CSULB Reaffirmation of Accreditation, 2020

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Accreditation Liaison Officer

Office of Program Review and Assessment

- Works with Departments and Programs to develop meaningful direct assessments
- Guides departments through program-review process

- Accreditation Liaison Officer (ALO)
  - The communications link between CSULB and our accrediting agency

What is Accreditation?

"The recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice. The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality."

US Department of Education

There is also disciplinary, or specialized accreditation

Why is Accreditation Important?

Two Key Elements

- Accreditation is a requirement for providing a variety of federal programs, including financial aid.
    - This is also why we submit different documentation to WSCUC between visits – substantive change forms; offsite locations; annual reports; the Graduation Rate Dashboard (GRD)

- Accreditation also is a mechanism for institutions to engage in a valuable peer-review process with objective, external experts in higher education providing feedback on strengths and areas for improvement
    - Self-refection and improvement– are we fulfilling our mission? Are we living to our values and vision?

WASC or WSCUC?

WASC Senior College and University Commission

- WASC is still WASC when we speak of it. When we write it out, it is now WSCUC

WASC **S**enior **C**ollege and **U**niversity **C**ommission

Accreditation Changes

2010 Accreditation

- Two long reports
  - Capacity and Preparatory Review
  - Educational Effectiveness Review

- Two Visits
  - CPR – 2009
  - EER – 2010
- 5 year process
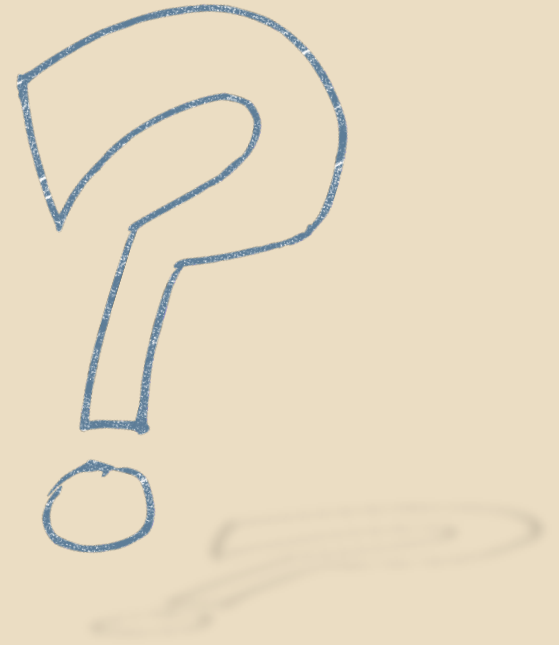
2020 Accreditation

- ONE short report
  - 50 pages
  - 8 or 9 components
  - appendices/ evidence
    - ALL ONLINE
- One "Offsite Review"
  - Typically 4-6 months prior to visit
- One Visit of three days

Thematic Pathway for Reaffirmation

- designed for select colleges and universities
    - By invitation and application only
    - CSULB applied for and received approval for the TPR

What is Thematic Pathway for Reaffirmation?

- Instead of 9 Components, the university completes three:
    1. Introduction to the Institutional Report: Institutional Context; Response to Previous Commission Actions
    2. Compliance with Standards: Review under the WSCUC Standards and Compliance with Federal Requirements; Inventory of Educational Effectiveness Indicators (next slide)
    3. Institution-specific Theme(s)

- No offsite review, just one visit

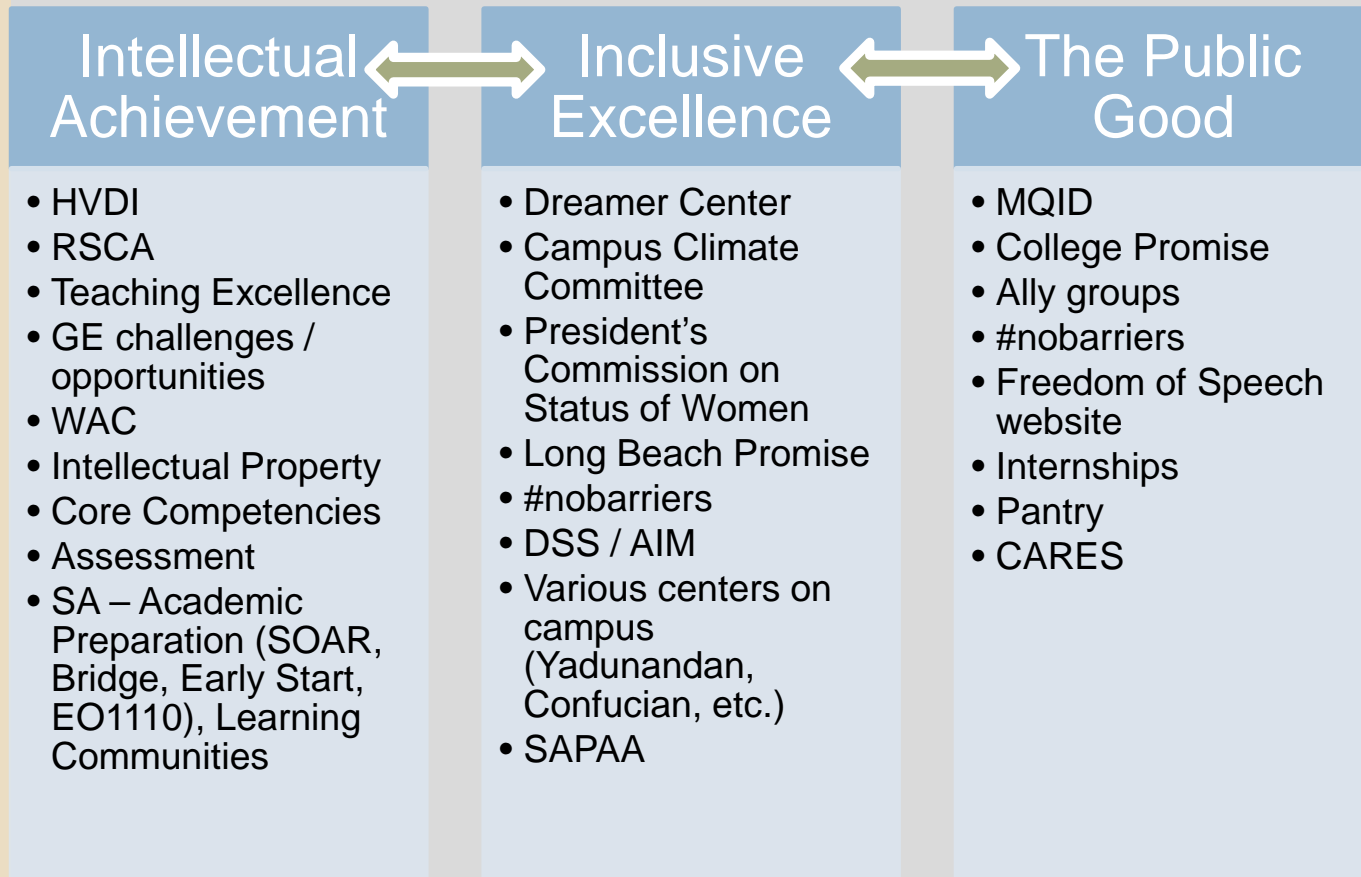- Institutional Report due Spring / Summer 2020, visit Fall 2020

Standard 2: Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Teaching and Learning						
2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered. X 3.1	The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.				Evaluated during comprehensive review, documented in "Credit Hour and Program Length Checklist".	
2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees. X 3.1 – 3.3, 4.3, 4.4					Program descriptions in Catalog. Also evaluated during comprehensive review through Component 3: Degree Programs and Component 4: Educational Quality.	
2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major). X 3.1 – 3.3	The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).				Description of General Education program with reference to Core Competencies. Also evaluated during comprehensive review through Component 3: Degree Programs and Component 4: Educational Quality.	

Component 8: Proposed Themes*

Intellectual Achievement

- HVDI
- RSCA
- Teaching Excellence
- GE challenges / opportunities
- WAC
- Intellectual Property
- Core Competencies
- Assessment
- SA – Academic Preparation (SOAR, Bridge, Early Start, EO1110), Learning Communities

Inclusive Excellence

- Dreamer Center
- Campus Climate Committee
- President's Commission on Status of Women
- Long Beach Promise
- #nobarriers
- DSS / AIM
- Various centers on campus (Yadunandan, Confucian, etc.)
- SAPAA

The Public Good

- MQID
- College Promise
- Ally groups
- #nobarriers
- Freedom of Speech website
- Internships
- Pantry
- CARES

* item lists are neither prescriptive nor all-inclusive

Next Steps

- WSCUC roll-out of Theme application
  - Operationalizing the TPR now, will unveil process in April. Theme submission after that
  - this is a change from WSCUC's earlier approach
- Training with our WSCUC Staff Liaison
  - Institutional Training with Staff Liaison, in May or early Fall
- Outreach / support
  - Develop campus strategy for Review of Standards
- Outreach / Social Media
  - Redesign WSCUC site, remove orphan pages
  - Twitter: @CSULB_ALO

Comments / Questions

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