Review under WSCUC Standards

Provide the institution's consensus rating for columns 3 and 4; add comments as appropriate in column 5. For un-shaded cells in Column 6, delete text and provide links or references to evidence in support of findings. Column 7 is for staff and teams to verify documentation and for teams to comments on evidence. **Self-Review Rating** 　　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 **Importance to address at this time** 　　A= High priority 　　B= Medium priority 　　C= Lower priority 　　0= Does not apply	Institutional Information Institution: University of California, Riverside Type of Review: 　⑧　**Comprehensive for Reaffirmation** 　⑧　Initial Accreditation 　⑧　Other _____ Date of Submission: Jan, 2018 Institutional Contact: ALO@ucr.edu

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Institutional Purposes						
1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines.	1= We do this well; area of strength for us	C= Lower priority		http://ucop.edu/uc-mission/	
1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning. X 2.4, 2.6, 2.10, 4.2		1= We do this well; area of strength for us	C= Lower priority	There is room for improvement in general education program.	Evaluated during comprehensive review through Component 3: *Degree Programs* and Component 5: *Student Success.* Public disclosure links verified by Annual Report.	

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Integrity and Transparency						
1.3 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 writing. X 3.2, 3.10	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 that these conditions are consistent with generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.	1= We do this well; area of strength for us	C= Lower priority		http://www.ucop.edu/academic-personnel-programs/_files/apm/apm-010.pdf	
1.4 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, its hiring and admissions criteria, and its administrative and organizational practices. X 2.2a, 3.1	The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Diversity Policy.	1= We do this well; area of strength for us	A= High priority		Evaluated during comprehensive review.	
1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. X 3.6 – 3.10	The institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution.	1= We do this well; area of strength for us	C= Lower priority		Evaluated during comprehensive review.	
1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid. X 2.12	The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a 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's policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed.	1= We do this well; area of strength for us	B= Medium priority	Despite recent increases in graduation rates this will remain a focus for continued improvement.	Evaluated during comprehensive review. Truthful representation and complaint policies evaluated during comprehensive review.	

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, 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 qualified independent auditors. X 3.4, 3.6. 3.7		1= We do this well; area of strength for us	C= Lower priority		Audits submitted with Annual Report.	
1.8 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= We do this well; area of strength for us	C= Lower priority		Evaluated during comprehensive review through Component 1: *Introduction*.

Commitments to integrity with respect to WSCUC policies are demonstrated in prior interactions with WSCUC. | |

Synthesis/Reflections on Standard One
1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard? 1) The campus is in need of a new round of strategic planning and clarifying long range visions. 2) Shared governance is seen as strength, but there are concerns about how faithfully it has been implemented. 3) In many ways, the campus faithfully implements its commitment to diversity.
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** under this Standard? 1) Our faculty is of very high caliber and by and large very dedicated to research and teaching. Faculty are strongly engaged in decision making through shared governance with the Academic Senate. 2) Recognition of the importance of diversity.
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** under this Standard? 1) UCR has not always been a "campus of choice" for our undergraduate students. While this has begun to change UCR still suffers, in some ways, from this poor reputation. 2) There has been a period of particularly high turnover in the higher administration. 3) There is a perception that communication and collaborative leadership may be lacking between some groups on campus, sometimes leading to confusion among campus constituencies.

Standard 2: Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Teaching and Learning						
2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered. X 3.1	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= We do this well; area of strength for us	B= Medium priority		Evaluated during comprehensive review, documented in "Credit Hour and Program Length Checklist".	
2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees. X 3.1 – 3.3, 4.3, 4.4		1= We do this well; area of strength for us	C= Lower priority		http://registrar.ucr.edu/docs/2017-18-ucr_generalcatalog.pdf	
2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major). X 3.1 – 3.3	The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).	1= We do this well; area of strength for us	B= Medium priority		http://registrar.ucr.edu/docs/2017-18-ucr_generalcatalog.pdf and http://ueeval.ucr.edu/assessment/core_competencies_2.html	

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
2.2b The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program. X 3.1 – 3.3	Institutions offering graduate-level programs employ, at least, one full-time faculty member for each graduate degree program offered and have a preponderance of the faculty holding the relevant terminal degree in the discipline. Institutions demonstrate that there is a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students.	1= We do this well; area of strength for us	C= Lower priority		Evaluated during comprehensive review through Component 3: *Degree Programs* and Component 4: *Educational Quality.*	
2.3 The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and Standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment. X 3.5	The institution is responsible for ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resourced, well developed, and subject to appropriate oversight.	2= Aspects of this need our attention	B= Medium priority		Evaluated during comprehensive review through Component 3: *Degree Programs.*	
2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards. X 4.3 – 4.4	Student learning outcomes are reflected in course syllabi.	2= Aspects of this need our attention	B= Medium priority	There are programs/departments/ colleges where this is done better than others	Evaluated during comprehensive review through Component 3: *Degree Programs,* Component 4: *Educational Quality*, and Component 6: *Quality Assurance.*	
2.5 The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved. X 4.4		1= We do this well; area of strength for us	B= Medium priority	There is continued interest in developing and ensuring access to best practices	Evaluated during comprehensive review.	

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work. X 4.3 – 4.4	The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.	2= Aspects of this need our attention	B= Medium priority		Evaluated during comprehensive review through Component 3: *Degree Programs,* Component 4: *Educational Quality,* and Component 6: *Quality Assurance.*	
2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations. X 4.1, 4.6		1= We do this well; area of strength for us	B= Medium priority	Continued focus on developing capacity for undergraduate program review; evaluating more programs per year decreases time between reviews for programs.	Undergraduate: http://senate.ucr.edu/about/policies/upr_procedures.pdf Graduate: http://senate.ucr.edu/committe/13/Graduate%20Program%20Review%20Procedures%20-%20External%20Internal%20-%202016-17%20-%20final.pdf	
Scholarship and Creative Activity						
2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character. X 3.2	Where appropriate, the institution includes in its policies for faculty promotion and tenure the recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.	1= We do this well; area of strength for us	C= Lower priority		http://www.ucr.edu/about/admin/vc_red.html	
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service. X 3.2		2= Aspects of this need our attention	C= Lower priority		http://senate.ucr.edu/committee/4/15-16%20the%20CALL-5.pdf	

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Student Learning and Success						
2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.	The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.	1= We do this well; area of strength for us	B= Medium priority		Included in Annual Report. Also evaluated during comprehensive review in Component 6: *Quality Assurance.*	
2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement. X 4.3 – 4.5		1= We do this well; area of strength for us	C= Lower priority	Interest remains in continued expansion of such programs (e.g.: first year learning communities to second year and/or living learning communities).	Evaluated during comprehensive review.	
2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements. X 1.6	Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.	1= We do this well; area of strength for us	A= High priority		Evaluated during comprehensive review; documented in "Marketing and Recruitment Review" Checklist.	
2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers. X 3.1		2= Aspects of this need our attention	C= Lower priority	Continued interest in expanding and improving such programs.	Evaluated during comprehensive review.	

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Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
2.14 Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process. X 1.6	Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.	2= Aspects of this need our attention	B= Medium priority		Evaluated during comprehensive review through Component 5: *Student Success.* Also documented in "Transfer Credit Policy Checklist."	

Synthesis/Reflections on Standard Two

1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?

1) There are not as many formal teaching development or teaching improvement opportunities as might be desirable for a campus this size. A new Center for Teaching and Learning, coming online in AY 17/18, will hopefully address some of these concerns.

2) Some programs, especially at the graduate level, lack adequate numbers faculty.

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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** under this Standard?

1) Key outcomes, such as first year retention rates and four year grade rates, are generally similar when disaggregated for major student groups. There is genuine commitment to address gaps where they do exist.

2) The past few years have seen sustained efforts to increase levels of student participation in high impact practices - especially first year learning communities, but others as well (such as internships).

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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** under this Standard?

1) Understanding of assessment practices are not equally well developed in all parts of campus.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability *The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, 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 (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Faculty and Staff						
3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered. X 2.1, 2.2b	The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.	3 = This item needs significant development	A = High priority		Evaluated during comprehensive review.	
3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning. X 1.7, 4.3, 4.4		2= Aspects of this need our attention	B= Medium priority		http://www.ucop.edu/academic-personnel-programs/academic-personnel-policy/index.html	
3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes. X 2.1, 2.2b, 4.4	The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.	2= Aspects of this need our attention	B= Medium priority		The institution maintains a variety of resources, including http://ue.ucr.edu/tlc.html And http://cnc.ucr.edu/instruc_tech_group.html Colleges, departments and various offices also maintain a variety of resources	

Fiscal, Physical, and Information Resources					
3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives. X 1.1, 1.2, 2.10, 4.6, 4.7	The institution has functioned without an operational deficit for at least three years. If the institution has an accumulated deficit, it should provide a detailed explanation and a realistic plan for eliminating it.	1= We do this well; area of strength for us	C= Lower priority		Audits submitted with Annual Report. Also evaluated during comprehensive review in Component 7: *Sustainability.*

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. X 1.2, 2.1, 2.2	The institution provides training and support for faculty members who use technology in instruction. Institutions offering graduate programs have sufficient fiscal, physical, information, and technology resources and structures to sustain these programs and to create and maintain a graduate-level academic culture.	2= Aspects of this need our attention	A= High priority	The recent transition between student information systems has been trying for the campus.	Evaluated during comprehensive review.	
Organization Structures and Decision-Making Processes						
3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.		1= We do this well; area of strength for us	A= High priority		Evaluated during comprehensive review.	
3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.	The institution establishes clear roles, responsibilities, and lines of authority.	2= Aspects of this need our attention	B= Medium priority	Confusion remains after transition to new student information system (Banner) and new budget model	Evaluated during comprehensive review in Component 7: *Sustainability.*	
3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.		1= We do this well; area of strength for us	B= Medium priority	Institution had interim provost and chief financial officer at time of discussion in 2017.	Chancellor (aka: CEO) http://chancellor.ucr.edu/ Vice Chancellor for Business and Administrative Services (aka: CFO) http://www.ucr.edu/about/vc_business.html	

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. X 1.5 – 1.7	The governing body comprises members with the diverse qualifications required to govern an institution of higher learning. It regularly engages in Self-review and training to enhance its effectiveness.	1= We do this well; area of strength for us	C= Lower priority		http://regents.universityofcalifornia.edu/about/index.html (see menus for list of individual Regents, minutes, Committees, etc)	
3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained. X 2.1, 2.4, 2.5, 4.3, 4.4	The institution clearly defines the governance roles, rights, and responsibilities of all categories of full- and part-time faculty.	1= We do this well; area of strength for us	C= Lower priority		http://senate.ucr.edu/ (see menus for bylaws, committee listings, etc)	

Synthesis/Reflections on Standard Three
1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard? 1) The campus has been in a period of growth and change, particular in undergraduate student enrollment, which may not have been as well planned or coordinated as it could have been. This has strained personnel, infrastructure in some places and exposed policies and practices as out of date or inadequate. 2) Limited and aging IT infrastructure- as well as transition to new systems- has caused various kinds of frustrations.
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** under this Standard? 1) The campus has a well-developed and robust program review process at the graduate level and increasingly strong program review at the undergraduate level.
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** under this Standard? 1) A number of perineal challenges at large universities- such as difficulty optimize course scheduling within a limited physical footprint and logistical challenges in implementing admission process that place students in majors for which they are most prepared- have been exacerbated by student growth and limited infrastructure. 2) Student support services lag growth in enrollment, particularly around career development and professional training for graduate students.

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. 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, to plan, and to improve quality and effectiveness.

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Quality Assurance Processes						
4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results. X 2.7, 2.10		1= We do this well; area of strength for us	B= Medium priority		Evaluated during comprehensive review in Component 6: *Quality Assurance* and Component 7: *Sustainability.*	
4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated. X 1.2, 2.10		1= We do this well; area of strength for us	C= Lower priority		Evaluated during comprehensive review in Component 6: *Quality Assurance.*	
Institutional Learning and Improvement						
4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes. X 2.2 – 2.6	The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.	2= Aspects of this need our attention	B= Medium priority		Evaluated during comprehensive review through Component 3: *Degree Programs,* Component 4: *Educational Quality,* Component 6: *Quality Assurance*, and Component 7: *Sustainability.*	

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)

4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology. X 2.2 – 2.6	Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.	2= Aspects of this need our attention	B= Medium priority		Evaluated during comprehensive review in Component 6: *Quality Assurance* and Component 7: *Sustainability.*	
4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs. X 2.6, 2.7		2= Aspects of this need our attention	B= Medium priority		Evaluated during comprehensive review in Component 6: *Quality Assurance* and Component 7: *Sustainability.*	
4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution. X 1.1, 1.3		3= This item needs significant development	A= High priority		Evaluated during comprehensive review in Component 6: *Quality Assurance* and Component 7: *Sustainability.*	
4.7. Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.		2= Aspects of this need our attention	A= High priority		Evaluated during comprehensive review in Component 6: *Quality Assurance* and Component 7: *Sustainability.*	

Synthesis/Reflections on Standard Four
1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard? 1) There are a number of groups on campus with significant and ongoing support for various kinds of quality management and continuous improvement practices.
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** under this Standard? 1) There are a variety of approaches to data driven or evidence informed decision making, as well as the potential for increasingly accurate and actionable information being collected by new and improved data systems and processes on campus. 2) Institutional Research Office is able to support a number of high level conversations about student success as well as increasingly make data publicly available.
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** under this Standard? 1) Culture of evaluation is new in some parts of campus, meaning that old ways of approaching and perceiving evaluation still remain. For example, some undergraduate programs have yet to be evaluated.

Summative Questions

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

The Office of Evaluation and Assessment solicited feedback from approximately twenty offices or committees (as listed below) through online and paper forms that asked for input on the subset of CFRs most relevant to them. There was overlap such that input was collected from two or three groups for most CFRs. The Office of Evaluation and Assessment then compared responses. Where there was good agreement that input was inserted into the worksheet above; the handful of items where agreement was less clear were discussed at a meeting of the Reaccreditation Workgroup and a consensus was reached.

Offices of Committees Surveyed: Committee on Academic Policy, Committee on Education Policy, Graduate Council, Committee on Academic Freedom, Office of Undergraduate Education, Graduate Division, Institutional Research, Vice Provost of Planning and Budget, Vice Provost for Academic Personnel, Division of Student Affairs (including Student Affairs Information Systems, Office of Financial Aid, Undergraduate Admissions, Career Center, Student Affairs Marketing and Communication and Registrar's Office), CHASS Dean's Office, CNAS Dean's Office, SOM Dean's Office, GSOE Dean's Office and BCOE's Dean's Office.

2. What areas emerged as institutional strengths that could be highlighted in the institutional report?

A world-class research faculty that, through a strong tradition of shared governance, are a fundamental part of the institution. The institution has had a fair degree of success in identifying areas of concern (e.g.: low four year grad rates) and then mobilizing resources to address perceived shortcomings. There are robust quality assurance mechanism in some areas (i.e.: Institutional Research, program review) as well as a commitment to further developing these mechanisms in others (i.e.: assessment of student learning where it is weak).

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

The campus has recently moved through a period of unusually high change (i.e.: turnover in senior leadership, new student information system, growth in undergraduate numbers, new budget model) and there is a heightened need to integrate these in new round of strategic planning.

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

This review was completed through a survey type process (as described above) and the results were discussed by the Reaccreditation Workgroup and additions were made where issues had been overlooked and adjustments were made in areas where the emerging draft described issues in a way that was out of touch with feedback from the rest of the campus.