

**Table B:  
Addressing New 2008 Requirements of the Institutional Review Process**

The following table is designed to assist institutions in preparing essays on new required topics in the Institutional Review Process. The three new substantive areas to be covered in all comprehensive reviews are set forth below along with questions that may help the institution to analyze the topics and prepare the required essays. Please refer to revised Institutional Review Process on the WASC website for the complete explanation of report requirements under the revised Process.

New Required Coverage	When	Questions for Discussion and Analysis	Evidence to be Analyzed or Drawn Upon
STUDENT SUCCESS	CPR		
<p>A study and analysis of student success, drawing from, but not limited to, [the institution's] data on retention and graduation rates, disaggregated by student type and by program. To the extent possible, the study should include comparisons with similar institutions and, where appropriate, recommendations for improvement.</p>		<p>How do our mission and the characteristics of our students affect our definitions and measurements of student success?</p>	
		<p>What data do we collect? Do we collect a complete range of accurate data sufficient to support informed analysis? How do we disaggregate the data by student type and program? What do the data show about the graduation rates and time to degree for different demographic groups and programs compared with those for the whole student body and the institution as a whole?</p>	
		<p>What are our stated goals or expectations for student success? In what areas do we want to realize improvement in retention and graduation rates? What plans have we made to those areas? Who was involved in developing the goals and plans?</p>	
		<p>What are comparable institutions against which we can benchmark results?</p>	
<p>Further development of student success efforts. Based on the findings of the institution and the team at the CPR review, the institution will be expected to further its analysis of student success, deepening its analysis of its own and comparative data on graduation and retention rates, year-to-year attrition, campus climate surveys, etc.</p>	EER	<p>How have we deepened our analysis and understanding of retention and graduation since the CPR? Did we act on plans that arose from the CPR? What is our assessment of our progress in promoting student success?</p>	
		<p>What does our analysis of year-to-year retention and graduation data show? How do these data compare with other institutions? What do results from campus climate surveys or other inquiries into its educational effectiveness tell us?</p>	
		<p>What more should we be doing to improve retention and graduation rates, time to graduation, and other indicators?</p>	

New Required Coverage	When	Questions for Discussion and Analysis	Evidence to be Analyzed or Drawn Upon
<b>PROGRAM REVIEW</b>	EER		
<p>An analysis of the effectiveness of the Program Review Process. Institutions should analyze the effectiveness of the program review process, including its emphasis on the achievement of the program’s learning outcomes. It is expected that the process will be sufficiently embedded for the institution and the team to sample current program review reports (self-studies, external review reports) to assess the impact of the program review process and alignment with the institution’s quality improvement efforts and academic planning and budgeting.</p>		<p>Does the program review process meet the expectations reflected in the WASC Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews? Are all academic and co-curricular programs subject to program review? Is program review conducted in a timely manner and in keeping with good practice? Is program review used to assess program effectiveness and student learning at the program level? Is it used to improve program effectiveness? Is it used to align resources with needs? How is program review articulated with the budgeting process? Is the program review process itself reviewed on a systematic basis? Are recent program reviews available to the WASC visit team?</p>	
<b>SUSTAINABILITY OF EFFECTIVENESS PLANS</b>	EER		
<p>A plan, methods, and schedule for assessment of learning outcomes beyond the Educational Effectiveness Review.</p>		<p>What is the plan for ongoing attention to educational effectiveness at the institution? Has a plan been developed that will cover the next seven to ten years? What next steps should be taken to ensure that systems and processes for evaluating effectiveness are sustained into the future and embedded into the culture and practices of the institution? Are the effectiveness plans integrated into the institution’s strategic and operational plans and budgets? How will the systems for evaluating educational effectiveness be funded into the future?</p> <p>What areas have been identified as needing improvement or change? Have targets, goals or milestones been set? What is the timeline for activities and progress? When and how often will results be reviewed and by whom?</p>	