

WASC & Student Learning

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Law Schools' Standards Review
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WASC's Vision & Goals

Vision – Two Core Commitments

- Capacity to educate students
- Effectiveness in educating students

Goals

- Supporting student learning
- Supporting institutional best practices
- Promoting a “culture of evidence”

Three Stage Reaccreditation Process

Institutional Proposal

- Outlines plan for self study

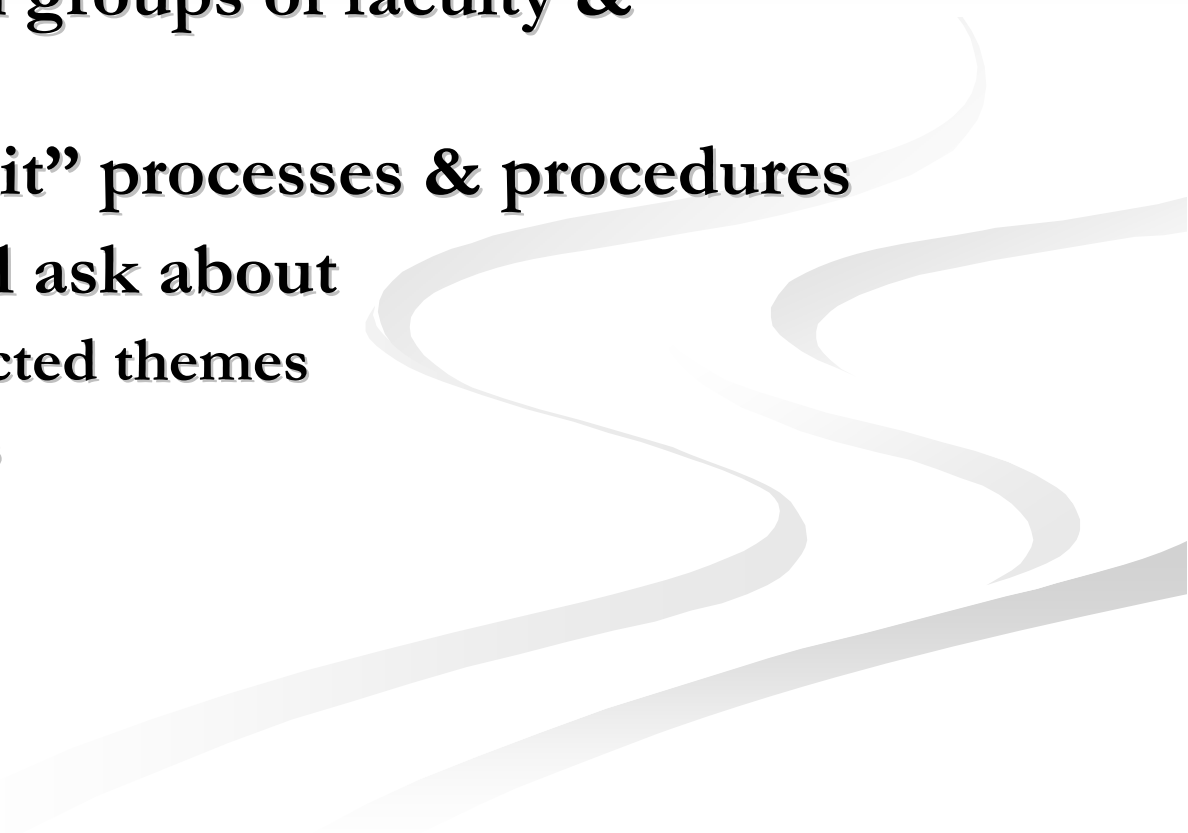
Capacity and Preparatory Review

- Capacity and Preparatory Review (CPR) Report
- Site visit

Educational Effectiveness Review

- Educational Effectiveness Review (EER) Report
- Site visit

Site Visits

- **Two days, approximately 6 people**
 - Peer review model
 - **Teams meet with groups of faculty & administrators**
 - **Teams may “audit” processes & procedures**
 - **Visiting team will ask about**
 - University’s selected themes
 - WASC Standards
 - Student learning
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Santa Clara's Themes

**Educating for Competence, Conscience, and
Compassion**

Supporting the Teaching Scholar Model

**Promoting a Community of Inclusive
Excellence**

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WASC Standards & Criteria for Review

Four Standards

Forty two Criteria for Review

Purpose/Integrity

**Teaching/Learning/
Scholarship**

**Resources/Personnel/
Policies**

Organizational Planning

- *2.4 The faculty take collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of student learning expectations.*
- *4.4. The institution employs quality assurance processes...including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection...assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy.*

Criteria for Review & Guidelines

- **Guideline for CFR 2.2**
 - *Institutions offering graduate-level programs demonstrate sufficient resources and structures to sustain these programs and create a graduate-level academic culture.*

- **Guideline for CFR 3.2**
 - *The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development.*

Focus on Student Success and Institutional Learning

- Promoting student success through a culture of evidence
 - Learning objectives on syllabi?
 - Alignment of assignments & learning objectives?
 - Assessment plans & practices in place?
 - Reflection on data, closing feedback loop?
 - WASC's rubrics used for program improvement?
 - Reflection on disaggregated retention & grad rates?
 - Informed decisions based on evidence?

- www.scu.edu/provost/ugst/wasc/ www.wascsenior.org