WASC Western Association of Schools and Colleges
Accrediting Commission for Senior Colleges and Universities

Worksheet for Preliminary Self-Review Under the Standards (Updated 12.12.08)

Purpose of the Worksheet: This worksheet is designed to assist planning groups preparing for a WASC review to undertake a preliminary, systematic institutional self-analysis under the WASC Standards. Every institution is expected to describe in its Proposal how its review will address issues that have arisen from a self-review under Commission Standards. The use of the worksheet is recommended; the institution may choose some other means of reviewing itself under the Standards. The 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. The process may also surface themes or topics for further exploration in the accreditation review.

The WASC Standards and CFRs: The WASC Standards are designed to guide institutions in self-review, to provide a framework for institutional presentations to the Commission and review teams, and to serve as the basis for judgments by evaluation teams and the Commission. Each standard is set forth in broad holistic terms that are applicable to all institutions. Under each of the four Standards are two or more major categories under which the standard is more specifically defined. Within each sub-section are Criteria for Review (CFRs), intended to identify and define key elements of the standard. Guidelines identify expected forms or methods for demonstrating performance related to certain Criteria for Review. By design, the Commission has not developed a Guideline for each Criterion for Review. This worksheet contains all the CFRs and Guidelines, where applicable. For more detailed information on application of the Standards, see the Handbook of Accreditation.

Strategies for Using this Worksheet: The worksheet is designed for use during the early stages of thinking about the Institutional Proposal and may be revisited later when preparing for the Capacity & Preparatory Review. It is meant to be a heuristic tool for stimulating discussion and exploration rather than a definitive grading scheme or a mechanical checklist for compliance. Through its use, key areas may be identified where more evidence is needed or more development is required. The planning group may modify the worksheet in any way that suits its purposes. One approach is to have members of the planning group complete the worksheet individually with responses reviewed by the group. Another approach is to divide the worksheet by Standards with different groups completing each Standard.

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 proposal. Summary questions are provided in the worksheet as a means of assisting institutions in determining areas of greatest concern or areas of good practice to be addressed or highlighted in the proposal and CPR and EER reports. This worksheet may be used in conjunction with "Questions for Institutional Engagement."

Copies of this worksheet are available on the WASC website at www.wascsenior.org.

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Suggested Rating for Columns in the Worksheet:	
Self Review Rating	**Importance to address at this time**
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.

Criteria for Review	Guidelines	Self-Rating	Importance to address?	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
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 practice.	1	C	See SDSU Mission and Goals webpage.
1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.		2	A	See include WASC Inventory of Educational Effectiveness Indicators (IEEI). Increase transparency of Degree Learning Outcomes, Curricular Maps, and evidence of student achievement and program improvements (i.e., program assessment efforts).
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	Established annual evaluation for lecturers and staff, RTP process for faculty, and periodic review for chairs, directors, deans, academic administrators; see SDSU University Senate Policy File.

Criteria for Review	Guidelines	Self-Rating	Importance to address?	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
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 how these views are implemented 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	See "Freedom of Expression" section in SDSU University Senate Policy File.
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.	1	C	SDSU has an established Senate Committee on Diversity, Equity, and Outreach, a Chief Diversity Officer within the Office of the President, a dedicated institutional diversity website, and a LGBTQ Pride Center.
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	N/A
Integrity				
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, and 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. The institution has published or readily-available grievance procedures for faculty and staff. The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed.	1	C	Established Student Grievance Procedure and Senate Student Grievance Committee in in SDSU University Senate Policy File, with operations and implementation through the Office of the Ombudsman.

Criteria for Review	Guidelines	Self-Rating	Importance to address?	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
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.	The institution's finances are regularly audited by external agencies.	1	C	
1.9 The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution, and to abiding by Commission policies and procedures, including all substantive change policies.		1	C	

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?

With regards to program assessment, continue to shift from a culture of compliance to achievement, viewing program assessment and evidence of student learning as not only as means to improve program effectiveness (and thereby student learning), but also as a means to communicate program intentionality, effectiveness, and responsiveness to students and the broader public.

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 Capacity & Preparatory Review? For the Educational Effectiveness Review?

A clear shared commitment to student success.

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 Capacity & Preparatory Review? For the Educational Effectiveness Review?

The institution, which has historically been highly decentralized, would benefit from a focused examination, open discussion, and long-term planning regarding information management, access, and communication, ranging from the current student information system and WebPortal to the lack of an academic advising management system that would allows appointments, referrals, note-taking, etc. with logical business rules for access and compliance with FERPA regulations.

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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-Rating	Importance to address?	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
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	All degree programs are reviewed periodically through an established Academic Program Review and conform to CSU requirements. New program are proposed, internally reviewed and approved, and then submitted to CSU for final approval.
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	Course Learning Outcomes (CLOs) are required for all syllabi; curricular maps relating Degree Learning Outcomes (DLOs) to major required courses are now a required component for Academic Program Review; programs are being actively encouraged to share their DLOs with students and align DLOs with CLOs to provide a broader programmatic context for student and to identify/facilitate course-embedded program assessment.
2.2a 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. 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.	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 units (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).	1	C	General Bulletin: http://arweb.sdsu.edu/es/catalog/quickref.html MyMap

Criteria for Review	Guidelines	Self-Rating	Importance to address?	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
2.2b 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.	Institutions offering graduate-level programs employ at least one full-time faculty member for each graduate degree program offered, and demonstrate sufficient resources and structures to sustain these programs and create a graduate-level academic culture.	1	C	Graduate Bulletin: http://arweb.sdsu.edu/es/catalog/bulletin/
2.3 The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies; curriculum; advisement; library and information resources; and learning environment.		2	A	Course Learning Outcomes (CLOs) are required for syllabi as per university policy. Degree Learning Outcomes (DLOs) exist for degree programs within WEAVE (our online assessment database; see IEEI for access information). Current efforts involve raising student awareness regarding DLOs and having faculty "model the way" on how course-based and other activities build student capacity to achieve established DLOs. The Student Learning Outcomes committee has developed a Program Assessment Primer to facilitate assessment efforts.
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.		2	A	Our current WEAVE system is "closed" in the sense that typically only one faculty member per program has write-privileges and only for their programs. While this system has served us well in providing an operational framework, repository, and tracking process, it does not easily provide the desired transparency and flexibility.

Criteria for Review	Guidelines	Self-Rating	Importance to address?	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
2.5 The institution's academic programs actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.		1	C	
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.		1	C	This information is collected in WEAVE and in the Online Syllabus Database.
2.7 All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement and evidence from external constituencies such as employers and professional organizations.		1	C	See Academic Program Review Guidelines. In addition, numerous programs in engineering, business, education, and other disciplines are externally accredited.
Scholarship and Creative Activity				
2.8 The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovations as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.	Where appropriate, the institution includes in its policies for faculty promotion and tenure recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.	1	C	See RTP policy and procedures within the SDSU University Senate Policy File, and the Faculty Affairs homepage.
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.		2	B	Ongoing discussion of the role of the scholarship of teaching and learning, specifically whether such peer-reviewed publications should be considered Professional Development or Teaching Effectiveness with respect to our RTP process.
2.10 The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences.		1	C	See annually provide Compendium of Enrollment, Retention and Graduation data and summary report/recommendations produced jointly by the Undergraduate Council and the Academic Policy and Planning Committee.
2.11 Consistent with its purposes, the institution develops and assesses its co-curricular programs.		1	C	https://newscenter.sdsu.edu/student_affairs/annual-reports.aspx

Criteria for Review	Guidelines	Self-Rating	Importance to address?	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
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, complete, and are readily available to support student needs.	1	C	MyMap provides a four-year sequence for each program by catalog year. Advising practices vary across campus based on program size and staff. Current efforts include establishing Degree Learning Outcomes through various venues (e.g., departmental webpages, syllabi, orientation and advising materials, and potentially university catalog).
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.		1	C	Provide links here to Career Services, Enrollment Services, OFAS, and the Library
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.		1	C	http://arweb.sdsu.edu/es/admissions/transfers/

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?

SDSU has done an extraordinary job of increasing student success as measured by its improved graduation rates, and has at the same time increased expectations for students.

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 Capacity & Preparatory Review? For the Educational Effectiveness Review?

The university has made high expectations and engagement through research, study abroad, leadership, and community engagement a hallmark for students at SDSU.

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 Capacity & Preparatory Review? For the Educational Effectiveness Review?

Continued focus on linking the goals for retention and graduation with high academic expectations, and finding ways to make more accessible to students and community members examples of exemplary work in all fields. Ensuring that there is thoughtful coordination of programs and initiatives across campus.

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-Rating	Importance to address?	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Faculty and Staff				
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.		1	C	
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 backgrounds, by discipline and degree levels. The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development.	1	C	Institutional commitment to increase T/TT faculty with significant support from Student Success Fee initiative.
3.3. Faculty and staff recruitment, orientation, 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	See RTP policy and procedures within the SDSU University Senate Policy File, and the Faculty Affairs homepage.

Criteria for Review	Guidelines	Self-Rating	Importance to address?	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
3.4. The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning consistent with its institutional objectives.	The institution provides training and support for faculty members' teaching by means of technology-mediated instruction.	2	B	Instructional Technology Services plays a key role in facilitating the use of technology in learning; Center for Teaching and Learning has a 0.5 time faculty director who focuses on promoting active discussion of effective pedagogy and supporting deeper faculty engagement via Learning Communities, Round Table Discussions, etc.
Fiscal, Physical, and Information Resources				
3.5 The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate the deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.		1	C	http://bfa.sdsu.edu/~finrept/index.htm
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. These information sources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. 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.		1	C	All students, on campus and at distance locations, have access to the same materials and information provided through the Library and Technology Services.

Criteria for Review	Guidelines	Self-Rating	Importance to address?	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
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.		1	C	Recent centralization of ITS support for classroom technology is designed to improve response time and ensure successful faculty use of technology.
Organizational Structures and Decision- Making Processes.				
3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, support effective decision making, and place priority on sustaining effective academic programs.	The institution establishes clear roles, responsibilities, and lines of authority, which are reflected in an organization chart.	1	C	The university has a strong system of shared governance that is articulated through the University Senate and its committees. Additionally, the strategic plan, "Building on Excellence," provides ways for working groups to establish academic goals and programs.
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.	The governing body regularly engages in self-review and training to enhance its effectiveness.	1	C	Yes. As part of the CSU system, SDSU works effectively with the board for that system.
3.10. The institution has a full time chief executive officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.		1	C	Yes.
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.	The institution clearly defines the governance roles, rights, and responsibilities of the faculty.	1	C	Yes.

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?

The university has already engaged in a process to hire an additional 300 tenure-track faculty over the next five years.

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 Capacity & Preparatory Review? For the Educational Effectiveness Review?

Although the university experienced significant budget cuts from the State of California, it has weathered these without entering into layoffs or impacting negatively students ability to graduate in a timely fashion. Additionally, the university has raised $625 million toward its campaign goal of $750 million.

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 Capacity & Preparatory Review? For the Educational Effectiveness Review

Continuing to develop ways for individual departments to review student success data disaggregated by major so that they can make strategic decisions regarding helping students succeed and achieve high levels of academic accomplishment.

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-Rating	Importance to address?	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Strategic Thinking and Planning				
4.1. The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which assess it 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 its plans and planning processes and revises them as appropriate.		1	C	See SDSU Strategic Plan, Building on Excellence.
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.		1	C	The Strategic Plan provides one mechanism for working groups to identify academic goals and programs, and to seek funding support for those initiatives. Additionally, university divisions have clearly articulated budget processes.
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.		2	A	Data regarding student success (link here to compendium) is shared regularly. WEAVE and the online syllabus collection also provide means to share information related to educational effectiveness.

Criteria for Review	Guidelines	Self-Rating	Importance to address?	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
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 include assessing effectiveness, tracking results over time, and using comparative data from external sources and improving structures, processes, curricula, and pedagogy.		1	C	See previous reference regarding various approaches to quality assurance in institutional functioning.
Commitment to Learning and Improvement				
4.5. The institution has institutional research capacity consistent with its purpose and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.		1	C	University has an established Analytical Studies and Institutional Research Office; ongoing efforts include providing more program-specific data on retention, graduation, etc. to programs through a Tableau-based web interface.
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.		2	A	Yes, as evidenced by the work on WEAVE and through Academic Program Reviews.

Criteria for Review	Guidelines	Self-Rating	Importance to address?	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
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.	Periodic analyses of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practice.	2	B	The university, through its Student Success Committee and the Academic Deans Council regularly reviews data related to grades given.
4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of the effectiveness of the educational programs.		1	C	Many programs actively seek input from alumni and regional employers through advisory boards, capstone assessments, etc.

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?

Ongoing financial sustainability. However, the university has taken proactive steps this area and long-term sustainability is not at risk.

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 Capacity & Preparatory Review? For the Educational Effectiveness Review?

University has addressed budget deficits incurred during the recession effectively.

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 Capacity & Preparatory Review? For the Educational Effectiveness Review?

Continue to build on President Hirshman's commitment to fund the university with both public and private sources.

Summative Questions

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

The inventory was shared with various faculty and administrative groups (e.g. WASC Steering Committee, Academic Deans Council, Undergraduate Council, Student Learning Outcomes Committee) on campus.

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

The university has made significant progress but still can make additional progress both on graduation rates, and student achievement

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?

The Strategic Plan has helped outline key areas (student success and achievement, research and creative endeavors, and community engagement), which have enabled the university already to move ahead in strategic ways. Moving forward, it may be important to have conversations about pursuing these initiatives in ways that ensure their long-term sustainability.

4. What are the next steps in preparing for the accreditation review?

Meet with groups on campus. Share process. Draft Institutional Report.