

## WORKSHEET FOR PRELIMINARY SELF-REVIEW UNDER THE STANDARDS

**Self-Review Rating**

- 1 = We do this well
- 2 = Needs some attention
- 3 = Needs significant development
- 0 = Does not apply

**Rating Code for 6th and 7th Columns**

**Importance to Address at This Time**

- A = High priority
- B = Lower priority
- C = Does not need to be addressed at this time

| Criteria for Review  | Guideline  | What do we need?   | Where can we find it?<br>How can we get it?  | Who is responsible for getting it?   | Self-Review Rating  | Importance to address | Evidence/Evaluation |   |
|--|--|--|--|--|---|-----------------------|---------------------|---|
| <b>Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives</b> |  |  |  |  |   |                       |                     |   |
| <b>Institutional Purposes</b>  |  |  |  |  |   |                       |                     |   |
| 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.                                | Undergrad expected outcomes; Graduate expected outcomes; Program-specific outcomes. Integrated Learning outcomes (?) | Some existing in Core requirements/some developed as part of APR. FYE, SYE   | Anne Sturz, Cel Johnson, Larry Gardepie, Carole Huston, academic deans  | 2                     | A                   | Educational goals and learning outcomes are being evaluated at all levels, from University-wide, to Divisional, to Departmental, to Core Curriculum, First Year Experience and Second Year Experience. These conversations will need cross-referencing and integration to assure consistency. |
| <b>Integrity</b>   |  |  |  |  |   |                       |                     |   |
| 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. | Chronicles of activities; Strategic Directions Committee records, Community Service Learning records                 | Irvine 1 & 2; SDI committee on Diversity and Inclusion; Ethnic Studies Trans-Border Institute; Admissions; Community Service-Learning office | Michelle Camacho, Bahar Davary, Cel Johnson; Larry Gardepie, Alberto Pulido, David Shirk, Steve Pultz, Elaine Elliott | 3                     | A                   | We need to have clear documentation of increased representation and engagement in community on campus of minority groups. We should clarify the role of religious leadership in increasing diversity on campus.   |

| Criteria for Review  | Guideline   | What do we need?  | Where can we find it?<br>How can we get it?                                       | Who is responsible for getting it?          | Self-Review Rating | Importance to address | Evidence/Evaluation |  |
|--|---|---|---|---|--------------------|-----------------------|---------------------|--|
| <b>Standard 2: Achieving Educational Objectives Through Core Functions</b> |   |   |   |   |                    |                       |                     |  |
| <b>Teaching and Learning</b>   |   |   |   |   |                    |                       |                     |  |
| 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.  | Bulletin;<br>GE Review report;<br>Admissions criteria;<br>Articulation agreements | Deans' offices;<br>Admissions;<br>Registrar | Sue Lowery         | 2                     | B                   | Graduate and Undergraduate Bulletins; GE Review report; Stated Admissions Criteria; Articulation agreements. |
|  | <ul style="list-style-type: none"> <li>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 education 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.</li> </ul> | 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). |   |   | Sue Lowery         | 2                     | A                   | Undergraduate Bulletins; GE Review report.   |

| Criteria for Review  | Guideline  | What do we need?  | Where can we find it?<br>How can we get it?                                 | Who is responsible for getting it? | Self-Review Rating | Importance to address | Evidence/Evaluation  |
|--|--|---|---|------------------------------------|--------------------|-----------------------|--|
| <ul style="list-style-type: none"> <li>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.</li> </ul> | The institution employs at least one full-time faculty member for each graduate degree program offered.                                      |   |   |                                    | 2                  | B                     | Graduate Bulletins; Stated Admissions Criteria.  |
| 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.   | The use of information and learning resources beyond textbooks is evidenced in syllabi throughout the undergraduate and graduate curriculum. | Core Curriculum Learning Objectives; Curric. Comm Reports; 1st/2nd Year Experience; DARS (Tutorial link); Bulletins (undergraduate, graduate, law); Library Service Summary | Deans' offices; Student Affairs; Library; Center for Educational Excellence | Merrick Marino                     | 2                  | A                     | Core Curriculum Learning Objectives; Curric. Comm Reports; 1st/2nd Year Experience; DARS (Tutorial link); Bulletins (undergraduate, graduate, law); Library Service Summary.   |
| 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.   |  | Curriculum Committee<br>New Program Approval Process; Strategic Directions Initiative; Core Committee   | Deans' offices; Provost Office  | Linda Siefert                      | 2                  | A                     | Curriculum Committee; New Program Approval Process; Strategic Directions Initiative; Core Committee. Faculty meetings. Well done with full-time faculty. Some concerns with the active involvement of part-time faculty in this process. |

| Criteria for Review                      | Guideline  | What do we need?   | Where can we find it?<br>How can we get it?   | Who is responsible for getting it? | Self-Review Rating | Importance to address | Evidence/Evaluation  |
|--|--|--|---|------------------------------------|--------------------|-----------------------|--|
| 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.  | Outcomes assessments;<br>National exams;<br>Certification exams;<br>Bar exam, etc.   | School and department heads   | Michael G                          | 3                  | A                     | Outcomes Assessments; National Exams; Certification Exams; Bar Exam, etc. Hampered by the lack of widely accepted learning goals and objectives in some areas.   |
| 2.7                                      | In order to improve program 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. | Provost's Program Review process;<br>External reviews of departments;<br>External certification for professional schools   | Provost;<br>Schools and department heads  | Todd Edwards                       | 3                  | A                     | Provost's Program Review process; External Reviews of departments; External certification for professional school. Hampered by the lack of widely accepted learning goals and objectives in some areas.  |
| <b>Scholarship and Creative Activity</b> |  |  |   |                                    |                    |                       |  |
| 2.8                                      | The institution actively values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.   | AART criteria;<br>Faculty Research Grants and University Professorships;<br>Associated Students grants for research;<br>Davies Teaching Awards (and other teaching awards);<br>Conferences at USD;<br>Creative Collaborations;<br>Faculty publications;<br>Center for Educational Excellence;<br>Office of Sponsored Programs;<br>Detailed annual merit pay review process | Deans' offices;<br><i>Faculty Newsnotes</i> ;<br>Associated Students;<br>Center for Educational Excellence;<br>Office of Sponsored Programs | Carole Huston                      | 2                  | A/B                   | ARRT criteria; Faculty Research Grants and University Professorships; Associated Student grants for research; Davies Teaching Awards (and other teaching awards); Conferences at USD; Creative Collaborations; Faculty Publications; Center for Educational Excellence; Office Sponsored Programs; Detailed Annual Merit Pay Review Process. Some concern with evolving standards in some areas. |

| Criteria for Review                 | Guideline  | What do we need?   | Where can we find it? How can we get it?  | Who is responsible for getting it?  | Self-Review Rating | Importance to address | Evidence/Evaluation   |   |
|-------------------------------------|--|--|---|---|--------------------|-----------------------|---|---|
| <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. | Institutional Research surveys; NSSE; Various school surveys; Counseling Center programs; Preceptorial programs; 1st/2nd Year Experience; Peer mentoring programs | Institutional Research; Associated Students; Student Learning Initiatives | Merrick Marino     | 2                     | B   | Institutional Research surveys (NSSE); Various school surveys; Counseling Center programs; Preceptorial Programs; 1st/2nd year Experience; Peer Mentoring programs. |
| 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.   | 1st/2nd year programs; Career Services; Honors Program; Internships and independent study; Community Service-Learning; Pre-health and national awards  | Career Services; Community Service-Learning office; Pre-health and national awards advisor  | Mandy Womack  | 2                  | B                     | 1st/2nd Year Programs; Career Services; Honors Program; Internship/Independent Study; Community Service Learning; Pre-health and National Awards Program. Many newer/evolving activities in this area.                                |   |
| 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.                                      | Launch of One Stop services; Long list of services here (see <i>Archways</i> )   | <i>Archways</i>   | Mandy Womack  | 3                  | A                     | Many services exist. Student dissatisfaction with many of these services is high. Services seem uncoordinated and disconnected from the educational mission of the university. The launch of 1 stop service should help in this area. |   |
| 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. | Admissions; Advising; Enrollment management  |   | Sue Lowery  | 3                  | A                     | Admissions Criteria; Articulation Agreements; Enrollment Management. Advising is a major concern (miss out of preceptorial program). Linking student interest and qualifications with desired and available majors is a concern.      |   |

| Criteria for Review   | Guideline  | What do we need?   | Where can we find it? How can we get it?  | Who is responsible for getting it?   | Self-Review Rating  | Importance to address | Evidence/Evaluation                                  |  |
|---|--|--|---|--|---|-----------------------|--|--|
| <b>Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability</b> |  |  |   |  |   |                       |  |  |
| <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.  |  | Data on degrees held by faculty, student/faculty ratios   | Job descriptions; CVs  | Cel Johnson   | 2                     | B  | IPEDS data and U.S. News data comparing USD to peer campuses. Position descriptions as needed from HR. Student/faculty ratio tables. These data sources have not been used to demonstrate consistency with educational objectives since these have just begun to be articulated for the institution.   |
| 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                          | The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate background by discipline and degree levels. | Data on number, qualifications, diversity, to meet existing demands and projected future goals within each academic unit. | It could be derived from academic plans for each unit (depending on how these are structured); set of Key Academic Indicators? | Provided by each dean (if these exist); Cel? Gregory Pogue? | 2                     | A  | Subset of 3.1 focusing on faculty, plus degree/school info for full-time faculty, plus IPEDS gender and race/ethnicity data. Maybe counts of faculty for degree-granting programs. Issues are that we would like to decrease reliance on part-time faculty and employ a more diverse faculty. Approaches to acquiring faculty have not been identified as meeting any specified educational objective, since these have not been articulated.  |
| 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. |  | Data on whether AART process is effective and provides evidence of teaching effectiveness                                 | Peer reviews, chair or dean summary letters, and student evaluations (privacy/ownership issues?)                               | ARRT chairs? (Deans?)                                       | 2                     | A—College of Arts & Sciences, B—Other Academic Units | The institution has identified policy for recruitment, workload, incentive, and evaluation practices varying somewhat by each academic unit in committee structure and oversight responsibilities of the deans. Evaluation processes for rank and tenure are systematic; they include supervisory and peer review across the areas of teaching effectiveness, viable research programs, and service. Student evaluations are included in the assessment of teaching effectiveness. Each academic unit keeps records of the rank and tenure committee review process. Department chairs and program or division directors should be able to provide documentation about supervisory and review processes. Student evaluations are collected by the deans of each academic unit except for the College, where individual faculty members retain ownership, and where oversight and review appear to be less systematic. Whether these are aligned with educational objectives is not known, since these have not been articulated. |

| Criteria for Review                                | Guideline  | What do we need?  | Where can we find it? How can we get it?   | Who is responsible for getting it?  | Self-Review Rating | Importance to address | Evidence/Evaluation   |
|--|--|---|--|---|--------------------|-----------------------|---|
| 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.   | Data on how Provost office provides support for CEE; CEE director chairs Core Curriculum committee                  | Activity summaries for new/ adjunct faculty, assessment, integrated learning, and general faculty development                              | Carole Huston, director of CEE  | 2                  | A                     | CEE's end of year report; summaries of faculty development from individual academic units (Schools and College) or programs (CSL, CST, and others); summaries of financial support from Provost's Office and appropriate committees, such as the Committee of Undergraduate Teaching and Learning. The institution has provided recent attention and support of faculty development through the Center for Educational Excellence, and through several additional programs with a focus on faculty. Because the emphasis is recent and because faculty are just beginning to recognize its importance, this issue remains a high priority. The Center offers programs, events and mentoring services designed to target improvement in teaching and learning. Additionally, the institution provides a number of financial incentives to faculty for continuing development. Are these programs and services aligned with the institution's educational purposes? This answer cannot be ascertained without their articulation. |
| <b>Fiscal, Physical, and Information Resources</b> |  |   |  |   |                    |                       |   |
| 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 kind 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 | Data on educational support services for on-campus resources and data on few graduate distance educational programs | Report summaries from library and media services—evidence of sufficiency, scope, quality, currency, and kind to support academic offerings | Ed Starkey and Jim Straub, Carmen Barcena for SBA campus and distance programs, Teresa O'Rourke for SOL campus and distance program resources | 2                  | B                     | Organization charts; additionally, samples of the following: classroom equipment inventories 02-07, computer placement and replacement strategies, student library usage statistics, discipline specific data bases, national Smart Classroom Design and Staffing Guide Lines, wireless connectivity penetration, laptop requirements, computer workstations and access to labs, and similar types of inventories across the university. The organizational charts reflect positions and associated responsibilities/policies in support of the technology infrastructure, resources and services. And there is an increase in commitment since 2002; however, the institution should continue to monitor its support.  |
| 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.  | Data on IT programs and services for faculty, students and administrative staff                                     | Report summaries on programs and services offered and their effectiveness  | Shahra Meshkaty   | 2                  | A/B                   | ITS has a wide range of responsibilities including telecommunications, network operations, Instructional support, web and desktop services. These functions and responsibilities are projected in our organization chart. Recently added a new unit to the Academic Technology Services-instructional design group to assist and support faculty with use of technology in curriculum. We have added a Student Technology assistance program-students paired with faculty to develop technology course content. Because much of the support is under continual development, it is recommended that this area remain a "medium" (A/B) priority.  |

| Criteria for Review   | Guideline   | What do we need?  | Where can we find it?<br>How can we get it?  | Who is responsible for getting it?   | Self-Review Rating   | Importance to address | Evidence/Evaluation |  |
|---|---|---|--|--|--|-----------------------|---------------------|--|
| <b>Standard 4: Creating an Organization Committed to Learning and Improvement</b> |   |   |  |  |  |                       |                     |  |
| <b>Strategic Thinking and Planning</b>  |   |   |  |  |  |                       |                     |  |
| 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. | 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. | -link to Strategic Directions website for process, themes, initiatives, and performance indicators;<br>-link to Campus Update describing Strategic Directions focus groups and survey;<br>-link to USD Trends describing WASC focus groups and survey;<br>-descriptions of and charges for Executive Council, EC with Deans, President's Cabinet;<br>-description of Board of Trustees | -www.sandiego.edu/Strategic Directions;<br>-President's Office (note: Senate requested from Dr. Lyons a description of how these groups fit together)    | -Cel, Larry - Strategic Directions info, descriptions of Exec Council, Trustees;<br>-Steve - enrollment mgmt committee and plans | 2/3                   | A                   | -The Strategic Directions planning process, launched by the president in 2003, has broad strategic goals and focused initiatives with performance indicators. There is not a comprehensive multi-year long-range plan or an academic master plan.<br>-Constituents are periodically involved in planning-oriented focus groups, surveys, workshops, etc.<br>-Executive Council is the institutional planning body; other planning bodies exist within divisions.<br>-University-wide educational objectives have not been developed. |
| 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.   |   | -Campus Master Plan;<br>-Academic Master Plan (progress);<br>-Enrollment Management Committee, Enrollment Plans;<br>-Information Technology Plan;<br>-Capital Campaign;<br>-endowment plan;<br>-annual budgeting process;<br>-school/college strategic plans   | -Facilities Management;<br>-Provost's Office;<br>-Admissions Office;<br>-ITS;<br>-University Relations;<br>-Finance & Administration;<br>-academic deans | -Donald, Steve, Larry  | 2                     | A                   | -The annual budgeting process needs to be more transparent, inclusive, and strategically oriented.<br>-Alignment of resources is better defined in the strategic plans developed for IT, college/schools, and facilities/space.  |





