

**WASC – April 2009**  
**Academic Resource Conference Summary**  
 By Patricia Flanigan, Diane Pestolesi, Anthony Teng, and Claire Cesareo-Silva

Key Learnings	Source/Contact	How to Apply to College	
		Short-term	Long-term
<b>Accreditation Self Study</b>			
Accreditation focus from numbers to indicators, from compliance to building internal capacities around student learning.	Richard Winn, Associate Director, WASC	Describe how findings have they been operationalized to enhance student learning and institutional effectiveness.	Integrate processes in day to day operations so that they are ongoing
The Program Review process will be analyzed with an emphasis on student learning outcomes and alignment with other processes.	Richard Winn, Associate Director, WASC	Describe examples of outcomes and processes in place since previous self-study	
Current self study needs to show proof that the college has “completed the loop” or will get a recommendation. Closing the loop means that assessment is used for improvement, and this is documented.	Susan Clifford, VP, ACCJC	Not enough to have a process in place to do Program Review (for example) must show evidence or examples of how that program review has resulted in improved student learning or institutional effectiveness. <b>This step is being worked on by the Strategic Planning Steering Committee (SPSC).</b>	
We need to establish a	Various presenters	This needs to be done throughout the	

<p>culture of evidence and continuous improvement on campus.                  Mantra: “Evidence doesn’t make the decision but informs the decision.”</p>	<p>commented on this.</p>	<p>campus – in each program and administrative unit, and in relation to all planning and decision making.  <b>Strategic Planning and Accreditation meetings in Fall 2009 in-service should both stress this.</b></p>	
<p>Must address all criteria under each standard in sufficient detail that the document can stand alone. Hyperlinking the report to the evidence in a self contained manner, ie, CD or flash drive is appreciated.</p>	<p>Barbara Beno                  Susan Clifford</p>	<p>In writing self study don’t refer only to evidence that is inaccessible to evaluators, they don’t want to go fishing through a website to find the information referred to.</p>	
<p>Evidence should be centralized and accessible throughout process. While the trend is to automate the process, final report needs to stand on its own. Some WASC members are hyperlinking the report to the evidence on the internet but ACCJC has not fully endorsed.</p>	<p>Richard Winn, WASC, Kay Llovio, ALO William Jessup Univ., Barbara Beno, ACCJC</p>	<p>As we collect evidence, we need to centralize data and documents physically and electronically.</p>	<p>Determine an evidence retention guide so that information can be aggregated and mined for different tasks.</p>
<p>Essential that each standard and criteria “go back to the previous self study” not interim or progress report.</p>	<p>Susan Clifford                  Barbara Beno</p>	<p>Evaluators will have the previous self study. Interim or progress reports merely refer to areas of the previous self study that required further work. If we don’t go back to the previous self study we will not address all the requirements of</p>	

		accreditation. Of course, you can cut and past descriptions and discussion from the interim or progress reports into the current self study.	
Types of data to use for evidence include: interviews, surveys, benchmarking, audits, analysis of data, focused discussions, analysis of policies or procedures, and analysis of materials. This list in not all-inclusive.	Kay Llovio, William Jessup Univ	Develop consistent data collection tools to assist in the study process.	
Use ACCJC rubrics on institutional effectiveness (available on websites WASC and ACCJC) in preparing the self study in order to accurately analyze the institution.	Steve Maradian VP ACCJC	Sustainable Quality Improvement level expected by 2012, continue to support college’s efforts to collect SLO PO data and support available repository of information for college constituencies and evaluators	
Distance Education in the Accreditation Process.	Steve Maradian, Vice President, Jack Pond, Vice President, and Susan Clifford, Vice President of ACCJC	Need to explore how to measure “effective and regular” contact hours through accreditation. <b>This is being worked on by the DE Committee and the District Online Education Council.</b>  Need to explore how to determine “authenticity” of the online student. <b>This is being worked on by Bob Bramucci in the District.</b>	Need to implement recommended process.

<b>Assessment/SLOs/PR</b>			
<p>Under President Obama and despite the current economic meltdown, accountability will continue to play a vital role in all accredited institutions of higher education.</p>	<p>Larry White, President, Lawrence White Consulting</p>	<p>Need to institutionalize college assessment and planning practices as defined through the accreditation process. <b>This is being worked on by the SPSC and the Educational Planning and Assessment Committee (EPA).</b></p>	
<p>Constructing and sustaining an effective, integrated system of program review, planning, and resource allocation are occurring at all levels of higher education (UC, CSU, private colleges/universities and the community college system).</p>	<p>Throughout the conference</p>	<p>Need to embrace student learning outcomes, program review, and strategic planning as an integral part of college life. <b>This is being worked on by EPA.</b></p> <p>Need to establish and support ongoing dialogue at all levels specific to student learning outcomes, program reviews, and strategic planning. <b>This is being worked on by the SPSC and EPA. EPA is working on developing and Institute of Teaching and Learning on campus for these kinds of workshops and dialogue.</b></p>	<p>Need to define our benchmarks for success as a college and to link evidence of learning to strategic planning and resource allocation.</p>
<p>An integral part of accreditation includes regular and consistent discussions on Student Learning Outcomes and Program Review as they link to strategic planning and resource allocation.</p>	<p>Steve Maradian, Vice President, Jack Pond, Vice President, and Susan Clifford, Vice President of ACCJC</p>	<p>Need to develop additional training on how to develop, implement, and assess student learning outcomes. <b>This is being worked on by EPA.</b></p> <p>Need to create a leadership system that opens up regular and effective dialogue on student learning outcomes, program</p>	

		review, and strategic planning. <b>This is being worked on by SPSC, but needs to be embraced throughout the college.</b>	
Implementation and enforcement by Fall 2012 @ Proficiency level	Steve Maradian, VP ACCJC, Jack Pond, VP ACCJC, Susan Clifford, VP ACCJC	Need to continue process following implementation timeline. <b>This is being worked on by EPA and SPSC.</b>	Need to continue compliance at all levels.
Universities and colleges are still looking for cost effective/flexible tool to integrate assessment with student information system. No endorsement of any vendor solution. Some schools writing custom applications.	Participant round table	<b>EPA has had discussion on this issue and has some concerns. More discussion necessary.</b>	
Assessment and Program Review must be linked to Strategic Planning and resource allocation. If not, it will be perceived as meaningless.	Cal State Northridge presenters: Bonnie Paller and James Ballard.	Need to effectively link assessment and PR to Strategic Planning. <b>This is being worked on by SPSC and EPA.</b>	
The importance of institutional level student learning outcomes.	Various presenters, including presenters from Cal Poly San Luis Obispo: Douglas Keeseey and Cheryl Ney, Barbara Beno, ACCJC, and Jack Pond, ACCJC	The college needs to develop institutional level learning outcomes that are linked to program and course level outcomes. <b>EPA is almost done developing these ISLOs and will present to the college community.</b>	
Everyone on campus needs	Various presenters.	We need to make assessment a part of our	

<p>to be involved in the process of outcomes assessment, and it needs to be continually discussed and reinforced.</p>		<p>everyday language and processes.</p>	
<p>Program Reviews should be short (with a page limit) with more focus on analysis than description.</p>	<p>University of Hawaii presenters: Barbara Kooker and Wendy Pearson</p>	<p>Training needed for chairs to correctly complete their PRs. <b>This is being worked on by EPA.</b></p>	
<p>Many colleges have an external review process of PRs (either external to the program or even external to the college). This ensures that the information is accurate and correctly analyzed.</p>	<p>Various presenters from colleges and universities.</p>	<p>With our current workload and status on PRs, this is impossible to incorporate in the short term, but EPA should look at this in the long term.</p>	<p>EPA should look into some kind of process that incorporates this.</p>
<p>Faculty need to be given the time and resources to be able to complete the work on SLO assessment and Program Review.</p>	<p>Various presenters including Barbara Beno, ACCJC.</p>	<p>The college needs to immediately address the issue of chair stipends/reassigned time.</p>	
<p>SLOs need to be incorporated into the course outlines and included on course syllabi across the campus.</p>	<p>Various presenters including Barbara Beno, ACCJC, UC Merced presenters” Karen Dunn-Haley, Laura Martin, and Corinne Townsend.</p>	<p>The college needs to move to this step, including putting the SLOs in Curricunet and making them available on the online course schedule. <b>EPA will work with the Academic Senate and Curriculum on how best to meet this part of the accreditation standards.</b></p>	

<b>Strategic Planning</b>			
<p>The University of Pacific has created its own web system to house its strategic plan as well as the assessment and program plans for its academic units.</p>	<p>Robert Brodnick, Assistant Provost for Planning, Innovation, and Assessment at the University of the Pacific</p>	<p>Need to establish an online system to house strategic plans, program reviews, student learning outcomes, annual reports, etc. <b>This is being worked on by SPSC and EPA. A website has been created for Strategic Planning, and EPA is revamping the IE website especially in relation to data storage.</b></p>	
<p>Program reviews and integrated planning are keys to institutional effectiveness.</p>	<p>Steve Maradian, Vice President, Jack Pond, Vice President, and Susan Clifford, Vice President of ACCJC</p>	<p>See above.</p>	<p>Need to maintain ongoing updates and discussions on student learning outcomes, program review, and strategic planning.</p>
<p>In multi-college districts, the college's mission should be linked to the district's mission.</p>	<p>Barbara Beno, et al ACCJC</p>	<p>Need to create a visible link between the college and the district mission in our plan. <b>This is being worked on by the SPSC.</b></p>	
<p>Databases and sources of evidence should be easy to locate and centralized.</p>	<p>Various speakers.</p>	<p>Office of Planning, Research and Grants should work on their website to make the various reports easier to locate and in one central location.  More training needs to take place on the district's iNFORM database, especially for chairs.</p>	