Institution: Worksheet Due Date:

Team Member: Worksheet Completed Date:

Visit Date: Videoconference meeting Date:

# Seeking Accreditation Visit (SAV) 1 Team Worksheet

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| Worksheet Purposes | Worksheet Instructions |
| The purpose of this worksheet is to:1. Assist team members to prepare for the visit and their assigned responsibilities.
2. Assign each Standard to a team member for a preliminary review.
3. Record observations from the preliminary review of the institution’s report.
4. Record and compare initial assessments on how well the institution complies with the Standards and meets federal requirements.
5. Explore how well the institution has met the Eligibility Review Committee’s concerns expressed in the action letter.
6. Determine key issues, areas of focus, and strategies for the visit.
 | To complete this worksheet, team members are asked to:1. Read and analyze the materials available from the institution, including the report and any supporting documents.
2. Review the 2013 *Handbook of Accreditation*, including the Standards, the *How to Become Accredited Procedures Manual*, and other material about the visit process sent by WSCUC staff.
3. Complete each section of the worksheet and email it to the team assistant chair and to the WSCUC staff liaison by the due date.

 The assistant chair will prepare a summary document showing all responses and will email the document to team members and the WSCUC staff liaison in advance of the visit. |

| **I. Evaluation of the Institutional Report****Consideration of Standards and Criteria for Review** |
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| ***Institutional Report and Supporting Materials*** | ***Strengths: Areas of Good Practice*** | ***Weaknesses: Areas for Improvement*** | ***Specific Questions: Areas for Further Inquiry*** |
| **Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives** |
| **Institutional Purposes** |
| **CFR 1.1**Formally approved, appropriate statements of purpose that define values and character |  |  |  |
| **CFR 1.2**Clear educational objectives; indicators of student achievement at institution, program and course levels; retention/graduation data and evidence of student learning made public |  |  |  |
| **Integrity and Transparency** |
| **CFR 1.3**Academic freedom: policies and practices |  |  |  |
| **CFR 1.4**Diversity: policies, programs, and practices |  |  |  |
| **CFR 1.5**Education as primary purpose; autonomy from external entities |  |  |  |
| **CFR 1.6** Truthful representation to students/public; fair and equitable policies; timely completion |  |  |  |
| **CFR 1.7**Operational integrity; sound business practices; timely and fair responses to complaints; evaluation of institutional performance |  |  |  |
| **CFR 1.8** Honest, open communication with WASC including notification of material matters; implementation of WASC policies |  |  |  |
| **Standard 2: Achieving Educational Objectives Through Core Functions** |
| **Teaching and Learning** |
| **CFR 2.1**Programs appropriate in content, standards, degree level; sufficient qualified faculty |  |  |  |
| **CFR 2.2**Clearly defined degrees re: admission requirements and levels of achievement for graduation; processes to ensure meaning, quality and integrity of degrees  |  |  |  |
| **CFR 2.2a**Undergraduate degree requirements, including general education and core competencies. Significant in-depth study in a given area of knowledge. Preparation for work, citizenship, and life-long learning |  |  |  |
| **CFR 2.2b**Graduate degree requirements clearly stated. Graduate programs foster students’ active engagement with the literature of the field and promote scholarship and/or professional practice |  |  |  |
| **CFR 2.3**Student learning outcomes (SLOs) and expectations for student learning at all levels; reflected in curricula, programs, policies, advising |  |  |  |
| **CFR 2.4**Faculty’s collective responsibility for setting SLOs and standards, assessing student learning, demonstrating achievement of standards |  |  |  |
| **CFR 2.5**Students actively involved in learning and challenged; feedback on learning provided |  |  |  |
| **CFR 2.6**Graduates achieve stated levels of attainment; SLOs embedded in faculty standards for assessing student work |  |  |  |
| **CFR 2.7**Program review includes SLOs, retention/graduation data, external evidence and evaluators |  |  |  |
| **Scholarship and Creative Activity** |
| **CFR 2.8**Scholarship, creative activity, and curricular and instructional innovation for both students and faculty valued and supported |  |  |  |
| **CFR 2.9**Faculty evaluation links scholarship, teaching, student learning, and service |  |  |  |
| **Student Learning and Success** |
| **CFR 2.10**Institution identifies and supports needs of students; tracks aggregated and disaggregated student achievement, satisfaction and campus climate; demonstrates students' timely progress |  |  |  |
| **CFR 2.11**Co-curricular programs aligned with academic goals and regularly assessed |  |  |  |
| **CFR 2.12**Institution provides useful and complete program information and advising |  |  |  |
| **CFR 2.13**Appropriate student support services planned, implemented, and evaluated |  |  |  |
| **CFR 2.14**Appropriate information to, and treatment of, transfer students (if applicable) |  |  |  |
| **Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability** |
| **Faculty and Staff** |
| **CFR 3.1**Sufficient, qualified, and diverse faculty and staff to support programs and operations |  |  |  |
| **CFR 3.2**Faculty and staff policies, practices and evaluation well developed and applied |  |  |  |
| **CFR 3.3**Faculty and staff development planned, implemented, and evaluated |  |  |  |
| **Fiscal, Physical, and Information Resources (including the development of resources to maintain long term financial sustainability)** |
| **CFR 3.4**Financial stability, clean audits, sufficient resources; realistic plans for any deficits; integrated budgeting; enrollment management; diversified revenue sources |  |  |  |
| **CFR 3.5**Facilities, services, information and technology resources sufficient and aligned with objectives |  |  |  |
| **Organizational Structures and Decision-Making Processes** |
| **CFR 3.6**Leadership operates with integrity, high performance, responsibility, and accountability |  |  |  |
| **CFR 3.7**Clear, consistent decision-making structures and processes; priority to sustain institutional capacity and educational effectiveness |  |  |  |
| **CFR 3.8**Full-time CEO and full-time CFO; sufficient qualified administrators |  |  |  |
| **CFR 3.9**Independent governing board with appropriate oversight, including hiring and evaluating CEO |  |  |  |
| **CFR 3.10**Effective academic leadership by faculty |  |  |  |
| **Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement** |
| **Quality Assurance Processes** |
| **CFR 4.1**Quality-assurance processes in place to collect, analyze, and interpret data; track results over time; use comparative data; and make improvements |  |  |  |
| **CFR 4.2**Sufficient institutional research (IR) capacity; data disseminated and incorporated in planning and decision-making; IR effectiveness assessed |  |  |  |
| **Institutional Learning and Improvement** |
| **CFR 4.3**Commitment to improvement based on data and evidence; systematic assessment of teaching, learning, campus environment; utilization of results |  |  |  |
| **CFR 4.4**Ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment |  |  |  |
| **CFR 4.5**Appropriate stakeholders involved in regular assessment of institutional effectiveness |  |  |  |
| **CFR 4.6**Reflection and planning with multiple constituents; strategic plans align with purposes; address key priorities and future directions; plans are monitored and revised as required |  |  |  |
| **CFR 4.7**Anticipating and responding to a changing higher educational environment |  |  |  |

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| **II. Preliminary Approach to the Visit** |
| 1. How well did the institution respond to recommendations raised in the action letter granting Eligibility?
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| 1. Comment on the institution’s Inventory of Educational Effectiveness Indicators (IEEI):
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| 1. Comment on the four required federal reviews:
2. Credit Hour and Program Length
3. Marketing and Recruitment
4. Student Complaints
5. Transfer Credit Policy
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| 1. How well does the report demonstrate engagement with issues that both demonstrate compliance with the Standards and will lead to real improvement?
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| 1. Does the institution gather appropriate evidence and analyze it well, including a robust system to analyze retention and graduation rates and evidence of student learning outcomes? Does the evidence support or fail to support the institution’s actions, decision-making, and claims?
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| 1. Has the institution made recommendations for improvement resulting from its review? Does the report integrate and synthesize evidence leading to findings and recommendations for action, including from an analysis of retention and graduation and student learning outcomes data?
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| 1. What additional documents or materials, if any, would you like to see in advance of or during the visit?

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| 1. What specific questions do you have about the institutional report not addressed somewhere else?
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| 1. Any special issues or suggested strategies for conducting the visit, including the identification of individuals, groups, and/or committees to be interviewed?
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| 1. How well did the institution describe how it anticipates preparing for Component 3 of the institutional review for institutions seeking reaffirmation of accreditation: Degrees Programs-Meaning, Quality, and Integrity of Degrees?
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| 1. How well did the institution describe how it anticipates preparing for Component 4 of the institutional review for institutions seeking reaffirmation of accreditation: Educational Quality-Core Competencies, and Standards of Performance at Graduation?
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| 1. How well did the institution describe how it anticipates preparing for Component 7 of the institutional review for institutions seeking reaffirmation of accreditation: Sustainability-Preparing for the Changing Higher Education Environment?
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| 1. Please make other comments if you wish:
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