**Guidelines for Self-Study Report Components**

**The self-study is the institution’s process of gathering**

**data and reflecting on its current functioning and effectiveness under the Standards . A candid self-study, with broad engagement of the institutional community, provides the foundation for a high quality institutional** **report.**

**(2013 Handbook of Accreditation, Revised)**

(Text in **BLUE** is from the 2013 Handbook of Accreditation, Revised)

**IT’S YOUR STORY**

**Write it in a way that you would want to read it**

Maureen Maloney

(Text in **RED** is from Maureen Maloney’s orientation PowerPoint)

Self-Study Report Component [1: Introduction to the Institutional Report: Institutional Context; Response to Previous Commission Actions](http://www.wascsenior.org/resources/handbook-accreditation-2013/part-iii-wasc-quality-assurance/institutional-report/components-institutional-report/1-introduction-institutional-report-institutional-context-response-previous-commission)

* Addresses history, mission, core constituencies, recent changes
* Gives reviewers a picture of the institution’s distinctive character
* Responds to issues identified in previous Commission action letters

The Commission asked HSU to give close attention to a number of recommendations from the:

* EER (and, subsequently, the Interim Report review):

Assessing Student Learning

Making Excellence Inclusive

Embracing Institutional Change and Making Critical Choices

Realigning Resources and Institutional Structures

Sustaining Current Efforts

* Substantive and Structural Change Approvals
* Use the prompts as discussion-starters for the institution

**Prompts:** The following prompts may be helpful in getting started, but the institution is not required to follow these prompts or respond to them directly.

What does the institution perceive as its strengths and challenges based, for example, on internal planning and evaluation?

How has the institution responded to earlier WSCUC recommendations?

How does the institution demonstrate its contribution to the public good?

What are the institution’s current priorities and plans?

How did the institution prepare for this review? Who was involved? What was the pro­cess? How did this work connect with existing priorities and projects?

What theme(s), if any, will be discussed and where in the report do they appear?

Has the institution provided any additional guidance that will help readers follow the orga­nization of the report?

Self-Study Report Component [2: Compliance with Standards: Self-Review Under the Standards; the Compliance Checklist](http://www.wascsenior.org/resources/handbook-accreditation-2013/part-iii-wasc-quality-assurance/institutional-report/components-institutional-report/2-compliance-standards-self-review-under-standards-compliance-checklist)

The Review under the WSCUC Standards sys­tematically walks the institution through each of WSCUC’s Standards, CFRs, and Guidelines. It prompts the institution to consider where it stands in relation to capacity and educational effectiveness. The required federal checklists provide the opportunity to show how it is meeting federal requirements. As part of the self-study, the Self-Review under the WSCUC Standards and Compliance with Federal Requirements can stimulate useful conversations about the institu­tion’s strengths, weaknesses, and future efforts.

Similarly, the Inventory of Educational Effective­ness Indicators provides assurance that every degree program has in place a system for assess­ing, tracking, and improving the learning of its students. This worksheet can assist institutions in determining the extent to which they have effective assessment systems in place, and what additional components or processes they need to develop for continuous improvement. The Inventory will also be used as part of the Mid- Cycle Review, as institutions are requested to update the information for that review.

**Prompts:** The following prompts may be helpful in getting started, but the institution is not required to follow these prompts or respond to them directly.

Who participated in the Review under the WSCUC Standards and Compliance with Federal Requirements? What perspectives did different constituencies contribute?

What was learned from completing this work­sheet? What are the institution’s strengths and challenges? What issues and areas of improve­ment emerged?

Who participated in the completion of the Inventory of Educational Effectiveness Indica­tors? What perspectives did different constitu­encies contribute?

What was learned from the Inventory of Edu­cational Effectiveness Indicators? What are the institution’s strengths and challenges? What issues and areas of improvement emerged?

What plans are in place to address areas need­ing improvement? What resources, fiscal or otherwise, may be required?

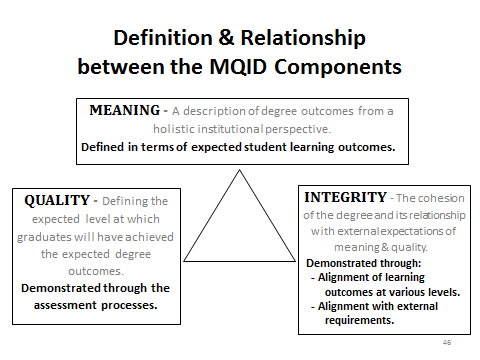
Self-Study Report Component [3: Degree Programs: Meaning, Quality, and Integrity of Degrees](http://www.wascsenior.org/resources/handbook-accreditation-2013/part-iii-wasc-quality-assurance/institutional-report/components-institutional-report/3-degree-programs-meaning-quality-and-integrity-degrees)

Diagram above is from M. Maloney’s Orientation materials

**Prompts:** The following prompts may be helpful in getting started, but the institution is not required to follow these prompts or respond to them directly.

What does it mean for a graduate to hold a degree from the institution, i.e., what are the distinctive experiences and learning outcomes? For each degree level offered, what level of pro­ficiency is expected? What is the overall student experience? How do these outcomes flow from the mission? (CFRs 1.1, 1.2, 2.1, 2.2) [Note: The discussion may focus on institutional learning outcomes that apply to all degree levels, or on the meaning of the degree at each level offered, i.e., associate, baccalaureate, master’s, doctoral.]

What are the processes used at the institution to ensure the quality and rigor of the degrees offered? How are these degrees evaluated to assure that the degrees awarded meet institu­tional standards of quality and consistency? (CFRs 2.6, 2.7, 4.1, 4.3, 4.4, 4.6)

What was identified in the process of consider­ing the meaning, quality, and integrity of the degrees that may require deeper reflection, changes, restructuring, etc.? What will be done as a result? What resources will be required?

What role does program review play in assess­ing the quality, meaning, and integrity of the institution’s degree programs? (CFRs 2.7, 4.1)

Self-Study Report [Component 4: Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation](http://www.wascsenior.org/resources/handbook-accreditation-2013/part-iii-wasc-quality-assurance/institutional-report/components-institutional-report/4-educational-quality-student-learning-core-competencies-and-standards-performance)

**Prompts:** The following prompts may be helpful in getting started, but the institution is not required to follow these prompts or respond to them directly.

What knowledge, skills, values, and attitudes should students possess when they graduate with a degree from the institution? What are the key learning outcomes for each level of degree?

• For undergraduate programs, how do the institution’s key learning outcomes align with the core competencies set forth in CFR 2.2a? (CFRs 2.3, 2.4.)

• For graduate programs, how are graduate level outcomes developed? How do these outcomes align with CFR 2.2b? (CFRs 2.3, 2.4)

 What are the standards of performance for students? How are these standards set, commu­nicated, and validated? (CFR 2.6)

 What methods are used to assess student learn­ing and achievement of these standards? When is learning assessed in these areas (e.g., close to graduation or at some other milestone? (CFRs 2.4, 2.6, 4.3)

 What evidence is there that key learning out­comes are being met? (CFR 2.6)

 What steps are taken when achievement gaps are identified? How are teaching and learning improved as a result of assessment findings? (CFRs 2.4, 2.6, 4.3, 4.4)

 What role does program review play in as­sessing and improving the quality of learning? (CFRs 2.7, 4.1)

 How deeply embedded is learning-centered­ness across the institution? What is the evi­dence? (CFRs 4.1-4.3)

Self-Study Report Component [5: Student Success: Student Learning, Retention, and Graduation](http://www.wascsenior.org/resources/handbook-accreditation-2013/part-iii-wasc-quality-assurance/institutional-report/components-institutional-report/5-student-success-student-learning-retention-and-graduation)

**Prompts:** The following prompts may be help­ful in getting started, but the institution is not required to follow these prompts or respond to them directly.

How is student success defined (accounting for both completion and learning), given the dis­tinctive mission, values, and programs offered, and the characteristics of the students being served? (CFRs 2.4, 2.6, 2.10, 2.13)

How is student success promoted, including both completion and learning? What has been learned about different student subpopulations as a result of disaggregating data? (CFRs 2.3, 2.10-2.14)

What role does program review play in assessing and improving student success? (CFRs 2.7, 4.1)

Which programs are particularly effective in retaining and graduating their majors? What can be learned from them? What is the stu­dents’ experience like? (CFRs 2.6, 2.10, 2.13)

How well do students meet the institution’s definition of student success? In what ways does the institution need to improve so that more students are successful? What is the time­line for improvement? How will these goals be achieved? (CFRs 2.6, 4.1-4.4)

Self-Study Report Component [6: Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence](http://www.wascsenior.org/resources/handbook-accreditation-2013/part-iii-wasc-quality-assurance/institutional-report/components-institutional-report/6-quality-assurance-and-improvement-program-review-assessment-use-data-and-evidence)

Successful quality improvement efforts are broadly participatory, iterative, and evidence-based. This component of the institutional report includes a discussion of 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. **In addition, institutions are welcome to discuss other quality improvement ap­proaches that have made a difference, if they wish** [emphasis mine – JB].

Program review remains a priority for WSCUC. It is a natural nexus and point of integration for the collection of data and findings about the mean­ing of the degree, the quality of learning, core competencies, standards of student performance, retention, graduation, and overall student suc­cess.

**Prompts:** The following prompts may be helpful in getting started, but the institution is not required to follow these prompts or respond to them directly.

How have the results of program review been used to inform decision making and improve instruction and student learning outcomes? (CFRs 2.7, 4.1, 4.3, 4.4)

What was identified in the process of examining the institution’s program review process that may require deeper reflection, changes, restructuring? What will be done as a result? What resources will be required? (CFRs 2.7, 4.1, 4.4, 4.6)

What has the program or institution learned as it carried out assessments of students’ learning? How have assessment protocols, faculty devel­opment, choices of instruments, or other aspects of assessment changed as a result? (CFR 4.1)

How adequate is the institutional research func­tion? How effectively does it support and inform institutional decision-making, planning, and improvement? How well does it support assess­ment of student learning? (CFRs 4.2-4.7)

Self-Study Report Component [7: Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment](http://www.wascsenior.org/resources/handbook-accreditation-2013/part-iii-wasc-quality-assurance/institutional-report/components-institutional-report/7-sustainability-financial-viability-preparing-changing-higher-education-environment)

At its most basic, “sustainability” means the ability to support and maintain, to keep something intact and functioning properly. Institutional sustainabil­ity has at least two dimensions. Fiscal sustainabil­ity—that is, adequacy of financial resources and the appropriate alignment of those resources—is fundamental and has always been critical in any institutional review…In this component, the institution presents its current financial position…A second facet of financial sustainability is alignment. It is essential that resources be allocated in alignment with the institution’s priorities. For an educational in­stitution, clearly, a top priority is student learning and success; thus resource allocation needs to support educational effectiveness, along with other activities that advance knowledge, develop human capital, and allow the institution to learn, adapt, and thrive…A third dimension of sustainability is the institu­tion’s ability to read the evolving higher education landscape and anticipate ways in which the institu­tion itself may need to change.

**Prompts:** The following prompts may be helpful in getting started, but the institution is not required to follow these prompts or respond to them directly.

Under Standard 3, institutions are expected to “develop and apply resources and organization­al structures to ensure sustainability.” How can the institution demonstrate that its operations will remain financially sustainable over the next 6 to 10 years? (CFRs 3.4 and 4.6)

How well do financial allocations align with institutional priorities, particularly those related to the meaning, quality, and integrity of degrees offered; student learning and success; and processes for quality assurance, account­ability, and improvement? (CFRs 3.4, 4.3)

Under Standard 2, how does the institution iden­tify and enhance the competencies that students will need to succeed in the future? (CFRs 1.2, 2.2)

What role does program review play in devel­oping a vision of 21st century education for individual programs and for the institution as a whole? (CFR 4.7)

In what ways can the institution ensure that educational effectiveness will continue during the period from the present to the next reaffirmation of accreditation? What systems and processes are in place? How deeply embedded are these initia­tives in institutional systems and culture? How is educational effectiveness prioritized in the institu­tion’s formal plans? (CFRs 3.1-3.10, 4.1, 4.2, 4.6)

How does the institution demonstrate that it is a learning organization? What evidence can be put forward? (CFRs 4.3-4.7)

What resources have been committed to assessment of learning and improvement of student performance? How are decisions about levels of support made? How is support main­tained even in times of constrained resources? (CFRs 3.6, 3.7, 4.3, 4.4)

Of the changes taking place globally, nationally, locally, and in higher education, which ones will affect the institution most strongly in the next seven to 10 years? What is the institution’s vision of educa­tion for the coming decade? For the more distant future? How is the institution anticipating, planning for, and adapting to such changes? (CFRs 4.6, 4.7)

What specific skills does the institution possess or need to develop in order to engage with de­velopments impacting its future, including those occurring globally? (CFRs 3.1, 3.2, 4.6, 4.7)

Self-Study Report Component [8: Institution-specific Theme(s) (optional)](http://www.wascsenior.org/resources/handbook-accreditation-2013/part-iii-wasc-quality-assurance/institutional-report/components-institutional-report/8-institution-specific-themes-optional)

Not Recommended

Self-Study Report Component [9: Conclusion: Reflection and Plans for Improvement](http://www.wascsenior.org/resources/handbook-accreditation-2013/part-iii-wasc-quality-assurance/institutional-report/components-institutional-report/9-conclusion-reflection-and-plans-improvement)

[To Be Developed]

[Exhibits](http://www.wascsenior.org/resources/handbook-accreditation-2013/part-iii-wasc-quality-assurance/institutional-report/components-institutional-report/exhibits)

1. Completed Review under the WSCUC Standards and Compliance with Federal Requirements
2. Completed Inventory of Educational Effectiveness Indicators
3. Institution-selected exhibits that support the institutional report’s narrative