

## Worksheet for Preliminary Self-Review Under the Standards.3 (December 2004)

### **Purpose of the Worksheet**

This worksheet has been developed to assist planning groups preparing for a WASC review to undertake a preliminary, systematic institutional self-analysis. Every institution is expected to describe in its Proposal how the review will address issues that are priorities in its own context that have arisen from a self-review under Commission Standards. This worksheet has been designed to assist that purpose. This worksheet leads planning groups to identify strengths and areas of good practice, as well as areas that may need attention under each Standard and Criteria for Review and that may suggest themes or topics for further exploration in the accreditation review.

### **The WASC Standards and CFRs**

The WASC Standards are the framework of evaluation for the Proposal Review Committee, evaluation team, and the Commission, and are applied within each institution's mission and context. Accreditation judgments are made at the level of the Standard itself. Within each Standard are sub-areas titled "Criteria for Review" (CFRs). Each of the CFRs defines topical areas essential to the Standard and is meant to support the decision about whether the institution meets the Standard. Many of the CFRs have associated Guidelines. The Guidelines identify the expected forms or methods of demonstrating performance. If an institution chooses not to employ the practices described in a particular Guideline, the institution is responsible for showing that it has addressed the intent of the CFR in an equally effective way. The attached worksheet lists the four WASC Standards, their CFRs and associated Guidelines. For a more complete description of the Standards, CFRs, and Guidelines, see the *2001 Handbook*, p. 15-16.

### **Strategies for Using this Worksheet**

The worksheet is meant to be a heuristic tool for stimulating discussion and exploration, rather than a definitive grading scheme or a mechanical check-list for compliance. Through its use, key areas may be identified where more evidence is needed or more development is required.

Once the institution has completed this self-review process, priorities that are identified using this form should be integrated with the institution's context, goals, and planning in the development of its Institutional Proposal for the accreditation review. Summary questions are provided in the worksheet as a means of assisting institutions determine those areas of greatest concern, or areas of good practice to be addressed or highlighted in the Proposal and Institutional Presentation. Institutions have also found helpful the Questions for Institutional Engagement included in the *Handbook* following each Accreditation Standard.

# Worksheet for Preliminary Self-Review Under the Standards.3 (December 2004)

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

## 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.*

Criteria for Review	Guideline	Self-Review Rating	Importance to address at this time	Evidence/Evaluation
<b>Institutional Purposes</b>				
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 practice.	1	C	<ul style="list-style-type: none"> <li>- University has a Vision, Mission and Values statement that is known and used in program planning and evaluation.</li> <li>- Programs are in areas and disciplines that are recognized and reviewed by peers</li> <li>- All Colleges/Schools have a Mission statement</li> </ul>
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.	The institution has published educational objectives that are consistent with its purposes.	3	A	<ul style="list-style-type: none"> <li>- Not all degree programs have developed learning outcomes and related assessment procedures.</li> <li>- Academic program review process (5-year cycle) has been re-instated (CAS, SOE, CPS) while professional programs undergo periodic accreditation (SOBAM, SON, SOL and credential programs in SOE).</li> </ul>

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.		1	C	<ul style="list-style-type: none"> <li>- Vice presidents and deans undergo an annual performance review process. A more comprehensive process including feedback from various types of individuals is being implemented. President's performance is reviewed by Trustees and includes wide feedback</li> <li>- Faculty's academic plans are reviewed by deans on a yearly basis</li> <li>- Administration meets periodically with faculty and students; there are student representatives in some committees</li> </ul>
---	--	---	---	---

**Integrity**

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.	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.	1	C	<ul style="list-style-type: none"> <li>- Academic freedom is guarantee in CBAs and faculty handbooks as well as in Vision, Mission and Values statement.</li> <li>- Due process procedures are included in above documents and in the <i>Fogcutter</i> and <i>Catalog</i> for students</li> </ul>
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.	The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.	2	A	<ul style="list-style-type: none"> <li>- Mission statement supports diversity and administration is committed to diversity</li> <li>- USF is recognized as one of the most diverse universities in the country</li> <li>- There is a need to address under-represented faculty/student/staff recruitment and retention</li> <li>- Further diversification of curriculum is needed in term of US diversity</li> <li>- There is a need to develop a Diversity Plan</li> </ul>
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.	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.	1	C	<ul style="list-style-type: none"> <li>- USF has no history of interference by external bodies including the Society of Jesus or the Roman Catholic Church or by any other external body</li> </ul>
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.	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.	1	C	<ul style="list-style-type: none"> <li>- Policies and procedures on academic and behavior/disciplinary matters are published in the <i>Catalog</i> and in the <i>Fogcutter</i>.</li> <li>- University truthfully represents its goals and programs through <i>Catalog</i> and other publications</li> <li>- Credits assigned to academic work are reviewed by Curriculum Committees and deans and transcripts accurately reflect those decisions</li> <li>- Periodic reviews of academic program are conducted</li> </ul>

<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>	<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> <li>- Faculty grievance procedures are readily available and published in CBAs and handbooks</li> <li>- Student grievance procedures are included in student publications (<i>Catalog, Fogcutter</i>)</li> <li>- Finances are audited by Deloitte &amp; Touche and budget and audit is reviewed by Board of Trustees</li> </ul>
--	---	----------	----------	--

### Synthesis/Reflections on Standard One

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

- Some academic programs need to develop learning outcomes and relevant assessment procedures
- Faculty, student and staff diversity with particular attention given to retention and graduation rates for under-represented students; retention and promotion for faculty and staff

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** for the Preparatory Review? For the Educational Effectiveness Review?

- Academic freedom and due process are valued and respected by all
- Our Vision, Mission and Values statement guides institutional planning and curriculum development
- There is increased transparency in planning and decision making and a commitment to an engaged administration
- We have the necessary systems in place to meet the needs of these CFRs
- External reviews and accreditation organizations have given us positive evaluations of our programs and systems

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** for the Preparatory Review? For the Educational Effectiveness Review?

- Some degree programs need to develop learning outcomes and assessment procedures. The same is true for the institution as a whole
- Effective and structured approaches for recruitment and retention of under-represented students, faculty and staff (including administrators) need to be developed as well as for guaranteeing on-time graduation for under-represented students and increased curriculum diversification. Improve retention and promotion of under-represented faculty and staff. There is a need to develop a Diversity Plan for the institution

## 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.*

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence/Evaluation
<b>Teaching and Learning</b>				
<p>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.</p>	<p>The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.</p>	<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> <li>- Content, length, and standards of all academic programs conform to recognized disciplinary and professional standards and are published in <i>Catalog</i> as well as online</li> <li>- We have instituted a 5-year cycle of program reviews that include feedback from external reviewers</li> <li>- Professional programs are externally accredited</li> <li>- Benchmarking studies are conducted for SOBAM graduate programs; SON, SOL and some programs in CPS</li> </ul>
<p>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.</p>	<p>Competencies required for graduation are reflected in course syllabi for both General Education and the major.</p>	<p>2</p>	<p>A</p>	<ul style="list-style-type: none"> <li>- Entry-level requirements are clearly specified in recruitment materials and in <i>Catalog</i></li> <li>- Competencies and their assessment have not been specified for all degree programs (except for the accumulation of credits)</li> <li>- Competencies/learning outcomes have been determined for the Core Curriculum</li> </ul>
<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"> <li>- The Core Curriculum has defined learning outcomes and it supports the development of basic competencies as well as Mission-related goals</li> <li>- The Core Curriculum includes 44 units plus meeting two Mission-related outcomes: (a) Service Learning; and, (b) Cultural Diversity. These last requirements can be met with courses in the Core Curriculum or in the major.</li> <li>- The Core Curriculum is integrated throughout students' experiences at USF</li> <li>- All baccalaureate students are required to complete the requirements for a major</li> </ul>

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
<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>		1	C	<ul style="list-style-type: none"> <li>- These areas of breadth are included in the Core Curriculum</li> <li>- All baccalaureate programs require pursuing the requirements for a major</li> <li>- Requirements for the Core Curriculum and for each major are included in the <i>Catalog</i> and online</li> </ul>
<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>	1	C	<ul style="list-style-type: none"> <li>- All graduate programs meet professional and disciplinary expectations and are labeled appropriately</li> <li>- Graduate programs are structured to engage students with current literature and/or professional practice</li> <li>- At least one full-time faculty member is involved with each of the graduate programs</li> </ul>
<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>	1	C	<ul style="list-style-type: none"> <li>- Program organization and requirements are peer reviewed and published in <i>Catalog</i></li> <li>- Co-curricular experiences are available to most students although participation is limited due to students' personal commitments (work, family obligations, etc.). There is a wide variety of service learning opportunities and a new Service Learning Coordinator has been appointed</li> <li>- In general, courses require students to use information that goes beyond textbooks</li> <li>- Course proposals are reviewed by faculty in school/college curriculum committees</li> <li>- Learning resources (IT, library) are constantly renovated and enlarged. IT resources (including Blackboard) and updated facilities (smart classrooms) are widely used</li> <li>- Admission and graduation policies are widely known</li> </ul>

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
<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"> <li>- Learning outcomes are required for all newly approved courses in most colleges/schools and are disseminated to students via syllabi</li> <li>- Some programs lack specific learning outcomes and/or assessment procedures</li> <li>- Faculty in Curriculum Committees review syllabi, learning outcomes and recommend approval to deans</li> <li>- Faculty in programs are expected to define curriculum and learning outcomes</li> </ul>
<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"> <li>- Not all courses include active involvement in learning</li> <li>- A variety of service learning courses are offered</li> <li>- Ongoing feedback is provided to students</li> <li>- Faculty and deans support the development of challenging opportunities for students and of providing continuous feedback on learning (including feedback on papers, projects, exams)</li> </ul>
<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"> <li>- There is no structured follow-up procedures for graduates and few programs have capstone or end-of-program assessment</li> <li>- Most students are evaluated in terms of learning expectations set by faculty</li> <li>- Some programs (e.g., SON) survey alumni and employers to establish quality of preparation for work</li> </ul>
<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>	2	A	<ul style="list-style-type: none"> <li>- All academic programs are being reviewed in a 5-year cycle. Professional programs are accredited by external agencies</li> <li>- Assessment of educational objectives is not well defined and we have little evidence of comprehensive student achievement except for licensure examination results for Nursing and Law, and selected programs in SOE, CPS and CAS</li> <li>- Student placements in graduate school in health-related and Law programs are tracked</li> </ul>



<b>Scholarship and Creative Activity</b>				
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.		1	C	<ul style="list-style-type: none"> <li>- The University provides faculty development funds to full- and part-time faculty including conference participation and curriculum innovation</li> <li>- Scholarship and curricular innovation are considered as part of tenure and promotion decisions</li> <li>- Faculty are offered periodic teaching development workshops, meetings analyzing how the Mission is translated into research and teaching</li> <li>- First year faculty are offered special mentoring and faculty development workshops</li> <li>- Recognition is awarded for innovations in teaching and in educational technology</li> </ul>
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.		1	C	<ul style="list-style-type: none"> <li>- Teaching, research and service are important in promotion and tenure decisions in all schools/ colleges</li> <li>- Faculty are recognized for excellence in teaching, research and service</li> </ul>
<b>Support for Student Learning</b>				
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"> <li>- Grading policies are found in student publications (<i>Catalog, Fogcutter</i>) and faculty are expected to include them in syllabi</li> <li>- Grade appeal processes are published</li> <li>- Grades and evaluation procedures have not been recently evaluated</li> <li>- CIRP 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</li> </ul>
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"> <li>- We are developing a seamless learning environment that still requires more planning and development. There have been significant achievements in this area in terms of living learning communities, orientation, retention efforts, etc.</li> </ul>

<p>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.</p>	<p>Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, disclosing, and are readily available to support student needs.</p>	<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> <li>- Publications accurately describe requirements and procedures and are readily available including print and on the web</li> </ul>
<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>		<p>2</p>	<p>B</p>	<ul style="list-style-type: none"> <li>- Services meet most needs of traditional age undergraduates but are less helpful to graduate students and adult students although improvements are being made</li> <li>- IT services in support of academic activities are improving and widely used by faculty including Blackboard, smart classrooms and portal system</li> <li>- Academic advising is of uneven quality across programs and colleges/schools although there has been improvements in the recent years</li> <li>- Financial aid is insufficient to meet students' needs or fulfill the aid gap</li> <li>- Library services are frequently perceived as helpful and appropriate although resources are not adequate</li> <li>- "One Stop" service is being implemented in Fall 2005 to improve services by Registrar, Bursar and Financial Aid</li> </ul>
<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>		<p>1</p>	<p>B</p>	<ul style="list-style-type: none"> <li>- Transfer students receive individualized feedback as to their status at USF regarding graduation requirements.</li> <li>- Transfer students receive additional and specialized advising as part of Orientation and throughout school year</li> <li>- Articulation agreements help prospective transfers plan their academic programs and prevent disadvantaged status</li> </ul>

## Synthesis/Reflections on Standard Two

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

- There is a need to develop learning outcomes and assessment procedures for all programs and all courses
- Integration of curricular and co-curricular activities needs to be planned and implemented

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** for the Preparatory Review? For the Educational Effectiveness Review?

- Programs are academically strong and faculty are involved in their planning and implementation
- The integration of University Life and Academic Affairs should produce a seamless service environment to students that properly reflect the Mission of the University

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** for the Preparatory Review? For the Educational Effectiveness Review?

- Comprehensive academic program reviews needs to be carried out throughout all programs; procedures and plans need to be developed for implementing their findings
- Development of learning outcomes for all programs and courses is needed as well as the development of procedures to inform all faculty (full- and part-time) and students
- Assessment procedures of program (and to some extent, course) learning outcomes need to be developed and implemented throughout the University including end-of-program assessment opportunities
- Assessment of how co-curricular activities support the achievement of learning outcomes is also needed

### 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.*

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence/Evaluation
<b>Faculty and Staff</b>				
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.		2	A	- We need to identify the appropriate ratio of part-to full-time faculty for the various programs and identify financial resources to recruit such faculty
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.	The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate background by discipline and degree levels.	3	A	- We employ qualified professionals (faculty and staff) to meet our educational objectives - There is a need to identify proper ratio of part- to full-time faculty - There is an under-representation of women and faculty of color. A Diversity Plan should address this need - Faculty background is defined by peers and deans and currently reflects appropriate training and qualifications - There is a need to develop a strategic plan for faculty and staff recruitment to match enrollment plans and academic goals
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.		1	C	- 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 are based on peer evaluation at the college and University level and by external peers and administrators
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.		1	C	- Faculty development funds are available to full- and part-time faculty on a competitive basis - College-specific faculty development activities are periodically scheduled as well as for newly-hired faculty - New faculty development opportunities include IT, summer seminars at NYU, and 4 <sup>th</sup> year sabbatical for tenure-track faculty

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
<b>Fiscal, Physical, and Information Resources</b>				
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.	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.	1	C	<ul style="list-style-type: none"> <li>- The University has been financially stable for the last few years with appropriate external auditing</li> <li>- The endowment and reserves have recently grown and plans are in place for their continued growth</li> <li>- Deferred maintenance is a problem and there is a need for upgraded and enlarged facilities (classrooms, labs, offices, residence halls)</li> <li>- There is a new Master Plan for Physical Plant</li> </ul>
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.		1	C	<ul style="list-style-type: none"> <li>- On-campus information resources are deemed adequate by external reviewers</li> <li>- Progress has been made at regional campuses but additional improvements are needed</li> <li>- Facilities (e.g., classrooms, videoconferencing room) are continuously being updated and improved</li> </ul>
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.		2	B	<ul style="list-style-type: none"> <li>- Upgrade in IT in classrooms is continuing</li> <li>- The University is upgrading its network and has developed a new IT Development Plan</li> <li>- A new CIO has been recently appointed</li> <li>- Faculty and staff training opportunities are offered in new or upgraded software or facilities</li> <li>- Blackboard is used by a large proportion of faculty</li> <li>- Student records have been digitized</li> <li>- There are plans for a new ERP</li> <li>- Additional services (e.g., increased wireless capacity) need to be addressed to meet students' needs</li> </ul>

**Organizational Structures and Decision- Making Processes.**

<p>3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision making.</p>	<p>The institution has an organization chart that clearly depicts positions, associated responsibilities, and lines of authority.</p>	<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> <li>- Decision-making processes are clear and there is an emphasis on greater involvement (through Leadership Team) and on transparency</li> <li>- Organizational chart is revised every year</li> <li>- Board of Trustees periodically reviews progress and plans</li> <li>- Advisory Boards provide input into the University's plans and activities</li> </ul>
<p>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.</p>		<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> <li>- An independent Board of Trustees oversees the University's integrity and operations and evaluates the President</li> </ul>
<p>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.</p>		<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> <li>- The President has full-time responsibilities to the institution</li> <li>- All executive officers are full-time employees and they are highly qualified with significant experience in academia</li> <li>- New appointments for executive positions are usually made after national searches (except for internal promotions)</li> </ul>
<p>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.</p>		<p>1</p>	<p>C</p>	<ul style="list-style-type: none"> <li>- Faculty participates in drafting program and course proposals that are reviewed by peers in curriculum committees. Deans/Provost have final authority on curricular decisions. Trustees approve new programs.</li> <li>- Program reviews include faculty-written self-study</li> <li>- Faculty representatives sit on Board of Trustees and make up college/school councils and curriculum committees</li> </ul>

## Synthesis/Reflections on Standard Three

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

- Need to identify financial resources to hire and support new full-time faculty (particularly under-represented faculty), improve technology and physical plant
- There is a need to develop a Diversity Plan
- The University needs to develop a faculty and staff recruitment plan to address strategic enrollment plans and academic goals

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** for the Preparatory Review? For the Educational Effectiveness Review?

- The quality of the faculty is a significant strength at USF
- Increased transparency in decision-making processes
- An administration that is professional and dedicated to furthering the Vision, Mission and Values of the University
- The University is addressing some of the issues identified here particularly in terms of technology and the Master Plan for physical space

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** for the Preparatory Review? For the Educational Effectiveness Review?

- Examining and improving the full-/part-time faculty ratio
- Develop a Diversity Plan that includes recruiting, retaining and promoting or graduating under-represented faculty, students and staff
- Limited financial resources available for new activities or increased hiring

**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.*

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence/Evaluation
<b>Strategic Thinking and Planning</b>				
<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"> <li>- New Mission and Vision statement involved review by all stakeholders</li> <li>- Leadership Team chooses Strategic Goals with feedback from community and reviews the specific plans for each division and college/school</li> <li>- In some areas, the specific plans are developed through consultation involving faculty and staff</li> <li>- Physical Plant Master Plan has been openly discussed with University community</li> <li>- Assessment Plan of educational objectives is lacking</li> </ul>
<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"> <li>- Budget and planning process tries to align budget with University priorities including new program initiatives and review committees</li> <li>- All colleges/schools involve faculty in setting priorities through committees or direct consultation</li> <li>- Staff are involved in alignment and priority setting for service and administration offices</li> </ul>
<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"> <li>- Graduating Student Survey is widely disseminated but seldom used in decision making</li> <li>- Other institutional data are not well disseminated or used. A Task Force has been set up to deal with these issues</li> <li>- SOE and SON use benchmarks in program assessment; SOL conducts employment survey</li> </ul>
<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"> <li>- Strong peer curriculum approval processes are in place in each school/college for new courses and learning outcomes are required at that stage</li> <li>- SOBAM, SOL, SOE, SON conduct periodic specialized external accreditation reviews</li> <li>- Academic program reviews have been re-instituted and emphasis has been placed on learning outcomes</li> <li>- New reporting process on program reviews (to Provost Council and Trustees) emphasizes action plans for outcomes of program reviews</li> <li>- UL assesses performance using external benchmarks and standards</li> <li>- There is little information of longitudinal nature</li> </ul>



Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
<b>Commitment to Learning and Improvement</b>				
<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.</p> <p>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"> <li>- IR Office produces most reports for external constituencies although there is a need to centralize reporting or archiving and improve internal dissemination</li> <li>- IR maintains a website on reports generated by IR Office but some data are not easily accessible</li> <li>- Student data reports are produced by Academic Services.</li> <li>- Personnel data reports are produced by HR</li> <li>- 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</li> </ul>
<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"> <li>- There is commitment to assessment on the part of the leadership</li> <li>- In general, faculty takes a role in evaluation of teaching and assessment of effectiveness particularly during ACP process</li> <li>- A comprehensive culture of evidence is still lacking including better data collection procedures and transparency and perceptions of the value of assessment as a learning opportunity</li> </ul>
<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"> <li>- Faculty's yearly review (during ACP) and other activities promote an individualized and group-referent analysis of teaching and learning</li> <li>- Structured faculty development opportunities exist in colleges/schools including workshops, special programs, mentoring, instructional technology, teaching-related discussions (SOL)</li> <li>- There is a need to support adjunct faculty with programs such as class visitations. SOL pairs adjunct faculty with a full time liaison.</li> </ul>

<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>		<p>3</p>	<p>A</p>	<ul style="list-style-type: none"> <li>- Analysis of educational effectiveness by external stakeholders (including employers) and alumni has usually been sporadic and impressionistic (except SON)</li> <li>- Advisory boards (SOBAM, SON, CPS) provide useful feedback on curriculum design</li> <li>- Alumni satisfaction is surveyed in program reviews</li> <li>- ABA advises LLM programs in SOL</li> <li>- External review process is being implemented in U.L. program reviews modeled after academic program review process</li> </ul>
---	--	----------	----------	---

### Synthesis/Reflections on Standard Four

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

- Strategic planning has been conducted in most colleges/schools by the administration with limited faculty input
- Faculty are heavily involved in curriculum planning and design but need to be more involved in formalized assessment
- There is a need to develop a coherent plan for educational effectiveness assessment
- We need to involve appropriate stakeholders in providing feedback

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** for the Preparatory Review? For the Educational Effectiveness Review?

- There is increased consultation of the University community in setting up institutional goals
- Faculty input to deans is available through current committee structures
- We have a Budget and Planning process in place as well as planning processes and plans in enrollment management, physical plant, IT

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** for the Preparatory Review? For the Educational Effectiveness Review?

- Greater faculty, student and staff involvement in strategic planning
- There is a need to develop an assessment plan that includes all stakeholders
- There is a need to create a culture of evidence that uses institutional data in the planning process

### Summative Questions

1. Who participated in preparing this self inventory?  What approach was used in completing the worksheet?

The initial draft of the inventory was prepared during Spring 2004 by faculty/administrators in consultation with college/school administrators. The draft was discussed by the preparers of the initial draft and a second draft was reviewed by members of the Provost's Council in August 2004. A subsequent draft was discussed during Fall 2004 by the President's Leadership Team and members of the WASC Re-Accreditation Steering Committee and Learning Resources Committee and the Provost Council. The inventory will be posted online during Spring 2005 and comments from the University community will be invited at that point.

2. What areas were identified as issues or concerns to be addressed before the review?

Development and assessment of learning outcomes and comprehensive program reviews  
Integration of curricular and co-curricular experiences  
Development of a culture of evidence that involves feedback from multiple stakeholders  
Enhancement of the planning process including areas such as faculty recruitment, assessment, and diversity

3. What areas emerged as either institutional strengths or topics for further exploration that might be targeted as themes or topics to be explored in the review?

Relevance of the University's Mission in planning and curricular and co-curricular programming; assessment of such influence

Establishing a culture of evidence to assess excellence in educational effectiveness

Analysis of the educational effectiveness of the University's basic characteristics (Jesuit, Catholic, Diverse, Global)