

WASC (WSCUC): NEXT STEPS TOWARD RE-ACCREDITATION

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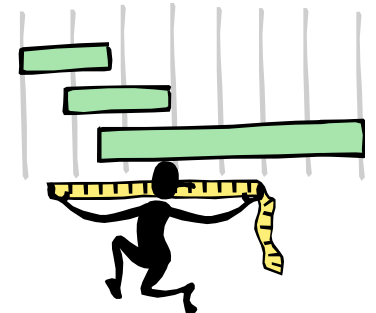
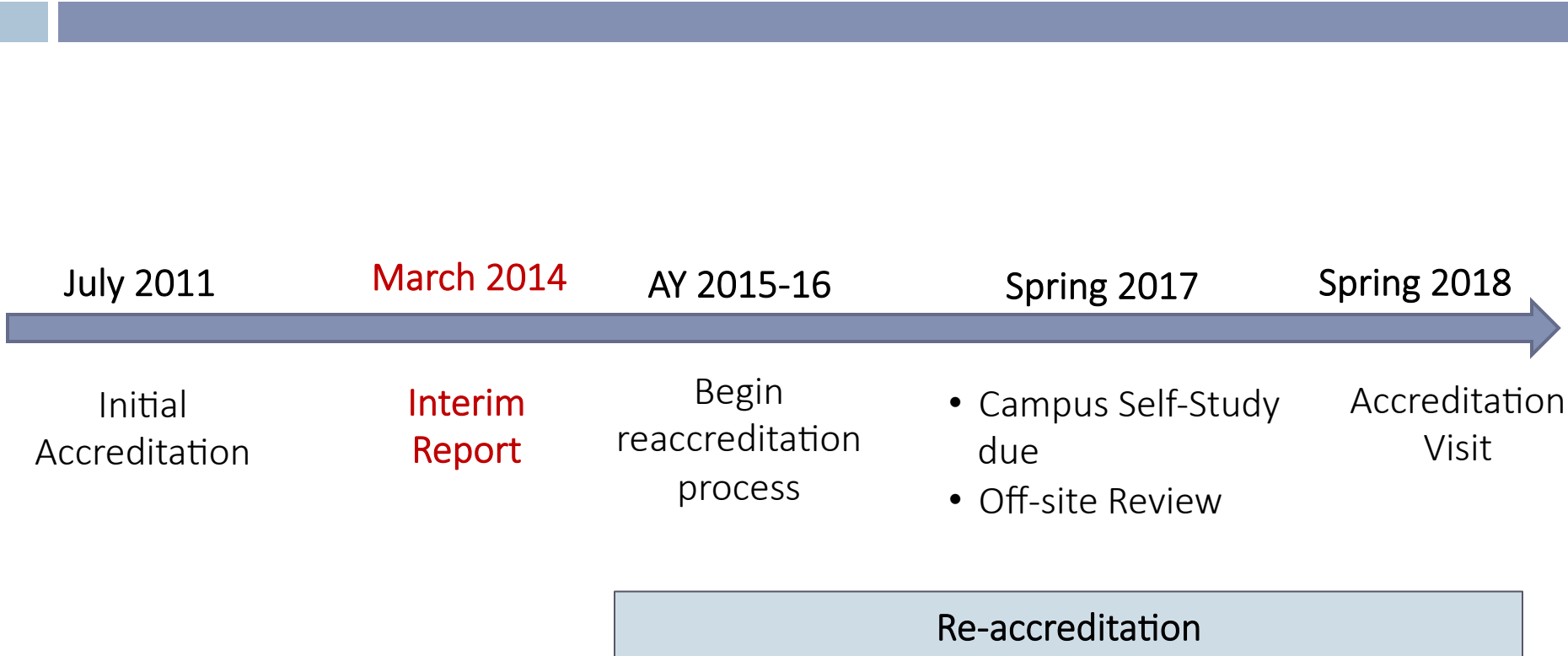
Coordinator for Institutional Assessment and Accreditation Liaison Officer

June 5, 2014

Outcomes

1. Familiar with our accreditation timeline
2. Familiar with Student Affairs Interim Report conclusions and next steps
3. Familiar with academic assessment processes and progress
4. Start thinking about WASC's new expectations for re-accreditation and their relationship to Student Affairs and your own department

UCM Accreditation Timeline



UCM Interim Report Topics

1. **Financial stability and sustainability.**
2. **Assessment of student learning and program review.**
 - Undergraduate academic programs
 - General education
 - Student affairs programs
 - Graduate academic programs.
 - Sustaining program review.
3. **Student success.**
 - UG and graduate retention
 - UG and graduate graduation.

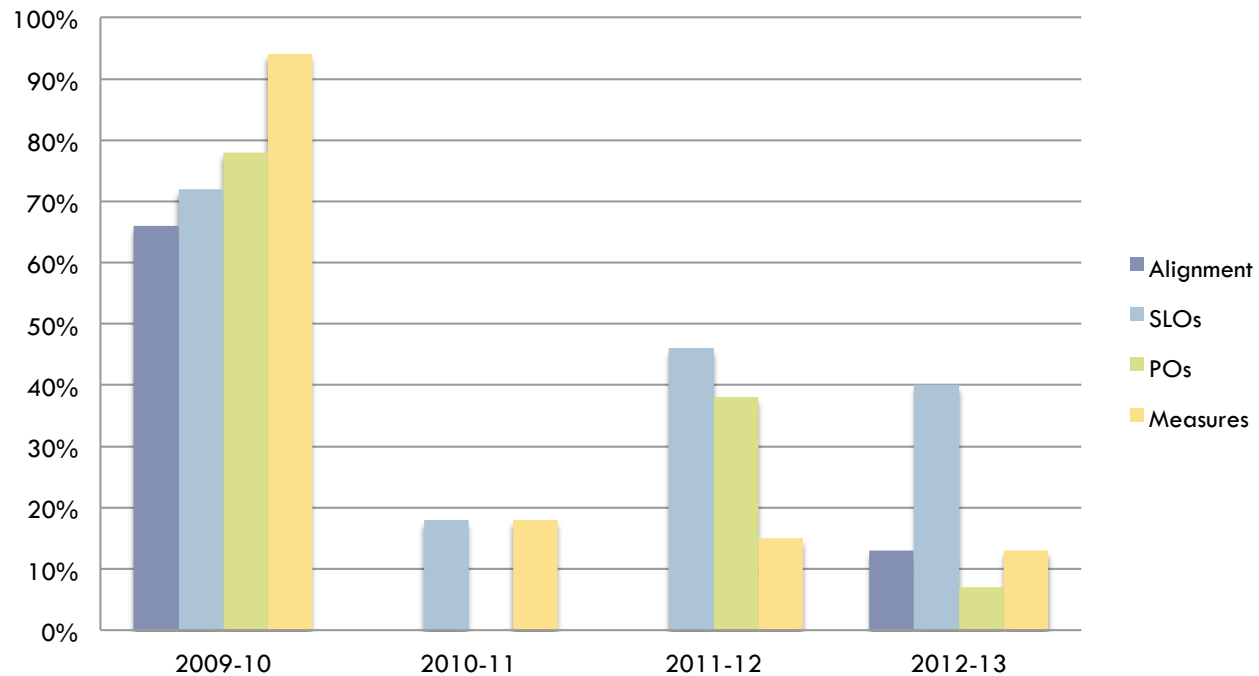


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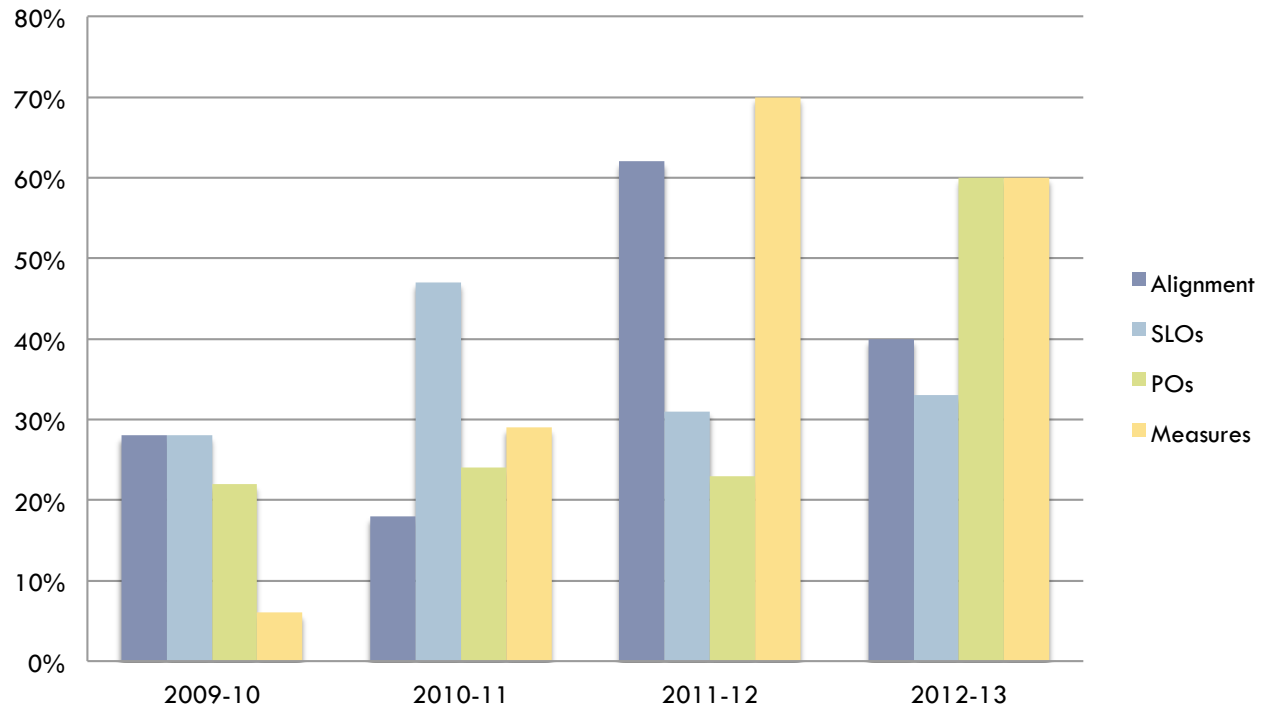
Student Affairs Assessment

INITIAL Scores



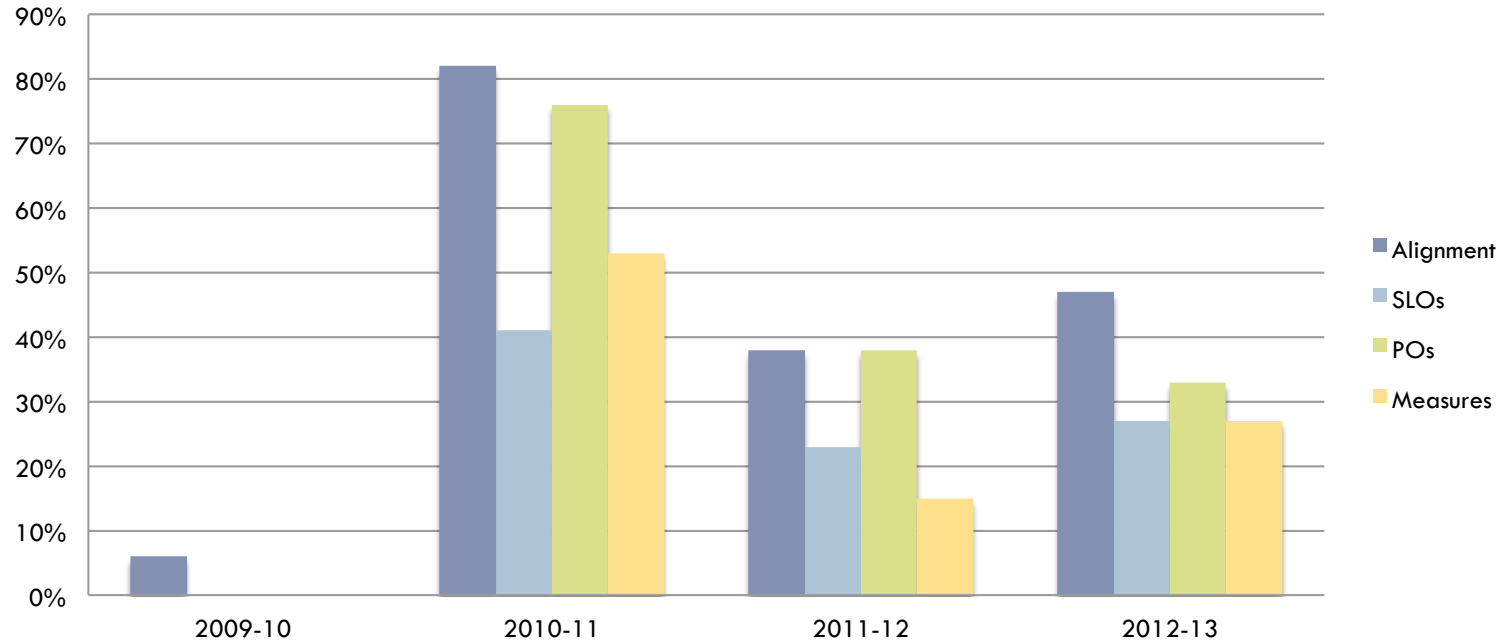
Student Affairs Assessment

EMERGING Scores



Student Affairs Assessment

DEVELOPED Scores



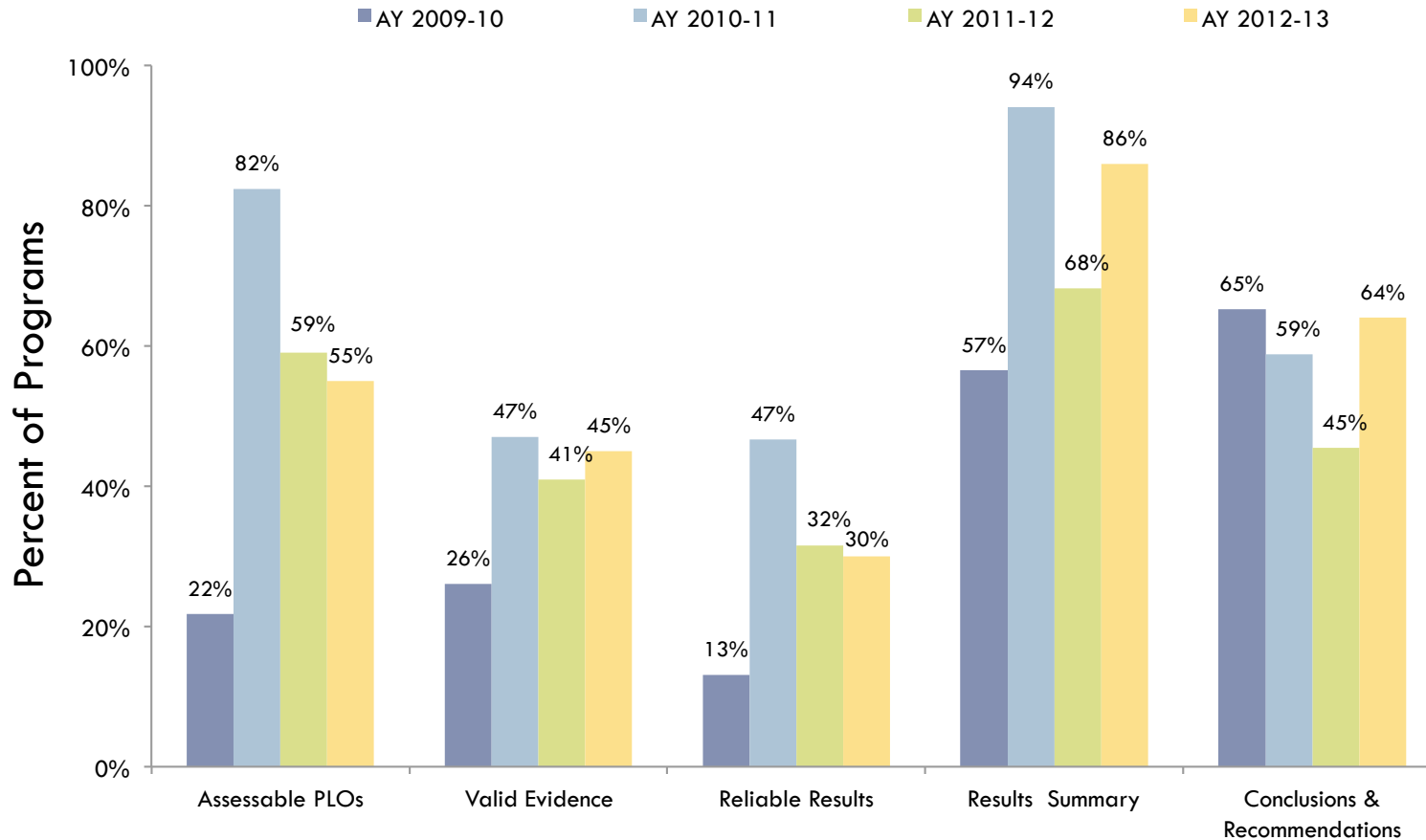
Next Steps for Student Affairs

- *Coordinated focus on one of the 7 SLOs by departments most capable of measuring student learning*
 - *2014-15 is the Year of Effective Communication*
 - *2015-16 is the Year of Leadership & Teamwork*
- *Dashboards of Key Performance Indicators*
 - *Enrollment Management,*
 - *Auxiliaries*
 - *Health & Counseling*
- *Jumpstart Divisional Strategic Plan*
 - *One of four Aspirational Goals is IMPACT.*
- *Continue Capacity Building within Division to prepare for institutional-level dialogue and decisions*

Example PLOs – Physics Major

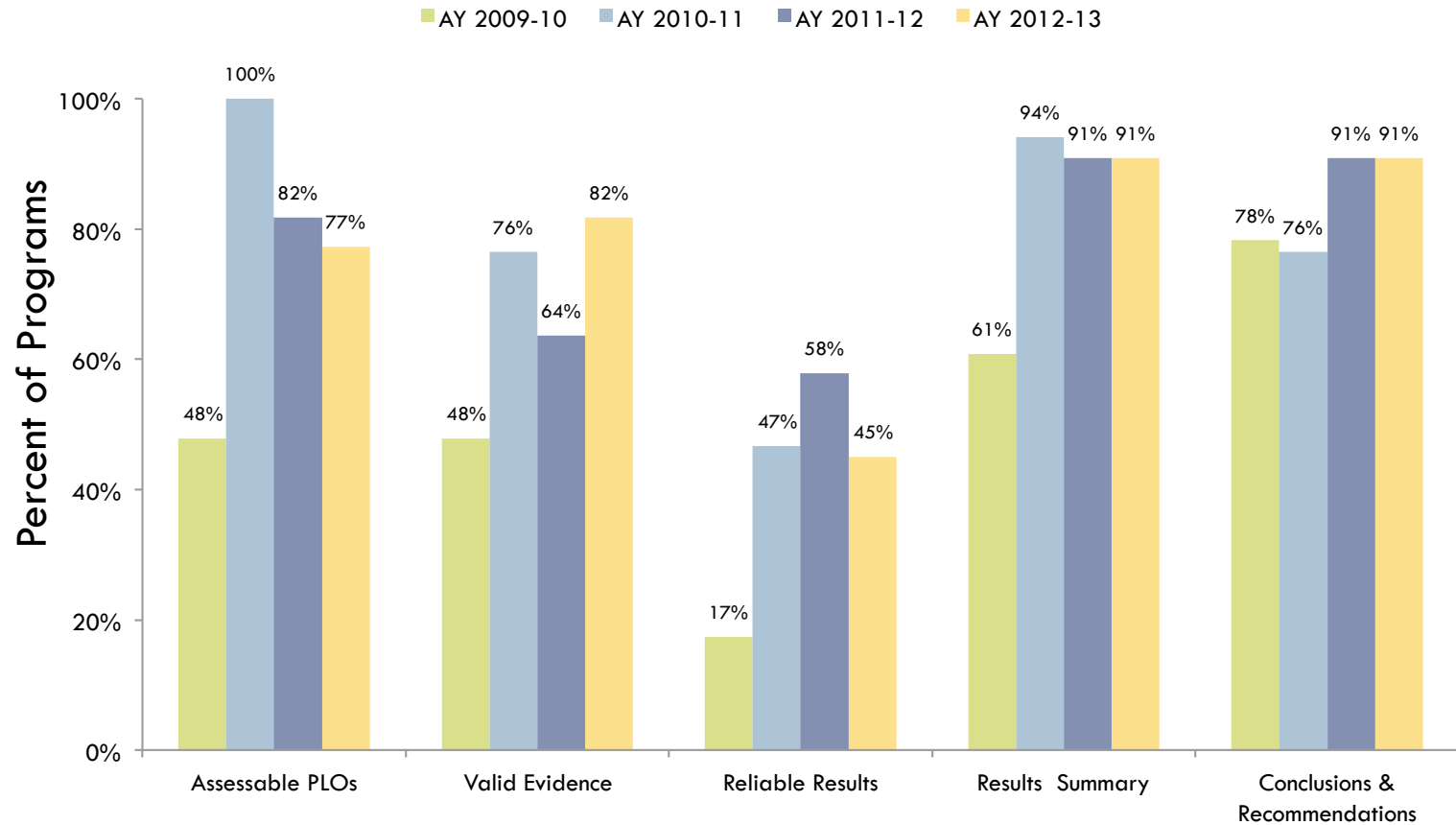
- ***Physical Principles.*** Students will be able to apply basic physical principles—including classical mechanics, electricity and magnetism, quantum mechanics, and statistical mechanics—to explain, analyze, and predict a variety of natural phenomena.
- ***Mathematical Expertise.*** Students will be able to translate physical concepts into mathematical language. Furthermore students will be able to apply advanced mathematical techniques (e.g., calculus, linear algebra, probability, and statistics) in their explanations, analyses, and predictions of physical phenomena.
- ***Experimental Techniques.*** Students will be able to take physical measurements in an experimental laboratory setting and analyze these results to draw conclusions about the physical system under investigation, including whether their data supports or refutes a given physical model.
- ***Communication and Teamwork Skills.*** Students will be able to clearly explain their mathematical and physical reasoning, both orally and in writing, and will be able to communicate and work effectively in groups on a common project.
- ***Research Proficiency.*** Students will be able to formulate personal research questions that expand their knowledge of physics. Students will be able to apply sound scientific research methods to address these questions, either by researching the current literature or developing independent results.

Academic Assessment



By rubric criterion and year, percentage of academic programs assessed as being at a *Developed* practice or better on *Rubric for PLO Report*.

Academic Assessment



By rubric criterion and year, percentage of academic programs assessed as being at a *Emerging/Developed* practice or better on *Rubric for PLO Report*.

Outcomes

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What has changed in accreditation?

Previous Emphasis

Do we engage in the practices of a culture of evidence-based improvement?



New Emphasis

Quality of outcomes - demonstrate that our graduates consistently meet our desired outcomes for learning and success at high levels.



Reaccreditation: Three Key Essays

1. Quality Assurance and Improvement

This component of the institutional report addresses three basic tools of quality improvement -

- program review,
- assessment of student learning, and
- data collection and analysis

and presents the ways these tools inform the institution's decision making.

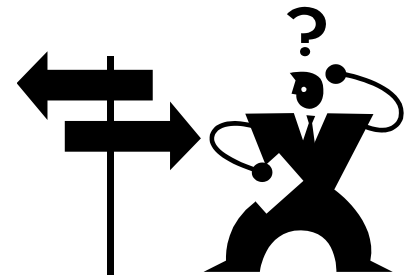


Table Talk

This component of the institutional report addresses three basic tools of quality improvement -

- program review,
- assessment of student learning, and
- data collection and analysis

and presents the ways these tools inform the institution's decision making.

How do the results of annual learning assessment, program review, and more generally the evaluation of data inform decision making and planning in your department?

Reaccreditation: Three Key Essays

2. Meaning, Quality, and Integrity of Degrees

❖ *Degrees*

- Bachelors, masters, PhD

❖ *Meaning*

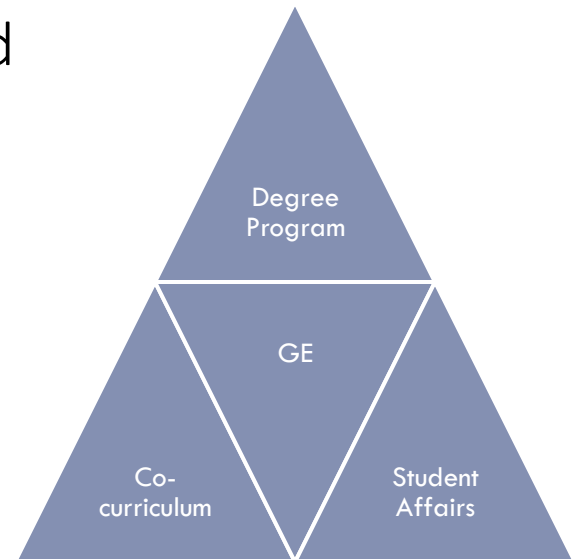
- Skills, knowledge, attitudes, values demonstrably possessed by our graduates that reflect our mission
- Cognitive, interpersonal, intrapersonal
- I.e. learning outcomes



Reaccreditation: Three Key Essays

❖ *Quality and integrity*

- “a *rich, coherent, and challenging educational experience.*”
- Assurance that students achieving learning outcomes to extend intended (assessment)



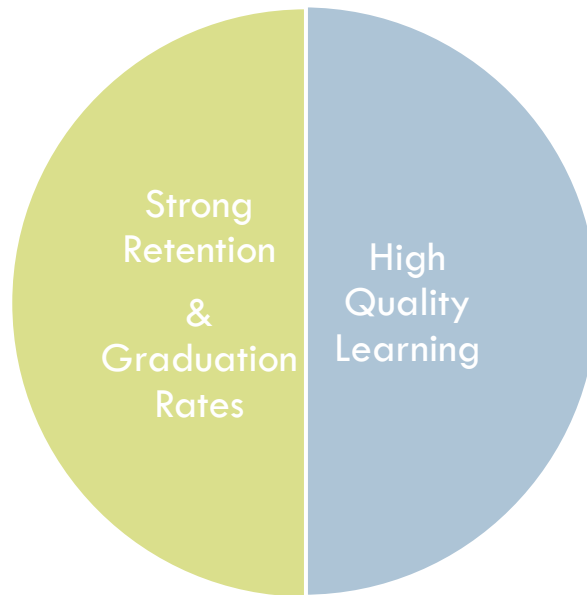
Reflect & Share

1. What are some of the important skills, knowledge, attitudes or values that UC Merced graduates *do or should have* to support success in their professional, civic and personal lives? (BA/BS, MS or PhD)
2. How does your department contribute to student development of those outcomes?
3. How does your department assure and document its contributions to student learning, including to the extent it intends?



Reaccreditation: Three Key Essays

3. **Student Success:** Student Learning, Retention, and Graduation



This essays addresses the learning and personal development aspects of student success.

Reaccreditation: Three Key Essays

3. **Student Success:** Student Learning, Retention, and Graduation

“While student success is the responsibility of the entire institution, student affairs and academic support can play a particularly critical role. Here, too, a well-developed assessment infrastructure can provide the data to document and improve student success.” (WASC 2013 Handbook, p. 31)



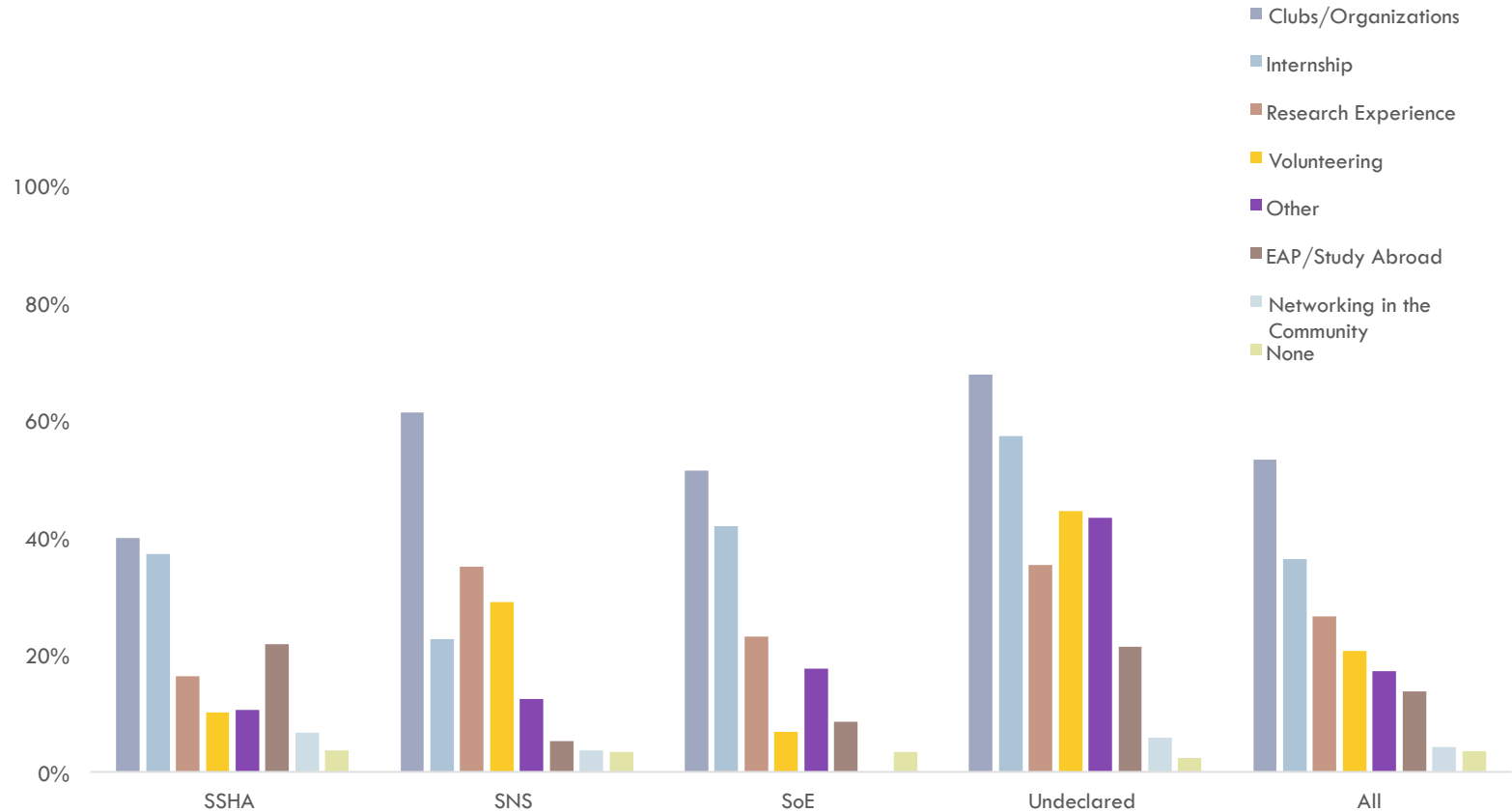
Reflect

1. What are some factors that influence student persistence and timely graduation at UCM (positive or negative)?
2. In ways does your department support student persistence and/or timely graduation?
3. How does your department demonstrate and improve its contributions to student success?



Why is all this important?

Activities Planned to Advance Education, Career Goals, and Personal Development: % of Rising 3rd Years



Question to rising third years: What are 1-2 co-curricular activities you plan to participate in to advance your education, career goals and personal development?

Opportunities!

Through conversations and actions that emerge from addressing new accreditation expectations, we have an opportunity to transparently and powerfully connect Student Affairs and Academic Affairs in support of student achievement.



Why these foci for WASC Commission?

- **Rising costs of education and federal role in funding**
 - How are federal \$ spent?
 - Rising student debt

- **Questions about**
 - Graduation rates (with debt)
 - Quality of student learning (ex. employers)