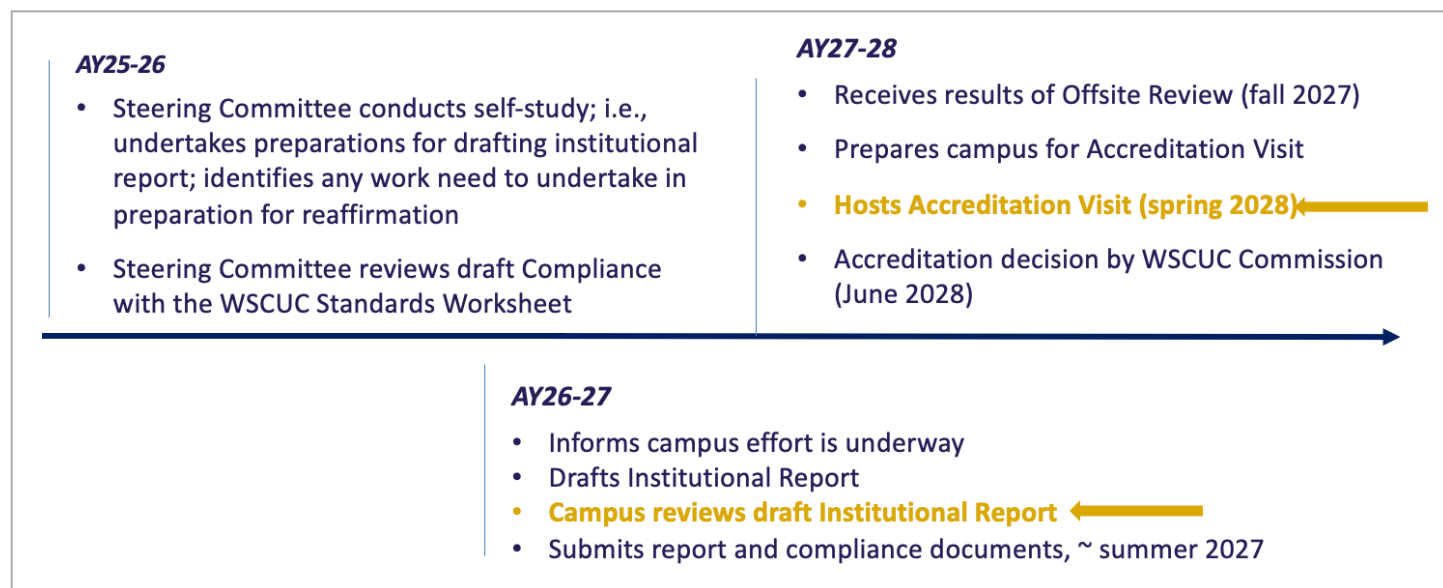


Fall 2026 Overview of 2028 WSCUC Re-affirmation

In fall 2025, UC Merced initiated its efforts to reaffirm accreditation by the WASC Senior College and University Commission (WSCUC). This document summarizes the reaffirmation timeline, key steps, and what the Steering Committee has learned thus far. For more information, please visit <https://accreditation.ucmerced.edu/2028-reaffirmation>

Re-affirmation Timeline

The major steps of Institutional Review Process for re-affirmation of accreditation, and where to get involved (in gold) follow.



What is next and how can you be involved?

In the Institutional Report, the UC Merced will analyze itself in relation to the four WSCUC Standards (Figure 1). The report consists of one essay per standard, plus an introduction and conclusion.

The essays tell UC Merced's story through evidence and analysis. The essays are analytical, supported by data and evidence.

This fall the Steering Committee will draft the Institutional Report, sharing it with campus in the spring. The campus community will be invited to review and comment on the draft report. The report will be finalized and submitted to the WSCUC Review Team in the summer of 2027.

The WSCUC Review Team will visit our campus in Spring 2028. Everyone on campus will be invited to meet with the Review Team through open meetings for faculty, staff, and students.

Figure 1: the four WSCUC Standards

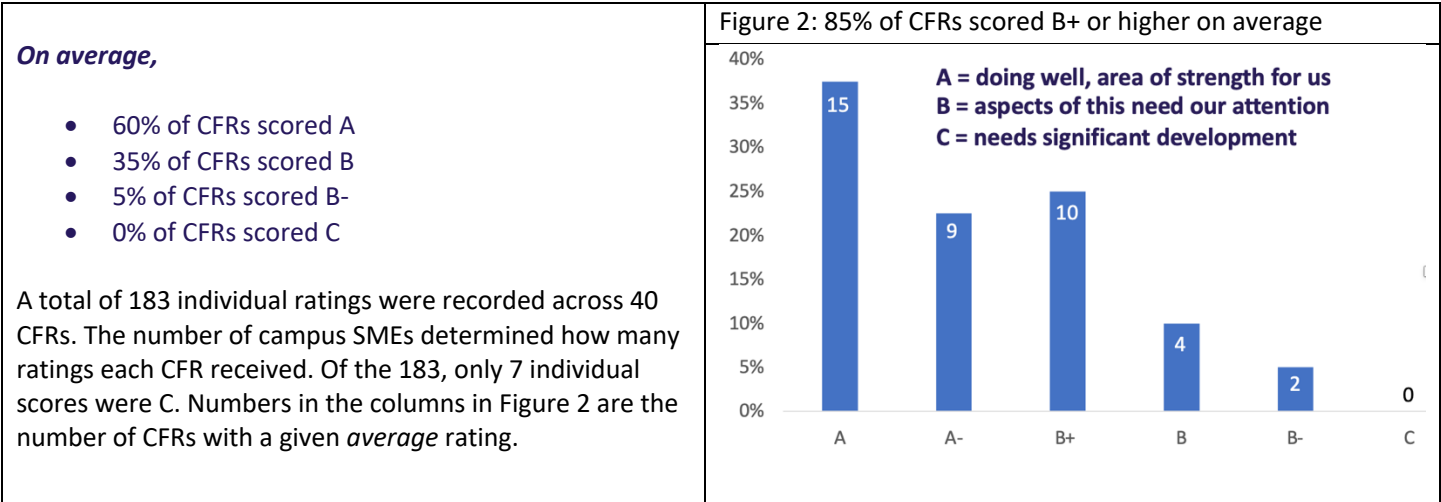


What the Steering Committee has learned

As part of our Institutional Report for reaffirmation, UC Merced is required to complete the *Compliance with 2023 WSCUC Standards Worksheet* to demonstrate the campus's compliance with the WSCUC Standards and Criteria for Review (CFR). To assess the extent of our compliance, and identify any possible gaps for redress before the institutional report is submitted in summer/early fall 2027, a draft of the compliance document was reviewed between December 2025 and

March 2026 by UC Merced faculty and staff Subject Matter Experts (SMEs) who were identified by the WSCUC Steering Committee. In May 2026, the Steering Committee discussed the results and SME comments. Across the four Standards, 85% of the 40 CFRs received an average rating of B+ or higher, indicating that the campus generally meets the expectations outlined in the CFRs (Figure 2).

The highest average rating of A was received for CFRs 2.4 and 2.7 of Standard 2, *Achieving Educational Objectives and Student Success*, reflecting our campus’s well-established culture of continuous improvement of academic programs through learning outcomes assessment and program review. CFR 4.4 of Standard 4, *Creating an Institution Committed to Quality Assurance and Improvement*, was also rated A, reflecting the strengths of our institutional research unit, Institutional Research and Decision Support.



Six CFRs received averages ratings of B (“aspects of this need our attention”) and B- (a rating between B and C, with a C reflecting “aspects of this need significant attention”; Table 1). For five of these six CFRs, the Steering Committee determined that institutional activities that are already underway would enable readiness for our institutional report submission. For the remaining CFR (4.1), the Steering Committee recommended that the institution ensure expectations for quality assurance processes for student support services are in place. This need reflects organizational growth and change over the last five years or so. Toward this end, relevant leadership met over the summer to ensure expectations, associated practices, and evidence of those practices are in place by the start of summer 2027.

Table 1. The six CFRs that received average ratings of B and/or B- by campus Subject Matter Experts.

Average Score	CFR	CFR Language
B	1.1	The institution’s mission and other statements of purpose are appropriate for an institution of higher education and clearly define its essential values, culture, and ways the institution contributes to society and the public good.
B	1.7	The institution communicates about important issues with its constituents.
B	3.2	Faculty, staff, and administrator recruitment, hiring, and orientation practices and workload expectations are aligned with institutional mission and priorities. The institution examines the extent to which its climate supports faculty, staff, and administrators and acts on its findings.
B	4.1	The institution employs comprehensive quality assurance processes in both academic and non-academic areas and uses the results to improve institutional operations.
B-	3.4	Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource allocation is aligned with evidence-based educational and student success objectives consistent with operational and strategic planning.
B-	2.11	The institution monitors and analyzes the success of its students following graduation.