
REVIEW OF THE WSCUC STANDARDS

The WSCUC reaffirmation process began with Pepperdine investigating compliance with the Standards and CFRs. In spring 2018, the Accreditation Liaison Officer met with Pepperdine president Andrew K. Benton and his cabinet to review the WSCUC Standards and CFRs. Each member of the cabinet was asked to score each CFR under the categories of *how well Pepperdine meets the criteria* and *how important* it is to the University. Participants were instructed that if they did not feel qualified to respond to a CFR, they should leave the response blank. Many CFRs were left blank depending on the respective group; this should be noted when looking at the data.

The CFRs were then put in a survey format. In fall 2018, the WSCUC Steering Committee and the Administrators (with their cabinets) from each of our five schools were asked to complete the survey.

The results were compiled and discussed by the WSCUC Steering Committee; the committee decided to develop a [WSCUC Community Survey](#) to address the areas of concern raised by administration and faculty. An electronic survey was developed by breaking down the CFRs into multiple survey questions to help establish which aspect of the CFR required the most attention. The WSCUC Community Survey was sent out to all faculty and staff; we received 560 responses. The survey results reported that, in all areas of concern, we either “met expectations” or we “exceeded expectations.” What was surprising was the unusually high number of “I don’t know” responses. This contributed to the development of the essay on Knowledge Sharing.

The review of the Standards and CFRs supported our choice to examine Meaning, Quality, and Integrity (component 3) and Assessment and Program Review (component 6). Based on further investigation into Standard 4.2, we chose to also examine Knowledge Sharing, believing this is an area at the University where we could improve.

INTRODUCTION TO THE STANDARDS:

Each of the Standards (1-4) had an individual subcommittee with faculty, staff and students serving as members. The chair of each subcommittee served on the WSCUC Steering Committee. Each subcommittee began the process with a review of our initial data collection on the Standards and CFRs.

The focus on the data led to our theme development and also helped us to focus our examination of the Standards. The Standard sub-committees then engaged in continued intensive and thorough data collection, discussions, and investigations. Our investigation led us to identify some areas and CFRs that needed further examination, development and changes in order to come into compliance. Some areas that were identified on the initial surveys after further investigation were found to be in compliance. All in all, we embraced all feedback and opinions and gave participants opportunities to share their views and concerns. Since we did this two years prior to our review, we had ample time to make changes and bring all areas into compliance. As an institution, we clearly have our strengths and areas of growth; through the outlined process, we have addressed areas of concern and believe we are in full compliance with all Standards and Criteria for Review.

Analysis of the initial data findings revealed very few areas of concern that were common across the University's Schools. Assessment, Knowledge Sharing and Diversity were the exceptions with all schools identifying them as areas the institution should continue to put resources into and on which to make forward progress. Our WSCUC Community Survey had excellent representation across the University, collecting data from both faculty and staff. A presentation of the data will explain the CFR that received special attention in this report. Full reports can be found at the end of this document and [WSCUC Community Survey](#).

We will begin the data presentation with the two CFRs that were identified as 3A, areas of high importance that needed significant attention.

CFR 1.4 Diversity 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. (2.2a, 3.1)

Diversity was identified by the WSCUC Steering Committee as a 3A, but the President's Cabinet, Seaver, PGBS and the Law School identified it as a 2A, needing some attention and a high importance. An investigation was done by the subcommittee and will be presented in the Standard One overview.

CFR 4.5 Assessment: Stakeholders. Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

CFR 4.5 received 3A, needing significant attention and high importance, from the WSCUC Steering Committee. Each of our five schools gave it a 2B, needing some attention with medium importance. This CFR is addressed in the Theme MQI. Our next group of CFRs were mostly in the 2A or 2B categories – areas that need some attention and were a high or medium priority. Each of these CFRs will be addressed in the Theme Essays or Standard Essay.

CFRs ADDRESSED IN THE <u>THEME ESSAYS</u>	
<p>CFR 2.3 Assessment (2A: Law School, GSEP* 1/3)</p> <p>CFR 2.4 Assessment (2A: Law School, GSEP 1/3)</p> <p>CFR 2.5 Student Learning Practices (2A: Law School)</p> <p>CFR 2.6 Assessment (2A: Law School)</p> <p>CFR 4.1 Assessment: Quality assurance, distant education policies (2B: Law, PSC** 4/8)</p> <p>CFR 4.3 Assessment: evidence-based decision making (2B: Seaver, WSC*** 1/10)</p> <p>CFR 4.5 Assessment, External Stakeholders (3A: WSC 1/10) (2B: Seaver, SPP, Law School, PGBS, GSEP, WSC 2/10)</p>	
CFRs ADDRESSED IN THE <u>STANDARDS</u>	
<u>STANDARD 1</u>	<u>STANDARD 2</u>
<p>CFR 1.3 Academic Freedom (2A: Law School), (2B: SPP, WSC 3/10)</p> <p>CFR 1.4 Diversity (3A: WSC 1/10), (2A: Law School and the PSC 1/8), (2B: PSC 2/8, Seaver, PGBS, WSC 3/10)</p>	<p>CFR 2.2a General Education and Core Competencies (3B: WSC 1/10), (2B: WSC 4/10)</p> <p>CFR 2.2b Graduate Programs (2B: PSC 3/8, WSC 3/10) PhD, online programs.</p> <p>CFR 2.7 Program Review (2B: WSC 2/10)</p> <p>CFR 2.11 Co-Curricular (2A: PSC 1/8), (2B: LAW, WSC 3/10)</p>

<u>STANDARD 3</u>	<u>STANDARD 4</u>
<p>CFR 3.1 Sufficient Faculty (2A: Law School), (2B: PSC 2/8, PGBS, WSC 1/10)</p> <p>CFR 3.3 Faculty Development (2B: Law, SPP, WSC 3/10)</p> <p>CFR 3.5 IT (3B: PSC 1/8), (2B: PSC 1/8, PGBS, LAW, WSC 2/10)</p> <p>CFR 3.10 Faculty and governance, diversity policy for faculty (3C: GSEP 1/4), (2B: WSC 4/10)</p>	<p>CFR 4.2 IR, Data (2B: Seaver, GSEP 1/4, LAW, WSC 1/10)</p> <p>CFR 4.6 Strategic Plan (2B: PSC 4/8, GSEP 1/4, WSC 6/10)</p> <p>CFR 4.7 Changing Higher Education Environment (2A: Law School), (2B: PSC1/8, GSEP 1/4, WSC1/10)</p> <p>CFR 4.5 Assessment, External Stakeholders (3A: WSC 1/10) (2B: Seaver, SPP, Law School, PGBS, GSEP, WSC 7/10)</p>
<p>SCALE</p> <p>3A-need significant attention & High Importance</p> <p>3B-need significant attention & Medium Importance</p> <p>3C-need some significant attention & Low Importance</p> <p>2A-need some attention & High Importance</p> <p>2B-need some attention & Medium Importance</p> <p>2C-need some attention & Low Importance</p>	

* GSEP: A total of 4 members, one respondent chose to only respond to Standards 3.5 - 4.7

** PSC: President's Steering Committee, a total of 8 members.

***WSC: WSCUC Steering Committee, a total of 10 members.

WSCUC REVIEW OF THE STANDARDS

KEY:

3A	Needs Significant Development & of High Importance
3B	Needs Significant Development & of Medium Importance
3C	Needs Significant Development & of Low Importance
2A	Needs Some Attention & of High Importance
2B	Needs Some Attention & of Medium Importance
2C	Needs Some Attention & of Low Importance

SURVEY RESULTS

CFRs THAT WILL UNDERGO FURTHER INVESTIGATION

<p>CFR 1.2 Public Data, Institutional Learning Outcomes</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> Schools: Law school Law, 2B-need attention & Medium Importance WSCUC Steering Committee Faculty, 2B-need attention & Medium Importance
<p>CFR 1.3 Academic Freedom</p> <p>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</p>	<p>Results</p> <ul style="list-style-type: none"> Schools: SPP, Law Law, 2A-need attention & High Importance SPP, 2B-need attention & Medium Importance WSCUC Steering Committee 2B-need attention & Medium Importance

<p>CFR 1.4 Diversity</p> <p>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</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee 2A-need attention & High Importance ● Schools: Seaver, PGBS and Law Law, 2A-need attention & High Importance Seaver and PGBS, 2B-need attention & Medium Importance ● WSCUC Steering Committee 3A-need significant development & High Importance
<p>CFR 1.6 Truthful, Fair and Equitable Policies</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee 2B-need attention & Medium Importance ● WSCUC Steering Committee Staff, 2B-need attention & Medium Importance
<p>CFR 1.7 Operate with Integrity, Financial Audits</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee 2B-need attention & Medium Importance ● WSCUC Steering Committee Faculty, 2B-need attention & Medium Importance
<p>CFR 2.1 Degree Programs meet current Standards</p> <p>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</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee 2B-need attention & Medium Importance ● Schools: Law

<p>staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered. a) Distance Education Policy b) Substantive Change Policy; Substantive Change Manual</p>	<p>Law, <u>2A</u>-need attention & High Importance</p>
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<p>CFR 2.2a General Education and Core Competencies 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).</p>	<p>Results</p> <ul style="list-style-type: none"> ● WSCUC Steering Committee <u>3B</u>-need significant development; Medium Importance
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<p>CFR 2.2b Graduate Programs 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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee <u>2B</u>-need attention & Medium Importance ● WSCUC Steering Committee Admin and faculty, <u>2B</u>-need attention & Medium Importance
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<p>CFR 2.3 Assessment and SLOs The institution’s student learning outcomes and standards of performance are clearly stated at the</p>	<p>Results</p> <ul style="list-style-type: none"> ● Schools: PGBS, GSEP and Law identified it as needing further investigation.
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<p>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.</p>	<p>Law, GSEP, <u>2A</u>-need attention & High Importance</p> <p>PGBS: <u>2B</u>-need attention & Medium Importance</p> <ul style="list-style-type: none"> ● WSCUC Steering Committee <p>Faculty and staff, <u>2B</u>-need attention & Medium Importance</p>
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<p>CFR 2.4 Assessment</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Schools: GSEP and Law identified it as needing further investigation. <p>Law, GSEP, <u>2A</u>-need attention & High Importance</p> <ul style="list-style-type: none"> ● WSCUC Steering Committee <p>Admin and faculty, <u>2B</u>-need attention & Medium Importance</p>
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<p>CFR 2.5 Active Student Learning Practices</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Schools: Law <p>Law, <u>2A</u>-need attention & High Importance</p> <ul style="list-style-type: none"> ● WSCUC Steering Committee <p>Faculty, <u>2B</u>-need attention & Medium Importance</p>
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<p>CFR 2.6 Assessment: Students achieve the PLOs at the appropriate level</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Schools: Seaver, Law and SPP. <p>Law, <u>2A</u>-need attention & High Importance</p> <p>Seaver and SPP, <u>2B</u>-need attention & Medium Importance</p> <ul style="list-style-type: none"> ● WSCUC Steering Committee <p>Admin and faculty, <u>2B</u>-need attention & Medium Importance</p>
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<p>CFR 2.7 Program Review</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● WSCUC Steering Committee Admin and staff, <u>2B</u>-need attention & Medium Importance
<p>CFR 2.8 Scholarship</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee <u>2B</u>-need attention & Medium Importance ● Schools: Law Law, <u>2A</u>-need attention & High Importance ● WSCUC Steering Committee Faculty and staff, <u>2B</u>-need attention & Medium Importance
<p>CFR 2.9 Promotion, Tenure, Scholarship</p> <p>The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Schools: Law Law, <u>2A</u>-need attention & High Importance ● WSCUC Steering Committee Faculty and staff, <u>2B</u>-need attention & Medium Importance
<p>CFR 2.10 Student enrollment and retention data</p> <p>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,</p>	<p>Results</p> <ul style="list-style-type: none"> ● Schools: Seaver and Law Seaver and Law <u>2B</u>-need attention & Medium Importance ● WSCUC Steering Committee Faculty and staff, <u>2B</u>-need attention & Medium Importance

<p>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.</p>	
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<p>CFR 2.11 Co-Curricular 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 cocurricular programs and uses the results for improvement.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee 2A-need attention & High Importance ● Schools: Law Law 2B-need attention & Medium Importance ● WSCUC Steering Committee Admin and staff, 2B-need attention & Medium Importance
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<p>CFR 2.12 Admissions and Advising 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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee 2A-need attention & High Importance ● WSCUC Steering Committee Staff, 2B-need attention & Medium Importance
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<p>CFR 2.13 Student Support Services 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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee 2B-need attention & Medium Importance ● WSCUC Steering Committee Staff, 2B-need attention & Medium Importance
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<p>CFR 2.14 Transfer Students Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee
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<p>treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process. a) Transfer of Credit Policy b) Credit for Experiential Learning Policy</p>	<p>2A-need attention & High Importance</p> <ul style="list-style-type: none"> Schools: Seaver and Law Seaver and Law: 2B-need attention & Medium Importance WSCUC Steering Committee Faculty, 2B-need attention & Medium Importance
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<p>CFR 3.1 Sufficient Faculty</p> <p>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</p>	<p>Results</p> <ul style="list-style-type: none"> Presidents Steering Committee 2B-need attention & Medium Importance Schools: PGBS and Law identified it as needing further investigation. Law, 2A-need attention & High Importance PGBS: 2B-need attention & Medium Importance WSCUC Steering Committee Faculty, 2B-need attention & Medium Importance
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<p>CFR 3.2 Faculty and Staff Recruitment</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> Schools: Seaver and Law Seaver and Law: 2B-need attention & Medium Importance WSCUC Steering Committee Faculty, 2B-need attention & Medium Importance
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<p>CFR 3.3 Faculty Development</p> <p>The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.</p>	<p>Results</p> <ul style="list-style-type: none"> Schools: SPP and Law SPP and Law: 2B-need attention & Medium Importance WSCUC Steering Committee
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	<p>Admin and faculty, <u>2B</u>-need attention & Medium Importance</p>
<p>CFR 3.4 Finances</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee <u>2B</u>-need attention & Medium Importance
<p>CFR 3.5 Information Technology</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee <u>3B</u>-need significant development; Medium Importance ● Schools: PGBS and Law identified it as needing further investigation. PGBS and Law, <u>2B</u>-need attention & Medium Importance ● WSCUC Steering Committee Faculty and staff, <u>2B</u>-need attention & Medium Importance
<p>CFR 3.6 Integrity in Leadership</p> <p>The institution’s leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.</p>	<p>Results</p> <ul style="list-style-type: none"> ● WSCUC Steering Committee Faculty <u>2A</u>-need attention & High Importance
<p>CFR 3.7 Governance and Strategic Planning</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Schools: Law Law, <u>2A</u>-need attention & High Importance ● WSCUC Steering Committee Faculty, <u>2B</u>-need attention & Medium Importance

<p>CFR 3.8 CEO and CFO</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee <u>2A</u>-need attention & High Importance ● WSCUC Steering Committee Faculty, <u>2B</u>-need attention & Medium Importance
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<p>CFR 3.9 Governing Board</p> <p>The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.</p>	<p>Results</p> <ul style="list-style-type: none"> ● WSCUC Steering Committee Faculty <u>2A</u>-need attention & High Importance
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<p>CFR 3.10 Faculty and Governance, Diversity Policy for Faculty</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Schools: GSEP GSEP, <u>3C</u>-need significant development & Low Importance ● WSCUC Steering Committee Admin, faculty and staff, <u>2B</u>-need attention & Medium Importance
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<p>CFR 4.1 Assessment: Quality assurance, distant education policies</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee <u>2B</u>-need attention & Medium Importance ● Schools: Law Law: <u>2B</u>-need attention & Medium Importance
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<p>CFR 4.2 Institutional Research Capacity</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> Schools: Seaver, GSEP and Law Seaver, GSEP and Law, <u>2B</u>-need attention & Medium Importance WSCUC Steering Committee Staff, <u>2B</u>-need attention & Medium Importance
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<p>CFR 4.3 Assessment: evidence based decision making</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> Schools: Seaver. Seaver, <u>2B</u>-need attention & Medium Importance WSCUC Steering Committee Staff, <u>2B</u>-need attention & Medium Importance
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<p>CFR 4.4 Evaluating teaching and learning</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> WSCUC Steering Committee Faculty, <u>2B</u>-need attention & Medium Importance
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<p>CFR 4.5 Assessment: Stakeholders</p>	<p>Results</p> <ul style="list-style-type: none"> Schools: All 5 schools
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<p>Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.</p>	<p>All 5 schools, <u>2B</u>-need attention & Medium Importance</p> <ul style="list-style-type: none"> ● WSCUC Steering Committee <p>Staff, <u>3A</u>-need significant development & High Importance</p> <p>Faculty, <u>2B</u>-need attention & Medium Importance</p>
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<p>CFR 4.6 Strategic Planning</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee <u>2B</u>-need attention & Medium Importance ● Schools: GSEP GSEP, <u>2B</u>-need attention & Medium Importance ● WSCUC Steering Committee Admin, faculty and staff, <u>2B</u>-need attention & Medium Importance
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<p>CFR 4.7 Changing higher educational environment</p> <p>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.</p>	<p>Results</p> <ul style="list-style-type: none"> ● Presidents Steering Committee <u>2B</u>-need attention & Medium Importance ● Schools GSEP, Law Law, <u>2A</u>-need attention & High Importance GSEP: <u>2B</u>-need attention & Medium Importance ● WSCUC Steering Committee Admin, <u>2B</u>-need attention & Medium Importance
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SURVEY RESULTS BY SCHOOL – SCORES GREATER THAN 1

	Seaver (N = 1)	GSEP (N = 4)	PGBS (N = 1)	Law (N = 1)	SPP (N = 1)
3A-need significant development & High Importance					
3B-need significant development & Medium Importance					
3C-need significant development & Low Importance					
2A-need attention & High Importance				1.3	
				1.4	
				2.1	
				2.3	
				2.4	
		2.3		2.5	
		2.4		2.6	
				2.8	
				2.9	
				3.1	
			3.7		
			4.7		
2B-need attention & Medium Importance	1.4			1.2	
	2.6		1.4	2.10	1.3
	2.10		2.3	2.11	2.6
	2.14		3.1	2.14	3.3
	3.2		3.5	3.2	4.5
	4.2		4.5	3.3	
	4.3			3.5	

	4.5			4.1	
				4.2	
				4.5	
2C-need attention & Low Importance		3.8			