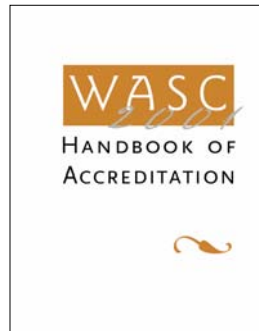


# WASC Accreditation



Lynda Goff  
Vice Provost and Dean, Undergraduate Education  
September 15, 2003

## Accreditation Process

- Re-accreditation scheduled each decade
- **Old process ...**
  - ... tested compliance on a standardized, externally-generated set of criteria
- **New review process ...**
  - ... designed to engage campus in meaningful self-reflection and self-assessment

## Three phase process

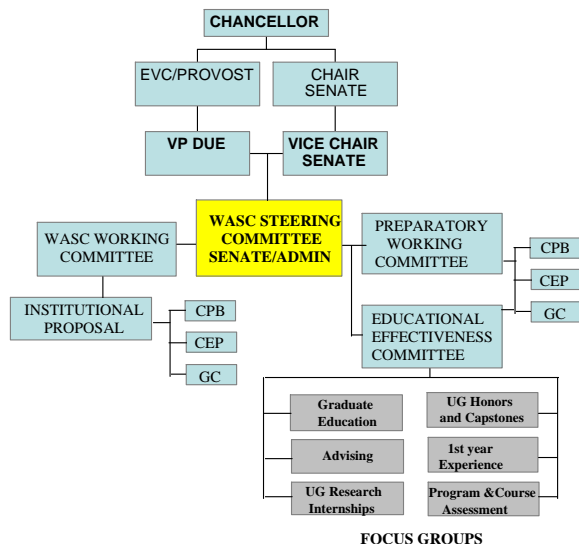
- **Institutional Proposal**
  - Three self-study topics
- **Preparatory Review**
  - Self-assessment of the campus’ “institutional capacity” to meet “core commitments”
- **Educational Effectiveness Review**
  - How well UC Santa Cruz is meeting specific educational objectives identified in the Institutional Proposal

## Timeline



- **Reflective Essays**
  - Defining Educational Purpose
  - Achieving Educational Objectives
  - Ensuring Sustainability
  - Creating a Learning Organization
- **Institutional Portfolio**
  - Basic Descriptive Data
  - Stipulated Policies
- **Self-study reports**
  - Growth and Improvement of Graduate Student Programs
  - Enhancing Undergraduate Academic Engagement
  - Improving Program Review Procedures

# WASC Process - UCSC



## Preparatory Review

**Date of visit: February 4 to 6, 2004**

**James Duderstadt**, Chair President Emeritus and University President,  
University of Michigan

**Christina González** Senior Advisor to the Chancellor, UC Davis, Dean of  
Graduate Studies, UCD

**K. Patricia Cross** Professor of Higher Education, Emerita,  
UC Berkeley and Harvard University

**Norman R. Scott** Professor, Department of Biological and Environmental  
Engineering, Cornell University, VP Research

**Farris W. Womack** Executive Vice President & Chief Financial Officer,  
Emeritus, and Professor of Education, Emeritus,  
University of Michigan & U. North Carolina; CFO,  
North Carolina and State of Arkansas

1

## Educational Effectiveness Review

Date of visit: **February 2 to 4, 2005**

<b>James Duderstadt</b> , Chair	Executive President Emeritus and University Professor, University of Michigan
<b>Christina González</b>	Senior Advisor to the Chancellor, UC Davis
<b>K. Patricia Cross</b>	Professor of Higher Education, Emerita, UC Berkeley and Harvard University
<b>Janet Smith Dickerson</b>	Vice President for Campus Life, Princeton University
<b>Earl Lewis</b>	Dean & Vice Provost for Academic Affairs, Horace H. Rackham School of Graduate Studies, University of Michigan
<b>Norman R. Scott</b>	Professor, Department of Biological and Environmental Engineering, Cornell University, VP Research
<b>Judith L. Smith</b>	Provost, College of Letters and Science, UC Los Angeles
<b>Robert Weisbuch</b>	President, Woodrow Wilson National Fellowship Foundation, Professor of English, University of Pennsylvania.

Duderstadt, James, J. 2000. *A University for the 21st Century*

Duderstadt, James, J., Atkins, Daniel E., and Van Houweling, Douglas, 2002. *Higher Education in the Digital Age - Technology Issues and Strategies for American Colleges and Universities.*

Duderstadt, James J. and Farris W. Womack. 2002. *Beyond the Crossroads - The future of the Public University in America.*

*“Change has always characterized the university as it has sought to preserve and propagate the intellectual achievements, the cultures and the values of our civilization. However, the capacity of the university to change, through a process characterized by reflection, reaction, and consensus, simply may not be sufficient to allow the university to control its own destiny. Not only will social and technical change be a challenge to the American university, it will be the watchword for the years ahead. And with change will come unprecedented opportunities for those universities with the vision, the wisdom, and the courage to lead in the twenty-first century. The real question is not whether higher education will be transformed, but rather how....and by whom.”*

***A University for the 21st Century***  
**James J. Duderstadt, 2000**

**1. Growth and Improvement of Graduate Student Programs**

**Factoid: UCSC has the lowest proportion of graduate to undergraduate enrollment of any UC campus 9.5% vs 17-19% systemwide.**

- A. Develop performance indicators of graduate student success and achievement.
- B. Provide “value-added” opportunities for mentoring and training across disciplines through a graduate college.

*“Although graduate education in the United States is widely recognized as the best in the world, it is criticized for overproduction of Ph.D.s, narrow training, an emphasis on research over teaching, and insufficient mentoring of students”.*

William H. Danforth, Chair 1998 AAU  
Committee on Graduate Education

## **2. Enhance Undergraduate Academic Engagement.**

**Factoid: National studies on improving undergraduate education and student performance clearly indicate that student's academic engagement and success are dependent on connecting students to faculty in their first year. These same studies indicate that good advising and faculty mentoring are critical to student success.**

- A. Increase opportunities for faculty-student interactions - especially the first-year experiences of freshmen and transfer students.
- B. Increase opportunities for students to participate in research activities and academic internships.
- C. Improve overall campus advising for undergraduates
- D. Assess the effectiveness of capstone experiences.

## **3. Develop better metrics for assessing programs, curricula and teaching & learning.**

- A. New academic unit review procedures
- B. Better assessment of teaching through learning outcomes.
- C. Reinvigorate curricula and assess program success against metrics (graduation rate, time to degree, track students after graduation).



## Harvard University

Major concerns about:

1. The lack of direct engagement between senior faculty and undergraduate students.
2. The uneven quality of advising.
3. The sharp divide between curricular and extracurricular involvements;
4. The inflexibility of the curriculum.

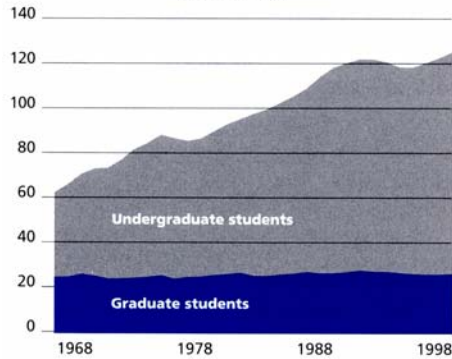
*Lawrence Summers,  
President, Harvard*

*Commencement  
address, June 5,  
2003*

## Next steps ...

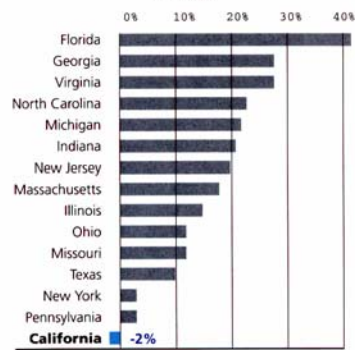
Senate Review - Preparatory Self Study	October 2003
Submit Preparatory Review to WASC	November 2003
WASC Preparatory Review Team Visit	February 2004
Response from WASC	April/May 2004
Senate/Administration Focus Groups	
Educational Effectiveness Review	October 2003
Educational Effectiveness Review	September 2004
Senate Review	October 2004
Ed. Effectiveness Team Visit	February 2005
Response from WASC	April/May 2005
<b>UCSC REACCREDITATION</b>	<b>JUNE 2005</b>

**General Campus Undergraduate and Graduate Enrollments 1968-1998**  
in thousands



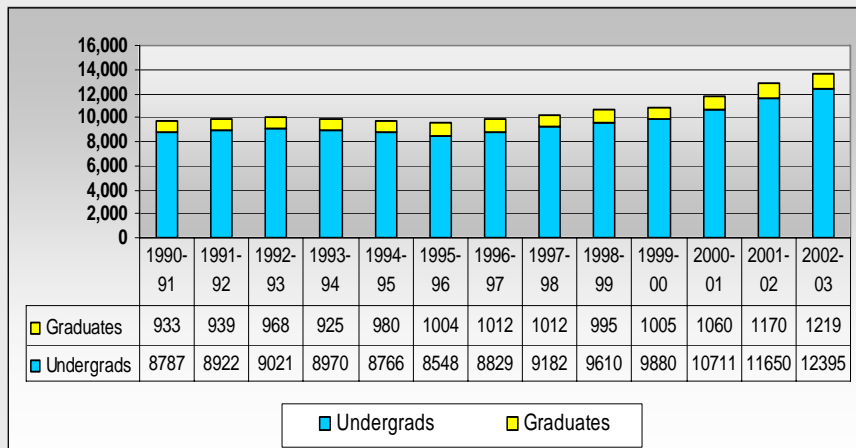
Source: University of California

**Total Percent Change in Graduate Enrollment in the 15 Largest States 1986-1996**



Source: Council of Graduate Schools

### UC SANTA CRUZ ENROLLMENT HISTORY (Three Quarter Average Headcount Enrollment)



Throughout this period of growth, graduate enrollments have remained roughly 9% of the total student population.



## Other campus initiatives

- **Duke University**—comprehensive review & assessment of general education
  - Four areas of knowledge
  - Inquiry and competency
    - Two modes of inquiry
    - Three focused inquiries
    - Three competencies



*“The nation faces a clear choice about the future of the public university. We can accept the challenge, and the risk, of transforming institutions and policies into new forms more appropriate to the age of knowledge, or we can accept the near certainty of stagnation and decline as the capacity of traditional universities to serve the changing world erodes. The years ahead could represent one of the most exciting periods in the history of higher education if public universities have the capacity, and the will, to respond positively and creatively to the challenges, opportunities, and responsibilities facing our nation. They must demonstrate once again that they are willing to take the actions necessary to serve a changing society, thereby earning the renewed commitment of their many stakeholders”.*

*The future of the Public University in America - Beyond the Crossroads*  
James J. Duderstadt and Farris W. Womack, 2003