

WASC Data Requirements (updates from our CPR report)

- 1.1 Admissions Activities by Level for the past 5 years
Number of applicants with complete credentials; number accepted; number enrolled
- 1.2 Preparation/Selectivity Levels of Entering Students for the past 5 years
Median and ranges from admissions/placement exams (MCAT used in CPR)
- 1.3 Admission by gender by level for the past 5 years
Applicants, admits, enrolled
- 1.4 Admission by race/ethnicity by level for the past 5 years
White, Black, American Indian, Asian, Hispanic, Other
- 2.1 Headcount Enrollments by Degree Objective for the past 5 years
- 2.2 Headcount Enrollments by Gender by level for the past 5 years
- 2.3 Headcount Enrollments by Race/Ethnicity by level for the past 5 years
- 2.4 Students receiving financial aid by level for the past 5 years
- 3.1 Degrees granted by degree-level program for the past 5 years
- 3.2 College of Osteopathic Medicine degrees granted by degree-level program for the past 4 cohorts
- 3.2 College of Health Sciences degrees granted by degree-level program for the past 4 cohorts
Size of cohort; 1st year retention rate; 6-year graduation rate; transfer out rate; still enrolled at 6 years
- 4.1 Faculty composition for the past 5 years
Gender, race, full/part-time
- 4.2 Faculty headcount by department/program for the past 5 years
Full/part-time
- 4.3 Staff by gender, race/ethnicity for the past 5 years
Gender, race, full/part-time
- 4.4 Full-time faculty/staff turnover for the past 5 years
Number of individuals employed; new hires; retirements; departures
- 5.1 Information and computing resources for the past 5 years
Libraries: Collections; books/print/electronic; periodicals; non-print media; \$ spent on library acquisitions
IT: # and % of pc-equipped classrooms; # of computer workstations for students; # for faculty; networked/not
Overall value of computing and instructional equipment
- 5.2 Physical resources for the current year
On-campus: classroom; laboratory; clinical skills; research lab; office; study; general use; healthcare; residential
Other locations: Description
Total replacement cost for total physical plant
Equipment: Book value; replacement cost (or insured value)
- 5.3 Sources of revenue for the past 5 years
Tuition/fees; government app., grants; private grants; investment/endowment; sales/service; investment gains
Total revenues
- 5.4 Operating expenditures for the past 5 years
Education: Instruction, research, public service, academic support, student services, institutional support, operation, aux
Change in net assets
- 5.5 Assets and liabilities for the past 5 years
- 5.6 Capital investments for the past 5 years
- 5.7 Endowment values and performance for the past 5 years
- ~~6.1 Key undergraduate education operations ratios~~
- 6.2 Key asset and maintenance ratios for the past 5 years
Faculty 59 and older; O&M expenditures; equipment expenditures
- 6.3 Key financial ratios for the past 5 years
- 7.1 Inventory of Educational Effectiveness Indicators (see bottom of next page)
- 8.1 Inventory of concurrent accreditation and key performance indicators (see bottom of next page)

WASC EER-specific Data Requirements

WASC /ACSCU Summary Data

Institutional information

- Name, year founded, president/CEO
- Calendar plan (semester)
- Sponsorship and control

Student Enrollment

- Last reported IPEDS enrollment data (FTE; headcount) by level (masters, research doctorate, professional), gender, ethnicity
- IPEDS cohort graduation rate data by ethnicity and gender for the past 3 years

Faculty

- Total faculty FTE
- Full-time faculty headcount (% minority; % male)
- Part-time faculty headcount (% minority; % male)
- FTE Student –to– FTE Faculty ratio

Finance

- Annual tuition rate (undergraduate/graduate resident/non-resident)
- Total annual operating budget
- Percentage from tuition and fees
- Operating deficit(s) for past 3 years
- Current accumulated deficit
- Endowment
- Governing board (size; meetings per year)
- Off-campus locations (number; total enrollment)
- Distance education programs (number; total enrollment)

WASC Required Data Exhibits to Support the Educational Effectiveness Review

Inventory of Educational Effectiveness Indicators

- For each program and the institution as a whole:
 - Have formal learning outcomes been developed?
 - Where are these learning outcomes published?
 - Other than GPA, what evidence is used to measure student performance on these outcomes?
 - Who interprets the evidence? What is the process?
 - How are findings used?
 - Date of last program review for this degree program

Inventory of Concurrent Accreditation and Key Performance Indicators

- Name of accredited or certified program
- Professional accreditation agency for this program
- Date of most recent accreditation action by agency
- Summary of key issues for continuing institutional attention identified in agency action letter or report
- One performance indicator accepted by the agency; selected by the program
- For that one indicator, 3 years of trend data

Possible evidence to consider in a program review:

Note: All data should be reported annually for each College and program, as well as the institution as a whole.

Student profile

1. Enrollment trends – number of students enrolled (and FTE) for each class (1st year, 2nd year, etc) by
 - a. Gender
 - b. Ethnicity
 - i. Nonresident alien
 - ii. Race and ethnicity unknown
 - iii. Hispanic (of any race)
 - iv. American Indian or Alaska Native (non-Hispanic)
 - v. Asian (non-Hispanic)
 - vi. Black or African American (non-Hispanic)
 - vii. Native Hawaiian or Other Pacific Islander (non-Hispanic)
 - viii. White (non-Hispanic)
 - ix. Two or more races
 - c. Age (date of birth)
 - d. Location (zip code)
 - e. Degree/track
 - f. Employment status
 - g. Transferred from another institution?
 - h. Reasons why TUC was chosen
 - i. Financial aid information
 - i. (Un)subsidized loan amounts
 - ii. Merit-based awards
2. Annual incoming cohort profile trends
 - a. Undergraduate GPA (or GPA from previous institution)
 - i. Grades in discipline-specific courses
 - b. Admissions test or interview scores
 - c. Intended degree
 - d. Anticipated completion date
 - e. Parents' level of education
 - f. Number of applicants
 - g. Admissions rates
 - h. Acceptance rates
 - i. Expectations (including expected salary upon graduation)

Curriculum delivery

1. Distribution of class sizes by level (1st year, 2nd year, etc)
2. Student learning outcomes, objectives, competencies
 - a. Program-level
 - b. Course-specific
3. Course syllabi
4. Reports from curriculum retreats (or other meetings where curricular issues are discussed)
5. Reports from external evaluators, accreditation agencies, or external curricula comparisons
6. Number of credit hours generated (sum of enrollment x credit hours across all courses)
 - a. By term
 - b. By mode: traditional, traditional w/ online, online w/ traditional, online-only, clinical

7. Results from course evaluation surveys
 - a. By mode: traditional, traditional w/ online, online w/ traditional, online-only
 - b. By primary delivery method: lecture, discussion, clinical
 - c. By level
8. Results from faculty/staff surveys
9. Results from peer-, supervisor-, or self-evaluations of instructional delivery
10. Faculty development activities (focusing on improving instruction)

Student achievement and progress (by gender, race)

1. Accreditation status and reports
2. Program review reports
3. Number of graduates
4. On-time graduation rates
5. Graduation rates (+2 years)
6. Cohort retention rates (by class)
 - a. Reasons for dropping/transferring
7. Student employment rates (1, 2, 5 years after graduation)
 - a. Employed in vs. out of discipline
 - b. Full-time vs. part-time
 - c. Salary ranges (or salary expectations)
8. Placement of students into further education
9. Employer surveys (of graduates' preparation and performance)
10. Alumni survey results
 - a. Ratings of perceived preparation received from TU
 - b. Ratings of perceived abilities
11. Alumni achievements
12. Institutional SLO performance (annual reports)
 - a. List of measures used to assess each SLO
 - b. Expectations (criteria for each measure)
 - c. Number of students below, approaching, meeting, exceeding expectations
13. Programmatic SLO/competencies performance
 - a. Course grade distributions
 - b. Student GPAs (by term, year, cumulative)
 - c. Licensure/certification exam scores or pass rates
 - d. Student achievements (research, presentations, projects)

Resource utilization and requirements

1. Student cost of attendance
 - a. Annual tuition rate
 - b. Average annual change in tuition rate
 - c. Student fees
 - d. Estimated materials cost (including textbooks)
 - e. Estimated cost of living
2. Student cost of attendance
3. Number of credit hours generated by term
4. Number of sections offered by term
5. Annual budget
6. Income
 - a. Tuition income
 - b. Partnership/Grant income

- c. Alumni donations
- d. Event/conference income
- 7. Costs
 - a. Instructional personnel
 - b. Support staff
 - c. Technology
 - d. Faculty travel and professional development
- 8. Costs per credit hour generated
- 9. Space utilization
 - a. Office space (sq. ft; number of offices; number of offices shared)
 - b. Lab space
 - c. Classroom space
 - d. Classroom space with instructional technology
- 10. Technical infrastructure

Organizational (faculty, staff, administration) profile and productivity

- 1. Total faculty FTE
- 2. Faculty/staff headcount by
 - a. Part-time vs. Full-time
 - b. Race/ethnicity
 - c. Gender
 - d. Rank
 - e. Contract length
 - f. Discipline
 - g. Primary function (instruction, instruction/research/service, research, service, executive/administrative, support/service professionals, technical/paraprofessionals, clerical/secretarial, skilled crafts, service/maintenance)
 - h. Highest degree earned
- 3. Distribution of years experience for faculty
- 4. Licenses/Certifications
- 5. FTE student-to-FTE faculty ratio
- 6. Faculty retention rates
- 7. Faculty/Staff satisfaction surveys
- 8. Administration evaluation summaries
- 9. Faculty evaluation summaries
- 10. Record of scholarship activity
 - a. Publications
 - b. Presentations
- 11. List of faculty specialties within discipline
- 12. External funding awarded to faculty
 - a. Grants submitted
 - b. Grants received
- 13. Record of professional practice
- 14. Faculty service activities
 - a. Community service
 - b. Institutional service (committee participation)
- 15. Awards/recognition of faculty
- 16. Faculty sabbaticals
- 17. Faculty workload
 - a. Distributions of credits/term

- b. Advising loads
- 18. Faculty development activities
 - a. Sessions attended/provided (not focused on improving instruction)
 - b. Sessions attended/provided (focused on improving instruction)
- 19. Faculty mentoring processes
- 20. Resources (release time, funds) available for professional development
- 21. Within-program committees
- 22. Program mission, vision, goals
- 23. Organizational flowchart
- 24. Faculty expectations, promotion criteria

Environmental Influences

- 1. SWOT reports

Student Support

- 1. Facilities
 - a. Student satisfaction
 - b. Faculty satisfaction
 - c. Improvements/changes
 - d. Budget
 - e. Staffing
 - f. Measures of performance
- 2. Administration
 - a. Student satisfaction
 - b. Faculty satisfaction
 - c. Measures of performance
- 3. Food service
 - a. Student satisfaction
 - b. Faculty satisfaction
 - c. Budget
 - d. Staffing
 - e. Measures of performance
- 4. Library
 - a. Student satisfaction
 - b. Faculty satisfaction
 - c. Holdings
 - d. Budget
 - e. Staffing
 - f. Measures of performance
- 5. IT
 - a. Student satisfaction
 - b. Faculty satisfaction
 - c. Budget
 - d. Staffing
 - e. Measures of performance
- 6. Student Services office
 - a. Student satisfaction
 - b. Faculty satisfaction
 - c. Budget
 - d. Staffing

- e. Measures of performance
- 7. Admissions
 - a. Standards/criteria
 - b. Student satisfaction
 - c. Faculty satisfaction
 - d. New student orientation activities
 - e. Budget
 - f. Staffing
 - g. Measures of performance
- 8. Bursar
 - a. Student satisfaction
 - b. Faculty satisfaction
 - c. Measures of performance
- 9. Campus Life
 - a. Student satisfaction
 - b. Faculty satisfaction
 - c. Availability
 - d. Participation
 - e. Budget
 - f. Staffing
 - g. Measures of performance
- 10. Registrar
 - a. Student satisfaction
 - b. Faculty satisfaction
 - c. Budget
 - d. Staffing
 - e. Measures of performance
- 11. Financial aid
 - a. Student satisfaction
 - b. Faculty satisfaction
 - c. Available scholarships/fellowships
 - d. Financial consulting availability/participation
 - e. Measures of performance
- 12. Student health
 - a. Student satisfaction
 - b. Faculty satisfaction
 - c. Availability
 - d. Participation
 - e. Measures of performance
- 13. Academic advising
 - a. Availability
 - b. Participation
 - c. Faculty satisfaction
 - d. Measures of performance
- 14. Tutoring/remediation programs
 - a. Availability
 - b. Participation
 - c. (Pass rates of participants?)
- 15. Student handbook

Experiential (I need help with this)

1. Participation rates / Evaluations of clinical experiences, internships, or research experiences