

WASC Institutional Proposal Outline
 April 11, 2007
 Faculty Senate Council
 Diane Jonte-Pace

The Institutional Proposal is due in the WASC offices May 15, 2007. A draft of the Proposal, accompanied by a request for feedback, will be distributed to the University Community in late April. An outline of the proposal follows.

A. Setting the Context, Relating the Proposal to the Standards

1. Institutional Context

This section describes the University's history, background, strengths and challenges. It establishes a foundation for why the three themes (see below) are proposed as the focus as the self review.

2. Response to the Commission Action Letter

This section addresses the issues raised by the WASC Commission in the last institutional review (1998-99), and describes progress on the issues that WASC noted as areas for attention in the 2000 Commission Action Letter: Assessment and Program Review, Diversity, Library, Counseling Psychology and Education.

3. Proposal Development and Self Review Under the Standards

This sections traces the process leading toward the development of the proposal, noting in particular the 2004 and 2005 "Future Directions" discussions, the participation by faculty and staff in WASC conferences in 2005 and 2006, and the 2006 online survey of faculty, staff, students, and board members focusing on the WASC "Criteria for Review" and the self-study themes.

4. Constituency Involvement

This section notes that one goal of the self study is the involvement of a broad University constituency. It describes the members of the committees, the structure of reporting to various groups on campus, the website (www.scu.edu/wasc), and the process for communicating with the University community.

B. Framing the Review Process; Connecting Capacity and Educational Effectiveness Reviews

1. Overview and Expected Outcomes

This section outlines the broad outcomes expected as a result of the self study, noting that the self study will help the university build on strengths and address challenges.

2. Plan for the Capacity and Preparatory Review

Theme One: Educating for Competence, Conscience, and Compassion

Theme Two: Supporting the Teaching Scholar Model

Theme Three: Promoting a Community of Inclusive Excellence

These sections provide a plan for the Capacity and Preparatory Review focusing on the University's "capacity" (resources, structures, infrastructures, processes) in each area. Each sub-section provides an introductory statement about the significance of the theme, a list of questions to be addressed during the Capacity and Preparatory Review, and a statement of the expected goal of the self study in relation to the theme. For each theme, a number of sources of relevant evidence are listed (student surveys, faculty surveys, alumni surveys, University documents and policies, portfolios of student work, materials maintained by Institutional Research, etc.).

3. Plan for the Educational Effectiveness Review

This section, which is currently in process, will describe expected outcomes for the Educational Effectiveness review for each theme. It will establish a plan for evaluating educational effectiveness, aligning the WASC Standards with the themes, noting research questions methods, and key indicators.

4. Beyond the Themes: Quality Assurance

This section, also still in process, will focus on aspects of student learning and organizational learning that may not fall within the three themes. In particular, its focus will be on quality assurance, assessment and program review.

C. Demonstrating a Feasible Plan of Work

1. Workplan

This section outlines the workplan, timeline, and milestones.

2. Data gathering and analysis

This section describes and evaluates the University's data gathering and maintenance system, indicating the extent to which the University has created a "culture of evidence" and has the capacity to analyze and interpret evidence in decision making.

D. Appendices

Data exhibits, etc.