WASC | Senior College and University Commission

Seeking Accreditation Compliance Guide

This guide is not a formula or analog by which a team will arrive at a mathematically precise determination. It is a tool to narrow the ambiguity inherent in making a complex, holistic judgment. Evaluators should complete the Guide individually then share their appraisal in a consensus-building session at the conclusion of the site visit. Teams should be able to recommend to the Commission whether, for each Standard, the institution has demonstrated that it has met the standards at a level sufficient for granting candidacy or at a level sufficient for granting Initial Accreditation. Non-compliance may also be indicated.

Sufficient for Candidacy (Minimal):

- Understanding of principles or intentions of each Standard at a sufficient level to support continued development
- Elementary or initial development and implementation of structures, processes, and forms that operationalize the CFRs
- Understanding of principles or intentions is held at multiple relevant organizational levels

Sufficient for Initial Accreditation (Substantial):

- The core principle or intention of the Standard is understood and articulated clearly as it applies to relevant operations
- Thorough and widespread implementation of structures, processes, and forms that operationalize the CFRs with evidence of sustainable commitment

CFR	Summary of CFR [From "Standards at a Glance"}	Rating			
		Insufficient Information	Does Not Meet Standard	Sufficient for Candidacy	Sufficient for Initial Accreditation
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives					
Std.1	Overall Compliance with Standard 1	☐	☐	☐	☐
Institutional Purposes					
1.1	Formally approved, appropriate statements of purpose that define values and character	☐	☐	☐	☐
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					
1.3	Academic freedom: policies and practices	☐	☐	☐	☐
1.4	Diversity: policies, programs, and practices	☐	☐	☐	☐
1.5	Education as primary purpose; autonomy from external entities	☐	☐	☐	☐
1.6	Truthful representation to students and public; fair and equitable policies; timely completion	☐	☐	☐	☐
1.7	Operational integrity; sound business practices; timely and fair responses to complaints; evaluation of institutional performance	☐	☐	☐	☐
1.8	Honest, open communication with WASC including notification of material matters; implementation of WASC policies	☐	☐	☐	☐
Standard 2: Achieving Educational Objectives Through Core Functions					
Std.2	Overall Compliance with Standard 2	☐	☐	☐	☐
Teaching and Learning					
2.1	Programs appropriate in content, standards, degree level; sufficient qualified faculty	☐	☐	☐	☐
2.2	Clearly defined degrees re: admission requirements and levels of achievement for graduation; processes to ensure meaning, quality and integrity of degrees	☐	☐	☐	☐
2.2 a	Undergraduate degree requirements, including general education and core competencies	☐	☐	☐	☐
2.2 b	Graduate degree requirements clearly stated and appropriate	☐	☐	☐	☐
2.3	Student learning outcomes (SLOs) and expectations for student learning set at all levels; reflected in curricula, programs, policies, advising	☐	☐	☐	☐
2.4	Faculty's collective responsibility for setting SLOs and standards, assessing student learning, demonstrating achievement of standards	☐	☐	☐	☐
2.5	Students actively involved in learning and challenged; feedback on learning provided	☐	☐	☐	☐
2.6	Graduates achieve stated levels of attainment; SLOs embedded in faculty standards for assessing student work	☐	☐	☐	☐

2.7	Program review includes SLOs, retention and graduation data, external evidence & evaluators	☐	☐	☐	☐
Scholarship and Creative Activity					
2.8	Scholarship, creative activity, and curricular and instructional innovation for both students and faculty valued and supported	☐	☐	☐	☐
2.9	Faculty evaluation links scholarship, teaching, student learning, and service	☐	☐	☐	☐
Student Learning and Success					
2.10	Institution identifies and supports needs of students; tracks aggregated and disaggregated student achievement, satisfaction and campus climate; demonstrates students' timely progress	☐	☐	☐	☐
2.11	Co-curricular programs aligned with academic goals and regularly assessed	☐	☐	☐	☐
2.12	Institution provides useful and complete program information and advising	☐	☐	☐	☐
2.13	Appropriate student support services planned, implemented, and evaluated	☐	☐	☐	☐
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					
Std.3	Overall Compliance with Standard 3	☐	☐	☐	☐
Faculty and Staff					
3.1	Sufficient, qualified, and diverse faculty and staff to support programs and operations	☐	☐	☐	☐
3.2	Faculty and staff policies, practices, and evaluation well developed and applied	☐	☐	☐	☐
3.3	Faculty and staff development planned, implemented, and evaluated	☐	☐	☐	☐

Fiscal, Physical, and Information Resources					
3.4	Financial stability, clean audits, sufficient resources; realistic plans for any deficits; integrated budgeting; enrollment management; diversified revenue sources	☐	☐	☐	☐
3.5	Facilities, services, information and technology resources sufficient and aligned with objectives	☐	☐	☐	☐
Organizational Structures and Decision-Making Processes					
3.6	Leadership operates with integrity, high performance, responsibility, and accountability	☐	☐	☐	☐
3.7	Clear, consistent decision-making structures and processes; priority to sustain institutional capacity and educational effectiveness	☐	☐	☐	☐
3.8	Full-time CEO and full-time CFO; sufficient qualified administrators	☐	☐	☐	☐
3.9	Independent governing board with appropriate oversight, including hiring and evaluating CEO	☐	☐	☐	☐
3.10	Effective academic leadership by faculty	☐	☐	☐	☐
Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement					
Std.4	Overall Compliance with Standard 4	☐	☐	☐	☐
Quality Assurance Processes					
4.1	Quality-assurance processes in place to collect, analyze, and interpret data; track results over time; use comparative data; and make improvements	☐	☐	☐	☐
4.2	Sufficient institutional research (IR) capacity; data disseminated and incorporated in planning and decision-making; IR effectiveness assessed	☐	☐	☐	☐
Institutional Learning and Improvement					
4.3	Commitment to improvement based on data and evidence; systematic assessment of teaching, learning, campus environment; utilization of results	☐	☐	☐	☐
4.4	Ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment	☐	☐	☐	☐

4.5	Appropriate stakeholders involved in regular assessment of institutional effectiveness	☐	☐	☐	☐
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	☐	☐	☐	☐
4.7	Anticipating and responding to a changing higher educational environment	☐	☐	☐	☐

Institution: _____

Evaluator: _____

Date: _____

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