

Worksheet for Preliminary Self-Review Under the Standards (April 2007)

Rating for Columns in the Worksheet:	
<u>Self Review Rating</u>	<u>Importance to address at this time</u>
1= We do this well; area of strength for us	A= High priority
2= Aspects of this need our attention	B= Lower priority
3= This item needs significant development	C= Does not need to be addressed at this time
0= Does not apply or not enough evidence to address	

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives.

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher educational community and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

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Institutional Purposes				
1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practices.	1	C	<ul style="list-style-type: none"> - University has a <i>Vision, Mission, and Values</i> statement that is known and used in program planning, budget decisions and evaluation. - The University's Mission guides academic and service program development and assessment as well as the Planning, Budget and Review process - Programs are in areas and disciplines that are recognized and reviewed by peers as part of program reviews - All Colleges/Schools have a Mission statement

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<p>1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.</p>	<p>The institution has published educational objectives that are consistent with its purposes.</p>	<p>3</p>	<p>A</p>	<ul style="list-style-type: none"> - Institutional learning outcomes have been developed - Most degree programs have identified and published learning outcomes although related assessment procedures need to be developed for various programs. - Academic program review process (5-7 year cycle) is carried out in all schools/colleges and in addition, professional programs undergo periodic accreditation (SOBAM, SON, SOL and credential programs in SOE). - Co-curricular programs and service units also undergo periodic reviews that include performance evaluations and assessment of their support of learning outcomes.
<p>1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.</p>		<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> - There is a clearly delineated organizational structure. Administrators (including vice presidents and deans) undergo an annual performance review process. President's performance is reviewed by Trustees and includes wide-ranging feedback. Executive officers undergo periodic 360 reviews. - Administrators, faculty and staff are hired in a structured recruitment process that is characterized by fairness and transparency. - Faculty controls the curriculum and works in an open and transparent fashion through the unions and/or in joint committees and school/college committees and councils. - Faculty's academic plans (ACP) are reviewed by deans on a yearly basis. - Administration meets periodically with faculty and students; there are student representatives in many University-wide committees. - Undergraduate students have a student government structure (ASUSF) and graduate students have a council. - There are two students who sit in the meetings of the Board of Trustees.

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Integrity				
<p>1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.</p>	<p>The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state conditions, and ensure these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.</p>	1	C	<ul style="list-style-type: none"> - Academic freedom is guaranteed in the <i>Vision, Mission and Values</i> statements as well as in CBAs and faculty and student handbooks. - The University has not received sanctions or warnings from external bodies. - Curriculum planning and delivery and library acquisitions are carried out within the context of complete academic freedom. - Due process procedures are included in above documents and in the <i>Fogcutter</i> and <i>Catalog</i> and in program handbooks for students. - Office of Dean of Students and the Ombudsperson guarantee students' freedom of expression.
<p>1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.</p>	<p>The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.</p>	2	A	<ul style="list-style-type: none"> - <i>Vision, Mission and Values</i> statement supports diversity and administration is committed to advancing students, faculty and staff diversity as well as curricular diversity. - USF is recognized as one of the most diverse universities in the country. - There is a diversity graduation requirement for all undergraduate students. - There is a need to address under-represented faculty/student/staff recruitment and retention. - Further diversification of curriculum is needed in term of US diversity. - Students integrate diverse perspectives into their academic and co-curricular activities.
<p>1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.</p>	<p>The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate or other external bodies outside the institution's own governance arrangements.</p>	1	C	<ul style="list-style-type: none"> - USF has no history of interference by external bodies (corporate, religious or political) including the Society of Jesus (Jesuits) or the Roman Catholic Church.

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<p>1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research and refunds.</p>	<p>The institution has published or readily-available policies on student grievances and complaints, refunds, etc. and has no history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts.</p>	2	B	<ul style="list-style-type: none"> - Policies and procedures for students are published in the Catalog and in the <i>Fogcutter</i> and are available online. - Policies and procedures are periodically reviewed for currency and consistency by special committees or faculty. - University truthfully represents its goals and programs through <i>Catalog</i> and other publications. - Credits assigned to academic work are reviewed by curriculum committees and deans. Transcripts accurately reflect those decisions. - Periodic reviews of academic programs and of service units include external reviewers and are supervised by deans and members of the Leadership Team.
<p>1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.</p>	<p>The institution has published or readily-available grievance procedures for faculty, staff, and students. Its finances are regularly audited by external agencies.</p>	1	C	<ul style="list-style-type: none"> - Faculty grievance procedures are readily available and published in CBAs and handbooks. - Student grievance procedures are included in student publications (<i>Catalog, Fogcutter</i>). - Policies for a variety of business practices (e.g., travel, purchasing) have been developed. - Finances are audited by Deloitte & Touche and budget and audit is approved by Board of Trustees - A Director of Internal Auditing and Tax Compliance reporting to Trustees was appointed in 2004.

Standard 2. Achieving Educational Objectives Through Core Functions

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.

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Teaching and Learning				
2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.	The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	1	C	<ul style="list-style-type: none"> - Content, length, and standards of all academic programs conform to recognized disciplinary and professional standards and are published in the Catalog as well as online. - A 5-7 year cycle of reviews of academic programs and service units has been instituted and the reviews include feedback from external reviewers. - Professional programs are externally accredited
2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.	Competencies required for graduation are reflected in course syllabi for both General Education and the major.	2	A	<ul style="list-style-type: none"> - Entry-level requirements are clearly specified in recruitment materials and in the Catalog. - Competencies and their assessment have not been uniformly specified for all degree programs (except for the accumulation of credits). - Competencies/learning outcomes have been determined for most majors, the Core Curriculum and the Diversity and Service Learning graduation requirements.

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<p>◆ Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning.</p>	<p>The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, consisting of a minimum of 45 semester credit hours (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).</p>	<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> - The Core Curriculum is integrated throughout students' experiences at USF - The Core Curriculum includes defined learning outcomes and supports the development of basic competencies as well as Mission-related goals - The Core Curriculum requires completion of 44 units. There are three Mission-related graduation requirements: (a) A Service Learning course; (b) a Cultural Diversity course; and (c) courses in Theology/Religious Studies and Philosophy. - All baccalaureate students are required to complete the requirements for a major
<p>Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs</p>		<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> - Areas of breadth (cultural, aesthetic, social, political, scientific) are included in the Core Curriculum - All baccalaureate programs require fulfilling the requirements for a major - Requirements for the Core Curriculum and for each major are included in the <i>Catalog</i> and online

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<p>Graduate programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.</p>	<p>The institution employs at least one full-time faculty member for each graduate degree program offered.</p>	<p>2</p>	<p>B</p>	<ul style="list-style-type: none"> - All graduate programs meet professional and disciplinary expectations and are labeled appropriately - Graduate programs are structured to engage students with current literature and/or professional practice - At least one full-time faculty member is involved with each of the graduate programs - Certain programs ask students for portfolios, theses or capstone projects that demonstrate integration of knowledge.

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<p>2.3 The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.</p>	<p>The use of information and learning resources beyond textbooks is evidenced in syllabi throughout the undergraduate and graduate curriculum.</p>	<p>2</p>	<p>B</p>	<ul style="list-style-type: none"> - Program organization and requirements are peer-reviewed and published in Catalog. - Course proposals are reviewed by faculty in school/college curriculum committees. - Co-curricular experiences are available to most students although participation is limited due to students' personal commitments. There are a wide variety of service learning opportunities coordinated by an Office of Service Learning. - A limited number of Residential Learning communities have been developed. - In general, courses require students to use information that goes beyond textbooks. - IT learning resources are constantly renovated and enlarged. IT resources (including <i>Blackboard</i>) and updated facilities (smart classrooms) are widely used - Admission and graduation policies are widely available and known. - Syllabi generally demonstrate high expectations of student learning and the fact that students are expected to go beyond textbooks in their learning. - Students conduct research and present or publish with faculty in peer-reviewed conferences or publications. - Capstone projects demonstrate high levels of student achievement and integration of knowledge. - Student work such as research projects, papers and publications (e.g., <i>Writing for a Real World</i>) also demonstrate high levels of student scholarly attainment. - Students tutor peers in gateway courses and in languages. - Significant numbers of students are involved in service learning, volunteer activities and in 'smart activism'.

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<p>2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.</p>		2	A	<ul style="list-style-type: none"> - Learning outcomes and their assessment are required for all newly approved courses in all colleges/schools and are disseminated to students via syllabi. - Some programs lack assessment procedures for overall program learning outcomes. - Faculty in Curriculum Committees review syllabi and learning outcomes, and recommend approval to deans. - Faculty in programs are expected to define curriculum and learning outcome. - Program Advisory Board members support and guide program development an implementation.
<p>2.5 The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.</p>		1	C	<ul style="list-style-type: none"> - Faculty endeavor to engage students in learning with high performance expectations. - Ongoing feedback is provided to students. - Faculty and deans support the development of challenging opportunities for students as well as providing continuous feedback on learning (including feedback on papers, projects, exams). - Service Learning and Cultural Diversity are graduation requirements for undergraduate students - Faculty are engaged in creating innovative learning approaches that involve students in active, reflective learning in the classroom, the laboratory and in field experiences.
<p>2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.</p>		3	B	<ul style="list-style-type: none"> - Some programs have capstone or end-of-program assessment. - Students are evaluated in terms of learning outcomes set by faculty and/or credentialing agencies. - Some programs (e.g., SON, CPS, SOL) survey alumni and employers to establish quality of preparation for work.

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<p>2.7 In order to improve currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews.</p>	<p>The institution incorporates in its assessment of educational objectives results with respect to student achievement, including program completion, license examination, and placement rates results.</p>	<p>2</p>	<p>A</p>	<ul style="list-style-type: none"> - All academic and co-curricular programs are being reviewed in a 5-7 year cycle. Professional programs are accredited by external agencies. - Assessment of comprehensive student achievement is being developed. Evaluation of student achievement is also done through licensure examinations for Nursing and Law, and selected programs in SOE, CPS and CAS. - Student placements in graduate school in health-related and Law programs are tracked.
Scholarship and Creative Activity				
<p>2.8 The institution actively values and promotes scholarship, curricular and instructional innovations, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.</p>		<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> - The University provides faculty development funds to full-and part-time faculty including conference participation and curriculum innovation. - Jesuit Foundation provides support for Mission-focused curriculum innovation. - Scholarship and curricular innovation are considered as part of tenure and promotion decisions. - Faculty are offered periodic teaching development workshops, meetings analyzing how the Mission is translated into research and teaching. - First year faculty are offered special mentoring and faculty development workshops. - Recognition is awarded for excellence in teaching and innovation in uses of educational technology. - Office of Sponsored Projects supports faculty research interests. - Special activities, such as USF Justice Lecture Series and conferences held on campus, provide a climate of intellectual growth. - Fromm Institute exemplifies Jesuit Education and the University's commitment to life-long learning.

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2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.		1	C	<ul style="list-style-type: none"> - Teaching, research and service are equally important in promotion and tenure decisions in all schools/colleges. - Faculty are recognized for excellence in teaching, research and service.
Support for Student Learning				
2.10 Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.	The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed; and periodic analyses of grades and evaluation procedures are conducted to assess the rigor and impact of these policies.	1	C	<ul style="list-style-type: none"> - Grading policies are found in student publications (<i>Catalog, Fogcutter</i>) and faculty is expected to include them in syllabi. - Grade appeal processes are published (<i>Catalog, Fogcutter</i>). - Grades are reviewed by deans (A&S, SOBAM) and faculty during annual review. - BCSSE and a Graduating Student Survey, as well as NSSE are periodically used and the results are now analyzed by administration and selectively made available to students, faculty and staff.
2.11 Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.		2	A	<ul style="list-style-type: none"> - We are developing an integrated learning environment that requires more planning. There have been significant achievements in this area in terms of designing or reshaping new student orientation, living-learning communities, retention efforts, etc. - Faculty are increasingly more involved in supporting or developing co-curricular activities including new student orientation.
2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.	Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, disclosing, and are readily available to support student needs.	1	C	<ul style="list-style-type: none"> - Publications accurately describe requirements and procedures and are readily available via print, audiovisual modes, and the web. - New student orientation properly describes programs and high academic expectations as well as job opportunities for students. - Certain colleges have designed a special advising manual for faculty.

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<p>2.13 Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.</p>		2	B	<ul style="list-style-type: none"> - Services meet most needs traditional age undergraduates but are less helpful to graduate students and adult students although improvements are being made. - IT services in support of academic activities including <i>Blackboard</i>, smart classrooms and portal system (USFconnect) have improved and are widely used by faculty. - Academic advising is of uneven quality across programs and colleges/schools although there have been improvements in recent years. - Financial aid is insufficient to meet students' needs or meet the aid gap but base-budget increases have been recently made. - Library services are perceived as helpful and appropriate with periodic base-budget increases made. - "One Stop" service was implemented in Fall 2005 to improve services by Registrar, Bursar and Financial Aid. - Approximately 80% of major classrooms have technological support for teaching.
<p>2.14 Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.</p>		1	C	<ul style="list-style-type: none"> - Transfer students receive individualized feedback as to their status regarding graduation requirement. - Transfer students receive additional and specialized advising as part of Orientation and throughout school year. - Articulation agreements help prospective transfers plan their academic programs. - NSSE and BCSSE data are available for transfer students to aid in advising them and in the development of special programs to support them.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

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Faculty and Staff				
<p>3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.</p>		2	A	<ul style="list-style-type: none"> - The number of full-time faculty has been steadily increasing with base-budget additions. - Professional standards for number of full-time faculty are met in SON, SOBAM and SOL. - Diverse and highly trained staff have been recently hired. - Search procedures emphasize qualifications and commitment to furthering University's Mission.
<p>3.2 The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.</p>	<p>The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate background by discipline and degree levels.</p>	3	A	<ul style="list-style-type: none"> - Qualified professionals are employed to meet our educational objectives. - Faculty of color are under-represented and there is lack of gender balance in some programs. - Faculty reflects appropriate training and excel in their qualifications, as defined by peers and deans. - There is a need to develop a strategic plan for faculty and staff recruitment to match enrollment plans and academic goals as well as potential retirements.

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<p>3.3 Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.</p>		1	C	<ul style="list-style-type: none"> - Faculty workload, incentives and evaluation are dictated by CBAs or handbooks. - Faculty evaluation is systematic and includes student evaluation of instruction. - Faculty meet yearly with dean to review progress and plans for academic and scholarly work. - Promotion and tenure decisions include an analysis of teaching evaluations and teaching innovation and are based on evaluation of application materials by peers at the college and University level and by external peers as well as by administrators. - Staff recruitment usually involves a complex process with feedback from peers.
<p>3.4 The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.</p>		1	C	<ul style="list-style-type: none"> - Faculty development funds are available to full- and part-time faculty on a competitive basis. - College-specific faculty development activities are periodically scheduled for both experienced and newly-hired faculty. - Faculty development opportunities include mentoring seminars for new faculty and 4th year sabbatical for tenure-track faculty.
Fiscal, Physical, and Information Resources				
<p>3.5 Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kinds of educational programs offered both now and for the foreseeable future.</p>	<p>The institution has a history of financial stability, appropriate independent audits, and realistic plans to eliminate any accumulated deficits and to build sufficient reserves to support long-term viability.</p>	2	B	<ul style="list-style-type: none"> - The University continues to be financially stable and to function without deficits and with appropriate external auditing. - The endowment and reserves have recently grown and plans are in place for their continued annual growth. - Deferred maintenance is a problem and there is a need for upgraded and enlarged facilities (classrooms, labs, offices, residence halls). - There is a Master Plan for Physical Plant and a number of construction/ renovation efforts are underway.

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<p>3.6 The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kinds to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.</p>		3	A	<ul style="list-style-type: none"> - On-campus information resources are deemed adequate by external reviewers. - Progress has been made to enhance information resources at regional campuses, but additional improvements may be needed. - Facilities (e.g., classrooms, offices, meeting rooms) are continuously being updated and improved, but there is a need for additional classrooms of varying sizes to accommodate current needs and further student body expansion. - There is a need to increase support for improving library collections
<p>3.7 The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.</p>		2	B	<ul style="list-style-type: none"> - Upgrading classroom IT is continuing with approximately 80% being Level One in technology. - The University recently completed a major network upgrade. - The 2003-2006 IT plan is nearing completion and a new 2007-2010 IT Plan is now being developed. - Faculty and staff training opportunities are offered in new or upgraded software and facilities. - <i>Blackboard</i> is used by a large proportion of faculty. - Student records archives have been digitized. - An investment of \$10.2 million is being made for a new ERP system, SCT Banner and migration to the new system has begun. - Additional services (e.g., increased wireless coverage) are needed to meet student and faculty needs. - An information security policy has been developed.

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Organizational Structure and Decision-Making Processes				
3.8 The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision making.	The institution has an organization chart that clearly depicts positions, associated responsibilities, and lines of authority.	1	C	<ul style="list-style-type: none"> - Decision-making processes are clear and there is an emphasis on greater involvement (through Leadership Team) and on transparency. - Organizational chart clearly depicts lines of authority - Board of Trustees periodically reviews progress and plans. - Advisory Boards provide input to the University's plans and activities. - There are a number of joint (faculty-administration) committees that support the institution's Mission (e.g., Academic Excellence).
3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.		1	C	<ul style="list-style-type: none"> - An independent Board of Trustees oversees the University's integrity and operations and evaluates the President. - The Board of Trustees analyzes the University's functioning and provides guidance and support for initiatives that further the Mission. - The Director of Internal Auditing and Tax Compliance reports directly to the Board of Trustees.
3.10 The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.		1	C	<ul style="list-style-type: none"> - The President has full-time responsibilities to the institution. - All executive officers are full-time employees and they are highly qualified with significant experience in academia. - New appointments for executive positions are usually made after national searches (except for internal promotions).
3.11 The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.		1	C	<ul style="list-style-type: none"> - Faculty participation in drafting program and course proposals that are reviewed by peers in curriculum committees and approved by deans/Provost. - Program reviews include faculty-written self-study. - Faculty representatives sit on Board of Trustees and make up college/school councils and curriculum committees.

Standard 4. Creating an Organization Committed to Learning and Improvement

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

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Faculty and Staff				
<p>4.1 The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate.</p>	<p>A clear charge to planning bodies with a regular schedule and the existence of an understandable and coherent plan for assessing the attainment of educational objectives must be developed. Evidence of the ways the results of planning and evaluation are linked to decision-making is demonstrable.</p>	2	A	<ul style="list-style-type: none"> - Development of <i>Vision, Mission and Values</i> statement in 2001 involved review by all stakeholders. - Leadership Team chooses Strategic Goals with feedback from community (online as well as in town hall meetings) and reviews the specific plans for each division and college/school. - In some areas, the specific plans are developed through consultation involving faculty and staff. - Physical Plant Master Plan has been openly discussed with University community. - There is a transparent University-wide Planning, Budget and Review process in place with summaries being widely shared. - An Assessment Plan is reviewed by Provost Council every year.
<p>4.2 Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.</p>		1	B	<ul style="list-style-type: none"> - Budget, Planning, and Review process aligns budget with University priorities, including new program initiatives and program reviews. - All colleges/schools involve faculty in setting priorities through committees or direct consultation. - Staff is involved in alignment and priority-setting for co-curricular and service offices. - Board of Trustees receives an annual report and update on planning process.

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<p>4.3 Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.</p>		3	A	<ul style="list-style-type: none"> - Graduating Student Survey is widely disseminated but seldom used in decision making. Other institutional data (NSSE, CBSSE, SSI) are not well disseminated or used, but improvements in this area are being planned. - SON use benchmarks (EBI) in program assessment; SOL conducts employment survey. - Financial information is used in planning and evaluation.
<p>4.4 The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures, and processes, curricula, and pedagogy.</p>		2	A	<ul style="list-style-type: none"> - Strong peer curriculum approval processes are in place in each school/college for new courses and learning outcomes are required at that stage. - SOBAM, SOL, SOE, SON conduct periodic specialized external accreditation reviews. - Academic program reviews are periodically conducted and emphasis has been placed on learning outcomes. - New reporting process on program reviews (to Provost Council or Leadership Team) emphasizes action plans for outcomes of program reviews. - University Life Division assesses performance using external benchmarks and standards. - There is little information of longitudinal nature.

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Commitment to Learning and Improvement				
<p>4.5 Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of institutional research function is the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution's purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data.</p>	<p>The institution exhibits existence of clear institutional research capacities with appropriate reporting lines and support appropriate to the institution's size and scope. Institutional research or equivalent databases are developed that are sufficient to meet all external reporting needs (e.g. IPEDS), and there are appropriate ways to access or disseminate this information through publications, reports, or widely-accessible databases.</p>	2	B	<ul style="list-style-type: none"> - IR Office produces most reports for external constituencies, although there is a need to improve internal dissemination. - Reports generated by IR Office are maintained on a website, but some data are not easily accessible. - Student data reports are produced by Academic Services. - Personnel data reports are produced by HR. - There is a need to identify data that would be most useful in producing effective indicators of performance. Online reporting of indicators is being tried out by SOE and SON. - A new webpage is being developed to archive assessment procedures and results. - New ERP will allow timely, relevant and accessible data reporting.
<p>4.6 Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.</p>	<p>The institution has clear, well-established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.</p>	2	A	<ul style="list-style-type: none"> - There is commitment to assessment on the part of the leadership. - In general, faculty takes a role in evaluation of teaching and assessment of effectiveness, particularly during ACP process. - A comprehensive culture of evidence is being developed including better data collection procedures and transparency of results, and perceptions of the value of assessment as a learning opportunity.

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<p>4.7 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.</p>		2	B	<ul style="list-style-type: none"> - Faculty's yearly review (ACP) and other activities promote an individualized and group-referent analysis of teaching and learning. - Structured faculty development opportunities exist in colleges/schools including workshops, special programs, mentoring, instructional technology, teaching-related discussions (SOL). - There is a need to support adjunct faculty with programs such as class visitations. SOL pairs adjunct faculty members with full-time liaisons. - There is a new faculty mentor program for newly hired full-time faculty.
<p>4.8 Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of the educational programs.</p>		3	A	<ul style="list-style-type: none"> - Analysis of educational effectiveness by external stakeholders (including employers) and alumni has usually been sporadic and impressionistic (except SON). - Advisory boards (SOBAM, SON, CPS, SOL) provide useful feedback on curriculum design. - Alumni satisfaction is surveyed in selected program reviews. - ABA advises LLM programs in SOL. - External review process is being implemented in program reviews of University Life Division modeled after academic program review process.

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