Major Changes in WASC Procedure & Policies:

2013 Handbook of Accreditation Excerpt

- Time frame shortened from 5 to 3 years
- EER and CPR reduced to just one Institutional Report (with Self Study and Required Data on Retention and Graduation) followed by a one-day off-site (with video-conference) followed by a site visit 1 to 2 semesters after the off-site
- Reorganization of the Criteria for Review under the 4 standards (CFRs have either shifted to other standards or have been rewritten)
- Greater emphasis on accountability and public transparency as opposed to continual improvement
- Greater emphasis on retention rates and graduation
- Greater emphasis on assessment and using that data to make decisions
- Requirement of assessment to target 5 core competencies: college-level written and oral communication, quantitative reasoning, information literacy, and the habit of critical analysis of data and information
- By 2017, institutions must have in place a plan, identified standards of performance at the institutional and/or program level, and implemented assessment of all 5 competencies

“The Institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning” (p. 6)

“The institutional review process calls upon institutions to ensure that, upon graduation, students have achieved a defined level of performance in these five core competencies” (p. 22)

“Program review remains a priority for WASC. 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” (p. 26)