded into the future?</p> <p>What areas have been identified as needing improvement or change? Have targets, goals or milestones been set? What is the timeline for activities and progress? When and how often will results be reviewed and by whom?</p>	