Commitment to Institutional Capacity as embodied in the Standards. The team also addresses the institution's preparedness to engage in developmental analysis of its educational effectiveness and recommends ways to improve the focus and presentation of issues in the Educational Effectiveness Review. The team report is submitted to the institution for correction of errors of fact before the report is finalized and sent to the Commission. The institution also has the opportunity to prepare a formal written statement to the Commission in response to the final report.

**Commission Action:** Following submission of the team report, the Commission will take action. The full range and definition of Commission decisions are found in Section IV of the *Handbook*. Typically, the Commission will act as follows:

1. Receive the report of the CPR team, find that the institution fulfills the Commission’s expectations under the Core Commitment to Institutional Capacity, and proceed with the scheduled Educational Effectiveness Review. Accreditation (or candidacy) continues.

2. Identify any additional issues to be addressed in the Educational Effectiveness Review, adjusting the date of the EER, if needed, to allow the institution more time to address identified issues and prepare more effectively for the Educational Effectiveness Review.

3. Request an interim report or special visit, or impose a sanction, if warranted.

**STAGE 3: THE EDUCATIONAL EFFECTIVENESS REVIEW**

**Purposes:** The Educational Effectiveness Review is intended to be aligned with the Capacity and Preparatory Review. Its primary purpose is to invite sustained engagement by the institution on the extent to which it fulfills its educational objectives. Through a process of inquiry and engagement, the Educational Effectiveness Review also is designed to enable the Commission to make a judgment about the extent to which the institution fulfills its Core Commitment to Educational Effectiveness.

Specific purposes of the Educational Effectiveness Review include:

1. To review institutional efforts to evaluate the effectiveness of educational programs, with special attention to the institution's program review process;

2. To examine institutional practices for evaluating student learning and to develop and share good practices for using educational results to improve the process of teaching and learning;

3. To examine the alignment of institutional resources with activities designed to achieve the institution’s educational objectives;

4. To promote sustained engagement with selected issues of educational effectiveness consistent with Commission Standards. These issues will have already been identified by the institution and approved through the proposal review process. The institution is encouraged to select issues of importance to itself in this process, so that the review will be of maximum value to the institution.

**Timing:** As developed and approved through the proposal review process, the Educational Effectiveness Review will normally take place one and a half to two years following the Capacity and Preparatory Review.
Who Is Involved in Preparation: Because the primary emphasis in this review is placed on inquiry and engagement related to teaching and learning, the faculty should be deeply involved in the design and implementation of the Educational Effectiveness report and review process, along with others at the institution who are involved in matters related to educational effectiveness.

The Educational Effectiveness Report: To support the Educational Effectiveness Review, each institution is responsible for developing an Educational Effectiveness Review report. In this report, institutions are expected to explore topics or themes that are related to the institution’s own priorities and needs, with special emphasis on the assessment and improvement of student learning and the development of a culture of organizational learning and improvement. The Commission Standards, especially Standards 2 and 4, serve as a frame for selecting topics to be examined in the course of the Educational Effectiveness Review report. The Commission has developed an Educational Effectiveness Framework and other documents to assist institutions and teams in assessing educational effectiveness under Standards 2 and 4. In developing their Educational Effectiveness reports, institutions should draw upon, or combine the best elements of, the two approaches described below. Alternative approaches should be discussed with WASC staff.

1. **Comprehensive/Standards-Based.** Organized primarily around Standards 2 and 4, the institution produces a single comprehensive document describing how it investigates and assures educational quality. This report may include a comprehensive review of assessment at the institution, a comprehensive examination of how the institution can become more learning-centered, or an extensive review of the entire institution, using specific points of inquiry. Through any of these approaches, the institution is expected to include evidence-based discussions of student learning.

2. **Thematic.** In addition to the required elements specified below, the institution carefully selects a limited number of topics for review in depth, identifies expected areas of inquiry or researchable questions for each topic, selects a methodology for engaging each topic, and carries out each investigation as a rigorous research-based study. Typically, three or four topics are selected, involving aspects of educational effectiveness. Student learning should be addressed in at least one of the selected themes, and the analysis of each theme should be grounded in, and supported by, concrete data.

Regardless of the approach taken, all Educational Effectiveness Review reports are expected to include the following elements:

1. **A Description of the Educational Effectiveness Review Approach.** Institutions should provide background descriptions and analyses of how they approach educational effectiveness through their own intentional and comprehensive system of quality assurance and improvement. This part of the report is intended to provide the team and Commission with the basic context for examining educational effectiveness at the institution. This section should also serve the institution by providing an opportunity to inventory the scope and effectiveness of the institution’s processes for maintaining and improving educational quality. The institution should broadly describe a) the design and approaches it takes to assure quality in teaching and learning; b) the kinds of evidence of learning it collects; and c) the way in which evidence is used to
support further inquiry and improvement.

2. **Significant Engagement and Analysis of Educational Effectiveness.** As part of the Educational Effectiveness Review, each institution is expected to engage the issue of educational effectiveness in depth. The institution is expected to move well beyond description of activities to provide analysis of the evidence in its data portfolio, reflections on how well the institution's quality assurance processes are working, and ways that those processes have led to further improvement. In addition, the Educational Effectiveness Review should provide an occasion for engagement of the institution's constituencies, especially its faculty, to further its understanding of the results of its educational effectiveness inquiry and to lead to specific recommendations for improvement. The Educational Effectiveness Review is also an opportunity to connect the efforts of co-curricular programs with institutional and program learning outcomes. The institution is expected to work with evidence of educational results and student learning as a major part of the Educational Effectiveness Review report.

3. **An Analysis of the Effectiveness of the Program Review Process.** Institutions are expected to analyze the effectiveness of the program review process, including its emphasis on the achievement of the program's learning outcomes. The process should be sufficiently embedded for the institution and the team to sample current program review reports (self-studies and external review reports) in order to assess the impact of the program review process and its alignment with the institution's quality improvement efforts and academic planning and budgeting.

4. **Further Development of Student Success Efforts.** Based on the findings of the institution and the team at the CPR, the institution will be expected to further its analysis of student success, deepening its analysis of its own and comparative data of graduation and retention rates, year to year attrition, campus climate surveys, etc.

5. **An Updated Data Portfolio.** Building on the data portfolio that was developed for the Capacity and Preparatory Review, the institution should present additional evidence and exhibits that support its analysis of educational effectiveness and student learning. The institution should provide an updated version of the **Summary Data Form**, **Inventory of Educational Effectiveness Indicators**, and the **Inventory of Concurrent Accreditation**, and a list of current assessment activities, such as that submitted as part of the CPR. In addition, the institution might include selected results of assessment studies, results of any summative learning measures that are deemed important by the institution (e.g., pass rates for licensure examinations, capstone courses, etc.), surveys of graduates and current students, and employer feedback on former student performance. Institutions should analyze the data and expectations for improvement, including milestone targets for specific groups of learners.

6. **An Integrative Component.** All Educational Effectiveness reports are expected to include an integrative component in which the institution synthesizes and integrates the discrete elements of its Educational Effectiveness Review and the impact of the entire sequential accreditation review process. For most institutions, this takes the form of an integrative chapter. Institutions may choose to provide integrative comments and reflections throughout their presentation. Whichever model is used, the institution should move beyond the separate topics for review, and ask, “Were there common themes or issues that emerged? What was learned from the internal review process and what major recommendations emerged? Were the goals and outcomes established in the proposal achieved? What will be the next steps taken to address the major recommendations of the internal review process? How will momentum be sustained?” The institution is also expected to include its plan, methods, and schedule for assessing learning outcomes beyond the Educational Effectiveness Review and for embedding assessment into regular institutional functioning.

7. **Response to the Capacity and Preparatory Review Recommendations.** Institutions are
expected to respond to the recommendations in the CPR team report and the related Commission action letter, and describe and evaluate their progress in addressing these recommendations. This response may be embedded in the report or included in an appendix to the report.

Report Length: The entire Educational Effectiveness report is limited to fifty (50) pages of text, exclusive of the data portfolio and appendices.

Process of the Educational Effectiveness Review: To verify the evidence included in the Educational Effectiveness Review report, a site visit will be conducted with the following characteristics:

1. Team Size. The EER team will normally range from four to seven people, depending on the nature of the institution and the scope of issues.

2. Visit Length. The Educational Effectiveness Review will normally involve two or three days on campus.

3. Process of Review. The EER team will be selected to ensure expertise in the themes of the review and in topics related to educational effectiveness. Teams will use a combination of methods to gather evidence while on campus, such as sampling core quality assurance processes and student learning assessment methods, conducting structured interviews, and reviewing documentary evidence. Teams may also conduct selected on-site audits to validate the procedures used by the institution in its own self-investigation and/or to verify the accuracy of data included in the institution's report.

4. Pre-Visit Activity. As in the CPR, the EER team may also communicate with the institution in advance of the visit to clarify any ambiguities in the Educational Effectiveness Review report, to request additional evidence, and/or to submit specific questions that it wishes to explore more fully in the course of the visit. Also prior to the visit, the institution is expected to circulate an email to all faculty, students and staff, inviting them to submit comments about the institution to a secure email account set up by WASC for the visit.

5. Team Report. The EER team prepares a report of its review, describing and analyzing the institution's status with respect to the Core Commitment to Educational Effectiveness. In doing so, the team uses the institution's presentation and supporting evidence, along with the on-site review, to evaluate the institution's ability to sustain an evidence-based inquiry into educational effectiveness that leads to institutional improvement. Where applicable, the team addresses themes selected by the institution, recommendations for improvement, and issues identified by the Commission after the CPR for consideration at the Educational Effectiveness Review. The team report is submitted to the institution for correction of errors of fact before the report is finalized and sent to the Commission. The institution is also provided opportunity to prepare a formal written statement to the Commission in response to the final report.

Commission Action: Following submission of the Educational Effectiveness Review team report, the Commission will take action. The full range and definition of Commission decisions are described in Section VI of the Handbook. Typically, the Commission will act as follows:

1. Receive the report of the EER team and determine that the institution has satisfactorily addressed the Core Commitments as embodied in the Commission Standards. The Commission reviews the reports of both the Capacity and Preparatory and the Educational Effectiveness Reviews to make this determination. With positive results from both reviews, the Commission will reaffirm accreditation for a period of up to ten years.

2. Reaffirm accreditation with monitoring conditions, such as special visits or interim reports.

3. Impose a sanction, if warranted.
4. Schedule follow-up activities as needed.

Fees and Charges

Institutions granted candidacy or accreditation are responsible for paying annual dues to maintain this status, or arranging an acceptable payment plan, upon billing by the Commission and no later than September 30th of each year. If an institution fails to pay all required dues by this date, its candidacy or accredited status will automatically expire. Annual fees are based on institutional enrollment.

In addition, fees and expenses are charged for the following activities:

**Eligibility Applications:** Fees are charged for the initial application, reapplications, and for appeal of eligibility determinations. (Information for institutions seeking eligibility can be found in the publication, *How To Become Accredited*, on the Commission website.)

**Candidacy and Initial Accreditation Applications:** Once an institution has been determined to be Eligible, it is required to submit a one-time fee, which covers staff support for the candidacy and initial accreditation reviews. Additional fees are charged for visits and other services, as indicated on the Commission website.

**Evaluation Visits:** A visit fee is charged for each visit to an institution. The institution is also billed for the expenses of the visiting team and staff, including the cost of the chair’s appearance before the Commission.

**Special Charges:** Additional charges are assessed for unusually complex evaluations that require staff time beyond that normally expended. These charges may include visits to off-campus and out-of-region programs and to institutions requiring unusually large teams in relation to the size of the institution.

**Substantive Change:** Fees are charged for substantive change applications and visits.

**Commission Review of a Negative Action:** When an institution requests a Commission Review, a special processing fee is charged and a deposit against costs is required. If the actual costs are less than paid, the excess is refunded. If actual costs are greater, the institution is billed for the difference.

**Legal Fees:** In the event that WASC receives subpoenas related to litigation between its accredited institutions and/or third parties, the institution involved in the litigation will be responsible for reimbursing WASC for all costs associated with responding to the subpoena. (See the Commission policy on *Legal Fees* for more details.)

All fees and charges are due and payable upon submission (of applications) or upon receipt of a bill from the Commission office.

A fee schedule for the Accrediting Commission for Senior Colleges and Universities is prepared each year and is available on the Commission website (*www.wascsenior.org*).