

WASC SELF-STUDY NEWSLETTER # 1

This is the first of a series of newsletters designed to keep the campus informed of our progress towards completing our WASC self-studies. (Note the “plural”!!). We are in the midst of two years of a campus self-study and analysis process that is being undertaken in order to reaffirm our regional accreditation by the Senior College Commission of the Western Association of Schools and Colleges (WASC). This is the basic approval and authorization to operate that is required by the state, CSU system, and federal government. Although things may have appeared fairly quiet this past summer and fall, the various committees working on collecting and reviewing the data and evidence we need to provide in our WASC Self-study Reports have been meeting regularly and actively digging into the tasks before us.

The task is both more focused, longer, and more complicated this time because of the new WASC standards, procedures, and required formats. It is not a project that can be written by one person in isolation. We will need the assistance of a large number of offices and people on campus to carry out the self-study. The new Standards and guidelines require us to have a thorough-going self-examination and campus conversation about our academic quality, how we are carrying out mission, and where we are headed for the future.

The various committees discussed below will be calling on you to provide information, to review draft documents, to give us examples of our best work and practices, and to make sure that our conclusions are accurate and supported with evidence.

*Jerry Pritchard, Associate Provost
and WASC Accreditation Liaison*

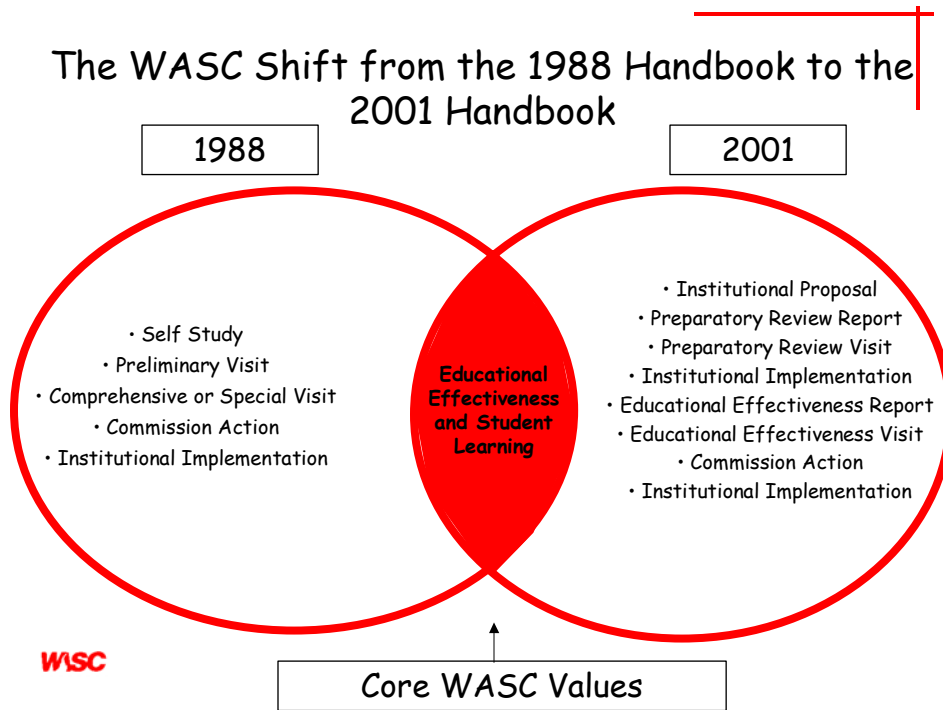
Appointment of Ward McAfee as Lead Writer/Editor

We were very fortunate to secure the services of Dr. Ward McAfee, Professor of History, to assist us as lead writer/editor for the project. Ward came to campus in 1965 as a founding faculty member and served as Dean of Social and Behavioral Sciences and then as interim Vice President for Academic Affairs. In 1990 he also wrote a book on the 25-year history of the campus, so we have enlisted a very knowledgeable person, a fine writer, and a very hard working and capable team member. Since September 2001, Ward has been focusing his time on analyzing the new WASC standards, what existing policies, data, and proof of excellence we have, and determining what is missing and needs to be found or generated. He has already written

a first rough draft of our Preparatory Report essay and will be sending it around during Winter 2002 to various people and offices to review for accuracy and completeness as well as for verification of the conclusions.

Overview of New Standards and Format

New Standards--New Timelines, New Criteria and Guidelines, New Review Process



The old nine WASC standards have been reworked and condensed into four broad new standards, all based on institutions being required to provide *Evidence of Educational Effectiveness*. What is now required is not several hundred pages of description and assertions, but rather a series of brief, focused reports reflecting on the data and proof we have assembled showing that we do meet the four standards and the guidelines and criteria. You can see the full text of the new standards at:

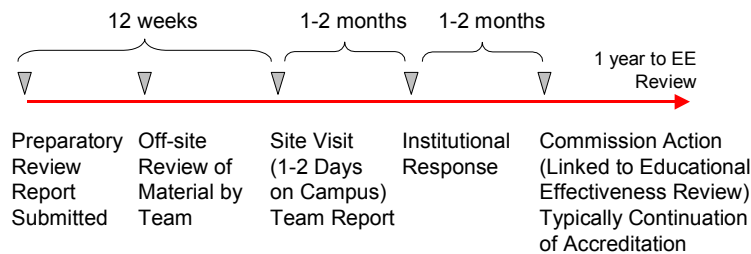
<http://www.wascweb.org/senior/handbook.pdf>

Likewise, the review process has been changed. We now will undergo two separate reviews and site visits that will be held 6 months apart. The first review and self-study report is called the *Preparatory Review*.

Purposes of Preparatory Review

- Determine if Core Commitment to Institutional Capacity is being fulfilled
- Provide compliance review under the Standards
- Audit and verify information provided in the Institutional Presentation
- Evaluate resources, structure, & processes
- Assess preparedness to undertake the Educational Effectiveness Review

Preparatory Review Timeline



WASC

The intent of this part of the cycle is to establish that the campus has the Capacity and Potential for demonstrating our educational effectiveness and basic quality of our programs and to prove that we meet all of the specific standards and criteria that all institutions must minimally meet in order to be accredited by WASC. The heart of this portion of the review is the data and evidence we provide, which will be on-line and updated regularly throughout the next 5-10 year accreditation cycle. We are limited to a 30-page “reflective essay” commenting on the evidence we have presented and summarizing our strengths and weaknesses. We must have this first self-study document ready to send to WASC staff by November 30, 2002. The campus visit by the review team will be held on March 5-7, 2003.

Educational Effectiveness Review

The second part of this self-study process, which is called the **Educational Effectiveness Review**, allows the campus to choose its own topics

or themes based on our individual institutional mission, goals, objectives and topical local issues.

Purposes of the Educational Effectiveness Review

- Review institutional efforts to evaluate the effectiveness of educational programs
- Share good practices of improving teaching
- Examine alignment of institutional priorities with educational objectives
- Promote sustained engagement with selected issues of educational effectiveness

Our CSUSB self-study plan, which was approved by WASC last year, calls for us to examine our progress towards the three goals of our campus Strategic Plan:

1. Becoming a Teaching and Learning Community
2. Ensuring a Safe, Supportive Campus Community
3. Engaging with the External Community

Again, we will be called upon to collect information and data regarding our accomplishments, and analyze the results of our recent initiatives and activities, and the questions we have chosen to research and delve into. We will then write another 60-page essay commenting on what we have learned, what has been achieved and what still needs to be done. Another visitation team, which will be specially-selected because of their expertise and background in our locally chosen themes and issues, will come to campus in October of 2003.

WASC Commission Action

Finally, in winter of 2004, the WASC Senior College Committee will take formal action on our self-study and visitation team reports. Under the new process and timetables, there are several kinds of actions that can be taken: We could have our accreditation reaffirmed for up to 10 years or have reaccreditation deferred until certain issues are cleared up or additional evidence is provided. We also might be asked to file interim reports, or have another team visit in a short period of time, or be placed on probation. In effect, accreditation is now a “rolling” process which calls for an institution to be continually engaged in self-study, data collection, and establishment of a “culture of evidence.” One can no longer just gear up for a self-study every 5 or 10 years--the process is on-going and calls for systematic accountability,

self-evaluation and use of data for improvement of the institution, not mere compliance.

Membership of Steering Committee.

The whole self-study process is governed by a Steering Committee whose role is *oversight, monitoring deadlines, policy development, review of reports*. The membership is:

Louis Fernandez, Provost and VP for Academic Affairs, Chair
Frank Rincon, VP for Student Affairs,
David DeMauro, VP for Administration and Finance
William Aguilar, VP for Information Resources and Technology
Joanne Hankin, VP for Advancement
Ted Ruml, Professor of English and Chair of Faculty Senate
Luis Portillo, ASI President
Ross Moran, Director Institutional Research
John Conley, Dean of Social and Behavioral Sciences
Sandra Kamusikiri, AVP for Planning/Assessment and Dean of
Graduate Studies and Chair of Theme I Committee
Howard Wang, AVP for Student Development and Chair of
Theme II Committee
Jan Jackson, Dean of College of Extended Education and Chair of
Theme III Committee
Ward McAfee, Professor of History and Lead Writer/Editor for Self-
study
Jerrold Pritchard, Associate Provost for Academic Programs
and Accreditation Liaison Officer

Membership of Theme Committees

Theme I Committee - “Becoming a Teaching and Learning Community”

Sandra Kamusikiri, AVP for Assessment and Planning, Chair
Milton Clark, Dean of Undergraduate Studies,
Rowena Santiago, Director of Teaching Resource Center
Terry Rizzo, Professor of Kinesiology
Lynn Diaz-Ricco, Professor of Education
Eri Yasuhara, Dean of Arts and Letters
Student Rep (To be appointed by ASI President)

Theme II Committee - “Ensuring a Safe, Supportive Campus Community”

Howard Wang, AVP for Student Affairs, Chair
Christine Hansen, Director of Student Leadership and
Development
Helga Kray, Director of Student Union
Kathy Ervin, Professor of Theatre Arts
Scott Zenter, Professor of Political Science
Sarah Tabbutt, ASI Student Rep
Robert Carlson, Dean of Natural Sciences
Vanessa Kragenbrink, Information Resources and Technology
Beverly Gentry, Administration and Finance

Theme III Committee - “Engaging with the External Community”

Jan Jackson, Dean of College of Extended Learning, Chair.
Richard Eberst, Professor of Health Sciences and Director of
Community/University Partnership
Michael LeMay, Professor of Political Science
Donna Simmons, Assistant Professor of Communication Studies
Lydia Ortega, AVP Enrollment Services
James Monaghan, Director of Distributed Learning
Pam Langford, Director of Alumni Affairs
Student Rep to be appointed by ASI
Pat Rogers-Gordon, Director of Career Center
Gordon Patzer, Dean of College of Business & Public
Administration
Pat Arlin, Dean of College of Education

Each of the committees is preparing a progress report on their activities and findings so far, and we will publish these reports in future newsletter.

**TIMELINE and CALENDAR
for WASC Self-study and
Visit Process**

Fall 2000

Development, Review, and Submission of Plan for Self-Study.

Send team to WASC workshops on new Standards.

Winter 2001

Approval of Draft Self-study Plan by WASC Staff.

Presentation and Discussion of Plan at Campus Leadership Meeting.

Appointment of Campus Self-study Steering Committees.

Analysis of newly announced WASC Standards and Guidelines.

Spring 2001

Appointment Sub-committees for each Self-Study Theme.

Attendance at WASC Annual Conference and Training Workshops.

Appointment of Self-study Coordinator and Lead Writer.

Development of detailed working plans for collecting evidence to be used in reports.

Development of Plan for WASC Web site Homepage and structure of On-line Data Portfolio.

Summer 2001

Establish WASC Self-study Home page.

Analysis of new Standards and existing data.

Identification of new data elements and types of evidence that need to be collected.

Training sessions for subcommittees and task groups assigned portions of self-study.

Fall 2001 through Spring 2002

Carry out surveys. Collect data. Analyze existing data and reports.

Publicize progress to campus via newsletter and postings to WASC Self-Study Website

Begin to link existing data and campus web sites to WASC Homepage.

Sub-committees write analyses and first draft of report findings, conclusions and recommendations for next steps and follow up.

Quarterly Reports of Subcommittees to Self-study Steering Committee.

Summer 2002

Assure that we have evidence of compliance with all WASC Standards, Guidelines, Criteria and Policy Statements.

Finish writing final draft “Reflective Essays” for Preparatory Visit document and begin initial draft of essays and report for Educational Effectiveness Visit.

Maintain and Expand WASC Self-Study Web Site and Data Portfolio.

Steering Committee reviews and comments on reports Submitted.

Fall 2002

Campus review and comment on draft Self-study Reports.
Hold forums with faculty, students and staff.
Revise website and documents as needed.

By November 30: Submit Draft Self-study report to WASC Staff and to Chair(s) of Visitation Teams.

Make any requested additions and changes to reports and on-line data portfolio.

Winter 2003

Continue collecting data and update material for “Educational Effectiveness” review to be held in Fall.

Make preparations & develop schedule for “Preparatory Review” Visit.

Spring 2003

March 5-7, 2002, first campus Visitation by WASC team reviewing the Preparatory Report and establishing that we have

met WASC minimum standards and the “capacity” to hold the next visit on Educational Effectiveness.

Receive comments, findings and recommendations of first WASC visit Team.

Campus discussion, comment and reaction to first team report.

Finalize 2nd report and “Reflective Essay” on findings of our Educational Effectiveness reports based on our three Themes and responses to 1998 WASC self-study recommendations. Incorporate more recent studies and update documents and website.

Write final concluding essay and overview of self-study process and findings.

Prepare for Fall visit on Educational Effectiveness and Campus Themes.

October 2003

Second WASC visitation team comes to campus for Educational Effectiveness Review based on our local campus self-study themes.

Receive comments and reports of 2nd WASC visit team. Make any responses, corrections or clarifications needed.

Winter 2004

WASC commission receives and acts on reports of both visitation teams.

WASC Homepage. (“Watch this Space!”)

We have established the beginnings of a CSUSB WASC Self-study home page. <http://wasc.csusb.edu>

This website is under construction and we have only established the format and key elements. Very little data or evidence has been added to the self-study home page, but the reports and data portfolio we place on this site will be the core of our self-study report to WASC. The visitation team will

use this material to verify the statements made in our brief “reflective” essays.” We will provide the team with links to these on-line resources and evidence and we will probably send them all the website and self-study material on a compact disk.

We do have some excellent links to the WASC Commission on Senior Colleges and Universities on the WASC self-study homepage, which provides a great deal more information about WASC policies, guidelines and Standards, and the guidelines and operation. Here are the contents so far:

WASC SELF-STUDY HOME PAGE LAYOUT

NEWSLETTERS AND COMMUNICATIONS TO CAMPUS

- Newsletters
- Request for Examples of Good Educational Practice and Campus Community
- How Can You Help
- Frequently Asked Questions

SELF-STUDY PLAN 2000 – 2003

- Timeline for Self-study and Visit Process
- Committee Structure and Membership

SELF-STUDY PROCESS

- What is WASC?
- Principles of Accreditation Process
- Core Expectations
- WASC Senior College Commission Homepage
- WASC Accreditation Handbook
- WASC Staff
- WASC Policies
 - Distance Learning and Off-campus programs
- WASC Publications
 - Substantive Change Manual
 - Statement of the Regional Accrediting Commissions on the Evaluation of Electronically Offered Programs
 - Guidelines for the Evaluation of Electronically Offered Programs

THE NEW ACCREDITATION MODEL

- New WASC Review Cycle
- Components of WASC 10-year Self-study Process
- Core Expectations
- Review Process Structure

Elements of Capacity Review
Focus on Educational Effectiveness
Expectations for Assessment and Use of Evidence
Criteria for a Good Exhibit
Advice for Report Writers

THE WASC STANDARDS
Review Criteria

PREPARATORY REVIEW REPORT

EDUCATIONAL EFFECTIVENESS REPORT

DATA PORTFOLIOS AND EVIDENCE

VISITATION TEAM REPORTS

WASC COMMISSION ACTIONS

We urge you to check out the WASC Homepage periodically over the next 18 months, especially as we begin to post drafts of the Preparatory Report, Theme Committee Reports, and the Educational Effectiveness Report. Also, you will find the Data Portfolio (which will on-going and used for much more than just the periodic WASC self-studies) will be very valuable as a source of useful information for planning, specialized professional accreditation reports, and better understanding of our institution.