Seeking Accreditation, Visit 1 Institutional Report Template

The WASC Senior College and University Commission (WSCUC) approved in June 2014 a new process for achieving Initial Accreditation after Eligibility has been granted. This process provides that an institution can be granted Initial Accreditation when a visiting team and the Commission have determined that *substantial* compliance with the four Standards and 39 Criteria for Review (CFR) has been demonstrated. The institution makes the case for its level of compliance in the Seeking Accreditation, Visit 1 Institutional Report. See the *[How to Become Accredited](https://wascsenior.box.com/s/lmogpr9etew9brgwo92i)* procedures manual for further details.

# **Instructions**

Please provide a narrative response to each of the questions on the following pages.

* Each section must be addressed.
* As you move through the document adding information, please take care not to delete the original questions.
* Add additional pages as necessary.
* Please make sure that each section starts on a new page. In Section 4, each CFR should begin on a new page.
* The report should typically be between 75 and 100 pages. Limit attachments *only* to evidence needed for each essay and/or relevant to a CFR. Evaluation teams and the Commission do not want to be overwhelmed by numerous attachments with thousands of pages of supporting material.
* Shortly before your report is due, you will be invited to a folder in Box.com to which you will upload the report and all supporting documentation.
* Please make sure that all attachments follow a consistent naming convention and are referenced the same way at appropriate places within the narrative. Please name attachments so that it is clear what they are and what section they refer to, with cross referencing in the narrative. Attachments are preferred as PDFs.

# **Tips for Providing Evidence:**

* Put yourself in the place of a reviewer: what is the story that you need to tell? What evidence supports your story? What is extraneous and can be left out?
* Provide a representative sample of evidence on an issue, rather than ALL of the evidence.
* Consider including an executive summary or the most relevant points of supporting evidence, rather than the entire document.
* If you are referring to a specific page or set of pages in a document, include only those pages, not the entire document.
* If you are providing an excerpt of a document, include the title of the document, and a table of contents and/or a brief narrative to put the excerpt in context.
* If you provide a hyperlink to a web page, make sure the link takes the viewer directly to the relevant information on the page. Do not make your reviewer search for it.

**When complete, upload your Institutional Report to the Seeking Accreditation Visit 1 Report folder in Box.com.**

## **Naming the Report**

Use the following naming convention for your application: "Institution name: Seeking Accreditation Report, Visit 1".

## **Notifying WSCUC**

Please notify your WSCUC staff liaison and the Accreditation Process Manager once the report has been uploaded.

# **Seeking Accreditation Institutional Report**

**Name of Institution**: Click here to enter text.

**Address:** Click here to enter text.

**Date of Submission:** Click here to enter text.

**Table of Contents**

Please include a table of contents for the document here.

## **Section 1: Institutional Context**

Provide a context for the review of the institution, including a brief history, institutional type, size (enrollment, staff, administration and faculty), location(s), overview of degrees/levels/programs offered, current accreditations, and rationale for seeking WSCUC accreditation.

## **Section 2: Statement on Report Preparation**

Describe the process of preparing the Institutional Report, naming the personnel who were involved. Widespread and comprehensive involvement of various constituencies is required, including faculty, administrative staff, students, and others as appropriate. The governing board should review the report before it is submitted to WSCUC.

## **Section 3: Response to Issues Identified in the Eligibility Review Committee Approval of Eligibility Action Letter**

Please provide evidence of how the institution has responded to each recommendation found in the letter granting eligibility by the Eligibility Review Committee.

## **Section 4: Evidence of Compliance with 2013 Standards and Criteria for Review**

The heart of the report focuses on the institution demonstrating its level of compliance with each of the 39 Criteria for Review through narrative, summary statements, and evidence as found through appropriate attachments and/or appendices. In attempting to demonstrate *substantial* compliance, institutions must exhibit self-reflection showing areas of strength or improvement rather than producing a public relations report. Identifying areas of needed improvement does not mean the institution is only in *minimal* compliance: an institution may have reached *substantial* compliance with a CFR, but still have room for improvement.

### The WSCUC Standards and CFRs

The WSCUC Standards are designed to guide institutions in self-review, to provide a framework for institutional presentations to the Commission and review teams, and to serve as the basis for judgments by evaluation teams and the Commission. Each standard is set forth in broad holistic terms that are applicable to all institutions. Under each of the four Standards are two or more major categories within which the standard is more specifically defined. Under each category are Criteria for Review (CFRs), intended to identify and define key elements of the standard. 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.

### Strategies for Completing This Section

The institution can use this section of the report as an initial basis for conducting a thorough self-study of the institution’s compliance with the Standards and CFRs by the planning committee, administration, faculty, staff, students, and Board of Trustees. As the self-study is conducted, key areas may be identified where more evidence is needed or more development is required. Once the institution has completed this self-study process, priorities that are identified using this section should be integrated with the institution’s context, goals, and planning in the development of its report. Summary questions are provided as a means of assisting institutions in determining areas of greatest concern or areas of good practice to be addressed. After this work is completed, this section should represent the collective work of the institution’s self-study process.

### Instructions for Completing This Section

* For each CFR on the following pages, please provide a narrative response to demonstrate the institution’s level of compliance and a list of the evidence that support the narrative.
* Insert additional pages as needed.
* Please start each CFR on a new page.
* Evidence should be uploaded as attachments in the Section 4 folder in the Upload Attachments folder in Box.com.

# **Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives.**

*The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.*

## **Institutional Purposes**

**CFR 1.1** The institution’s formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.

*Guideline:* The institution has a published mission statement that clearly describes its purposes.

The institution’s purposes fall within recognized academic areas and/or disciplines.

**Institutional Response:**

**List of Attached Evidence:**

## **Institutional Purposes**

**CFR 1.2** Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning outcomes.

**Institutional Response:**

**List of Attached Evidence:**

## **Integrity and Transparency**

**CFR 1.3** 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 writing.

*Guideline:* 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 generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.

**Institutional Response:**

**List of Attached Evidence:**

## **Integrity and Transparency**

**CFR 1.4** 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, its hiring and admissions criteria, and its administrative and organizational practices.

*Guideline:* The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Diversity Policy.

**Institutional Response:**

**List of Attached Evidence:**

## **Integrity and Transparency**

**CFR 1.5** Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.

*Guideline:* The institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution.

**Institutional Response:**

**List of Attached Evidence:**

## **Integrity and Transparency**

**CFR 1.6** The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.

*Guideline:*The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a 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’s policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed.

**Institutional Response:**

**List of Attached Evidence:**

## **Integrity and Transparency**

**CFR 1.7** The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution’s finances are regularly audited by qualified independent auditors.

**Institutional Response:**

**List of Attached Evidence:**

## **Integrity and Transparency**

**CFR 1.8** 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.

**Institutional Response:**

**List of Attached Evidence:**

## **Standard One: Synthesis/Reflections**

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the review under this Standard?
2. Looking overall at the quality and effectiveness of the institution’s data gathering processes and its systems to support the review process, what are institutional **strengths**?
3. Looking again at the overall quality and effectiveness of the institution’s data gathering processes and systems, what are **areas to be addressed or improved** in the foreseeable future?

# **Standard 2. Achieving Educational Objectives Through Core Functions**

*The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.*

## **Degree Programs**

**CFR 2.1** The institution’s educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They 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.

**Institutional Response:**

**List of Attached Evidence:**

**Teaching and Learning**

**CFR 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. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.

**Institutional Response:**

**List of Attached Evidence:**

**Teaching and Learning**

**CFR 2.2a** Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).

*Guideline:* The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).

**Institutional Response:**

**List of Attached Evidence:**

**Teaching and Learning**

**CFR 2.2b** The institution’s graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students’ active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.

*Guideline:* Institutions offering graduate-level programs employ, at least, one full-time faculty member for each graduate degree program offered and have a preponderance of the faculty holding the relevant terminal degree in the discipline. Institutions demonstrate that there is a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students.

**Institutional Response:**

**List of Attached Evidence:**

**Teaching and Learning**

**CFR 2.3** The institution’s student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.

*Guideline:* The institution is responsible for ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships, which receive credit, are adequately resourced, well developed, and subject to appropriate oversight.

**Institutional Response:**

**List of Attached Evidence:**

**Teaching and Learning**

**CFR 2.4** The institution’s student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution’s faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.

*Guideline:* Student learning outcomes are reflected in course syllabi.

**Institutional Response:**

**List of Attached Evidence:**

**Teaching and Learning**

**CFR 2.5** The institution’s academic programs actively involve students in learning, take into account students’ prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

**Institutional Response:**

**List of Attached Evidence:**

**Teaching and Learning**

**CFR 2.6** The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.

*Guideline:* The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.

**Institutional Response:**

**List of Attached Evidence:**

**Teaching and Learning**

**CFR 2.7** All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program’s learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

**Institutional Response:**

**List of Attached Evidence:**

**Scholarship and Creative Activity**

**CFR 2.8** The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution’s purposes and character.

*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.

**Institutional Response:**

**List of Attached Evidence:**

**Scholarship and Creative Activity**

**CFR 2.9** The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service.

**Institutional Response:**

**List of Attached Evidence:**

**Student Learning and Success**

**CFR 2.10** The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution’s mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.

*Guideline:* The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.

**Institutional Response:**

**List of Attached Evidence:**

**Student Learning and Success**

**CFR 2.11** Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students’ personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.

**Institutional Response:**

**List of Attached Evidence:**

**Student Learning and Success**

**CFR 2.12** The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.

*Guideline:* Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.

**Institutional Response:**

**List of Attached Evidence:**

**Student Learning and Success**

**CFR 2.13** The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.

**Institutional Response:**

**List of Attached Evidence:**

**Student Learning and Success**

**CFR 2.14** Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.

*Guideline:*Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.

**Institutional Response:**

**List of Attached Evidence:**

**Standard Two: Synthesis/Reflections**

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?
2. Looking overall at the quality and effectiveness of the institution’s data gathering processes and systems to support the review process, what are institutional **strengths**?
3. Looking again at the overall quality and effectiveness of the institution’s data gathering processes and systems to support the review process, what are **areas to be addressed or improved** in the foreseeable future?

# **Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability**

*The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, 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**

**CFR 3.1** The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution’s educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.

*Guideline:*The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.

**Institutional Response:**

**List of Attached Evidence:**

**Faculty and Staff**

**CFR 3.2** Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.

**Institutional Response:**

**List of Attached Evidence:**

**Faculty and Staff**

**CFR 3.3** The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.

*Guideline:* The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.

**Institutional Response:**

**List of Attached Evidence:**

**Fiscal, Physical and Information Resources**

**CFR 3.4** The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives.

*Guideline:* The institution has functioned without an operational deficit for at least three years. If the institution has an accumulated deficit, it should provide a detailed explanation and a realistic plan for eliminating it.

**Institutional Response:**

**List of Attached Evidence:**

**Fiscal, Physical and Information Resources**

**CFR 3.5** The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution’s educational objectives and are aligned with student learning outcomes.

*Guideline:* The institution provides training and support for faculty members who use technology in instruction. Institutions offering graduate programs have sufficient fiscal, physical, information, and technology resources and structures to sustain these programs and to create and maintain a graduate-level academic culture.

**Institutional Response:**

**List of Attached Evidence:**

**Organization Structures and Decision-Making Processes**

**CFR 3.6** The institution’s leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.

**Institutional Response:**

**List of Attached Evidence:**

**Organization Structures and Decision-Making Processes**

**CFR 3.7** 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 institutional capacity and educational effectiveness.

*Guideline:*The institution establishes clear roles, responsibilities, and lines of authority.

**Institutional Response:**

**List of Attached Evidence:**

**Organization Structures and Decision-Making Processes**

**CFR 3.8** The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.

**Institutional Response:**

**List of Attached Evidence:**

**Organization Structures and Decision-Making Processes**

**CFR 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 governing body comprises members with the diverse qualifications required to govern an institution of higher learning. It regularly engages in self-review and training to enhance its effectiveness.

**Institutional Response:**

**List of Attached Evidence:**

**Organization Structures and Decision-Making Processes**

**CFR 3.10** The institution’s faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution’s educational purposes and character are sustained.

*Guideline:* The institution clearly defines the governance roles, rights, and responsibilities of all categories of full- and part-time faculty.

**Institutional Response:**

**List of Attached Evidence:**

**Standard Three: Synthesis/Reflections**

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?
2. Looking overall at the quality and effectiveness of the institution’s data gathering processes and systems to support the review process, what are institutional **strengths**?
3. Looking again at the overall quality and effectiveness of the institution’s data gathering processes and systems to support the review process, what are **areas to be addressed or improved** in the foreseeable future?

# **Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement**

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. 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, to plan, and to improve quality and effectiveness.

Quality Assurance Processes

**CFR 4.1** The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

**Institutional Response:**

**List of Attached Evidence:**

Quality Assurance Processes

**CFR 4.2** The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.

**Institutional Response:**

**List of Attached Evidence:**

Institutional Learning and Improvement

**CFR 4.3** Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

***Guideline:*** The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.

**Institutional Response:**

**List of Attached Evidence:**

**Institutional Learning and Improvement**

**CFR 4.4** The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and use the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.

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

**Institutional Response:**

**List of Attached Evidence:**

Institutional Learning and Improvement

**CFR 4.5** Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

**Institutional Response:**

**List of Attached Evidence:**

Institutional Learning and Improvement

**CFR 4.6** The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution’s strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

**Institutional Response:**

**List of Attached Evidence:**

Institutional Learning and Improvement

**CFR 4.7** Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.

**Institutional Response:**

**List of Attached Evidence:**

**Standard Four: Synthesis/Reflections**

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

2. Looking overall at the quality and effectiveness of the institution’s data gathering processes and systems to support the review process, what are institutional **strengths**?

3. Looking again at the overall quality and effectiveness of the institution’s data gathering processes and systems to support the review process, what are **areas to be addressed or improved** in the foreseeable future?

**Section 5: Identification of Other Changes or Issues the Institution is Facing**

This section of the report should briefly identify any other significant issues or changes that are likely to occur at the institution in the upcoming five years that are not described in preceding sections (e.g., changes in key personnel, major new anticipated programs, modifications in the governance structure, or significant financial results). This information will help the visiting team gain a clearer sense of the current and anticipated future status of the institution.

**Section 6: Preparation for Reaffirmation under the 2013 Handbook of Accreditation**

The [2013 *Handbook of Accreditation*](https://www.wscuc.org/handbook/)focuses major attention on new areas of emphasis which will take significant time and effort to address. This component of the report asks the institution to anticipate how they will prepare for three areas when they seek reaffirmation following the granting of Initial Accreditation: (Please do not focus on the content of these areas but on the processes that will be used):

1. Degree Programs: Meaning, Quality, and Integrity of Degrees
2. Educational Quality: Core Competencies, and Standards of Performance at Graduation, and
3. Sustainability: Preparing for the Changing Higher Education Environment.

**Section 7: Conclusion: Reflections and Plans for Improvement**

In this concluding component, the institution assesses the impact of the self-study, reflects on what it has learned in the course of the self-study, and discusses plans for improvement. This component also provides the institution an opportunity to make a case for whether *substantial* compliance has been achieved with the four Standards and 39 Criteria for Review.

**Section 8: Required Attachments**

Institutions are required to provide the following forms as part of report submission. The forms are available in the [Resource Library](http://www.wscuc.org/resources) on the WSCUC website. Please upload them to the folder in Box.com when you submit the report (see pages 1 and 2 of this document).

* [Inventory of Educational Effectiveness Indicators](http://www.wascsenior.org/content/inventory-educational-effectiveness-indicators-ieei)
* [Federal Compliance Forms](https://wascsenior.box.com/s/cg7a4uyqbwza27qfos6y):
* Credit Hour and Program Length Review Form
* Marketing and Recruitment Review Form
* Student Complaints Review Form
* Transfer Credit Review Form
* General Required Information (See Appendix C in *How to Become Accredited* procedures manual):
* Diversity policies and procedures
* Tuition refund policy
* Disability accommodations policies and procedures
* Faculty complaint and grievance policies
* Staff complaint and grievance policies
* Employee handbook
* Curriculum and units required for graduation (if not in catalog)
* Student learning outcomes at course, program, and (as appropriate) institutional levels
* Faculty bylaws or policies demonstrating collective ownership of the curriculum
* Representative course syllabi for each degree offered
* Financial aid policies, manuals, and protocols
* Posted policies on receiving transfer credit
* List of institutions with articulation agreements
* Staff hiring and evaluation policies and procedures
* Faculty orientation policies and procedures
* Staff development policies
* Organization chart for key leadership positions
* CEO biographical information
* Minutes of board meetings for last two years
* Policy and procedures for Board evaluations
* Credit hour policy