

June 30, 2017

Dr. Michele Nealon-Woods
President
The Chicago School of Professional Psychology
617 W 7th Street
Los Angeles, CA 90017

Dear Dr. Nealon-Woods:

This letter serves as formal notification and official record of action taken concerning The Chicago School of Professional Psychology (TCSPP) by the WASC Senior College and University Commission (WSCUC) at its meeting June 21- 23, 2017. This action was taken after consideration of the report of the review team that conducted the Accreditation Visit to TCSPP, February 28-March 2, 2017. The Commission also reviewed the institutional report and exhibits submitted by TCSPP prior to the Offsite Review (OSR) and the supplemental materials requested by the team after the OSR and the institution's May 10, 2017 response to the team report. The Commission appreciates your clarification of the scope of your Advancement area, your Institutional Advancement Strategic Plan, and your Alumni Relations Strategic Plan.

The Commission appreciated the opportunity to discuss the visit with you and your colleagues: Dr. Ted Scholz, Chief Academic Officer, Dr. Melea Fields, Academic Vice President and ALO, Dr. Mike Folatico, COO, and Dr. Tiffany Masson, Campus Dean (Chicago). Your comments were very helpful in informing the Commission's deliberations. The date of this action constitutes the effective date of the institution's new status with WSCUC.

Actions

1. Receive the Accreditation Visit team report
2. Reaffirm accreditation for a period of ten years
3. Schedule the next reaffirmation review with the Offsite Review in fall 2026 and the Accreditation Visit in spring 2027
4. Schedule the Mid-Cycle Review in spring 2022
5. Request an Interim Report to be submitted by March 1, 2022 to address the status of all recommendations specified at the end of this letter.

Commendations

The Commission commends TCSPP in particular for the following:

1. The quality and level of communication among various stakeholders at the institution and across its campuses.
2. The use of the WSCUC accreditation review process to reflect on key institutional issues and make significant improvements as necessary and appropriate;

3. The use of an enhanced and expanded student success support architecture to improve student retention and degree completion. Particularly noteworthy is the adoption of best practices in student support from the university's online programs to implement in its face-to-face programs.
4. The Engaged Professional Model that guides students' curricular decisions, career choices, and future directions.
5. The significantly improved faculty governance system, including the National Faculty Council, the Academic Affairs Leadership Council, and the local Faculty Councils.
6. The further development of the academic and academic support review processes in a collaborative endeavor involving faculty, staff, and administration.

Recommendations

The Commission recommends that the institution attend to the following issues:

1. Develop and implement a plan to integrate adjunct faculty into its governance structure in an appropriate and meaningful way (CFRs 2.4, 3.10, 4.3, 4.4).
2. Develop the necessary faculty governance, assessment, student services, and information technology infrastructures to support anticipated institutional growth in programs, modalities, and locations (CFR 2.13).
3. Ensure that assessment data and data management systems are accessible and utilized across all of its programs, modalities, and locations (CFR 4.1).
4. Review the composition, size, diversity, and expertise of the Board of Trustees to ensure the Board is an even greater asset to the institution as it looks forward to continued growth in an increasingly complex higher education environment (CFR 3.9).
5. Recognizing the efforts to improve diversity across constituencies, we recommend the institution continues to ensure that diversity is an integral part of the institutional culture by continually assessing the strengths and weaknesses of its current efforts for diversity as a part of the institutional improvement plans (CFR 1.5; Diversity Policy).

In taking this action to reaffirm accreditation, the Commission confirms that TCSPP has addressed the three Core Commitments and has successfully completed the two-stage institutional review process conducted under the 2013 Standards of Accreditation. Between this action and the time of the next review for reaffirmation, the institution is encouraged to continue its progress, particularly with respect to student learning and success.

In accordance with Commission policy, a copy of this letter will be sent to the chair of TCSPP's governing board in one week. The Commission expects that the team report and this action letter will be posted in a readily accessible location on the TCSPP's website and widely distributed throughout the institution to promote further engagement and improvement and to support the institution's response to the specific issues identified in these documents. The team report and the Commission's action letter will also be posted on the WSCUC website. If the institution wishes to respond to the Commission action on its own website, WSCUC will post a link to that response on the WSCUC website.

Finally, the Commission wishes to express its appreciation for the extensive work that The Chicago School of Professional Psychology undertook in preparing for and supporting this accreditation review. WSCUC is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. Please contact me if you have any questions about this letter or the action of the Commission.

Sincerely,



Mary Ellen Petrisko
President

MEP/ thh

Cc: William A. Ladusaw, Commission Chair
Melea Fields, ALO
Terrence Layng, Board Chair
Members of the Accreditation Visit team
Tamela Hawley, Vice President