



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

Worksheet for Preliminary Self-Review Under the Standards

Suggested Rating for Columns in the Worksheet:

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 or not enough evidence to address

Importance to address at this time

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

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives.

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher educational community and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

Criteria for Review	Guidelines	Self-Review Rating	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Institutional Purposes				
1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice.	1.5	C	<p>California Master Plan for Higher Education assigns specific purposes to the University of California.</p> <p>UC mission of research, teaching, and public service is defined and approved by The Regents.</p> <p>UCSB mission statement is found on line, in catalog, and in planning documents.</p> <p>Some members of Proposal Steering Committee suggest incorporating more specific goals, which may be further discussed.</p> <p>Peer review of disciplines occurs through program review.</p>

<p>1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.</p>		2	A	<p>Retention and graduation rates are monitored and reported at multiple levels, including through program review.</p> <p>Results interpreted/used by administration and Academic Senate.</p> <p>Program objectives established through program and course approval mechanisms; department committees review and use evidence of student learning but may not be systematic.</p> <p>Work on student learning objectives needed.</p>
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Institutional Purposes				
1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.		1	C	Leadership is accountable at both campus and systemwide levels. Senate/Administration interaction; Office of President; The Regents of the University of California.
Integrity				
1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.	The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world-views, policies clearly state how these views are implemented and ensure these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.	1	C	Provided in Senate documentation for faculty and students and in Human Resources for staff. Administration and Senate committees and offices both interpret and apply.
1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.	The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.	1	C	Presence of <u>Associate Vice Chancellor for Diversity, Equity, and Academic Policy</u> ; a host of programs to promote diversity on campus. Data collected, interpreted, and used to improve diversity metrics by chairs, deans, Academic Senate, and administrative offices and committees.
1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.	The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate or other external bodies outside the institution's own governance arrangements.	Not Applicable	—	The Regents are autonomous.

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Integrity				
1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, and human subjects in research and refunds.	The institution has published or readily-available policies on student grievances and complaints, refunds, etc. and has no history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution has published or readily-available grievance procedures for faculty and staff. The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed.	1	C	All matters of student academic policy are publicly available in the catalog and in particular detail, online. These are created, monitored and applied through consultation between the Office of the Registrar and the Academic Senate, particularly the Undergraduate Council. Front line advising and application of regulations occurs through departmental and college level advisors.
1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.	The institution's finances are regularly audited by external agencies.	1	C	The institution has both established grievance procedures and an Office of the Ombuds. Auditors - Cooper Price Waterhouse.
1.9 The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution, and to abiding by Commission policies and procedures, including all substantive change policies.		1	C	Institution supports candid communication between ALO and WASC.

Standard 2. Achieving Educational Objectives Through Core Functions

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.	The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	1	C	New courses and programs must be approved by Senate Councils charged with assuring quality and appropriate standards. Ongoing review is provided through program review on a ~ 8 year cycle. Evidence interpreted by Academic Senate and Administration; results used to suggest changes tracked by the office of the Executive Vice Chancellor.
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.	1	C	Academic Senate establishes and monitors degree requirements and expected levels of student achievement. Undergraduate and Graduate Councils, Program Review Panel, and department curriculum committees review and use evidence.
2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning. Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons	The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, consisting of a minimum of 45 semester units (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).	1	C	The institution has an established General Education requirement in all three Undergraduate Colleges, in each case established with Academic Senate participation. All majors conform to national standards. Monitored through program review and the deliberations of the Academic Senate, Undergraduate Council. Feedback loops encourage continual improvement in response to changing technological and intellectual conditions.

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.				
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Teaching and Learning				
2.2b Graduate programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.	Institutions offering graduate-level programs employ at least one full-time faculty member for each graduate degree program offered, and demonstrate sufficient resources and structures to sustain these programs and create a graduate-level academic culture.	1	C	The function of graduate education is governed by departmental direction, the Academic Senate Graduate Council and the Graduate Dean and the Office of the Graduate Division. Periodic program reviews assure appropriate curricula and training.
2.3 The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies; curriculum; advisement; library and information resources; and learning environment.		2	A	Institutional expectations are clear, but expectations and use of evidence at the department level and course level are far more variable. This will be an area of focus in the current review period, using a joint Senate and Administrative committee to work with departments to establish expected norms for learning outcomes. Subsequently these will be monitored through program review and Academic Senate committees.
2.4 The institution's expectations for learning and student attainment are developed				

<p>and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.</p>		<p>1</p>	<p>C</p>	<p>In the tradition of the University of California, the responsibility for setting and policing academic programs and policy lies with the Faculty, who act through Departmental and Senate units.</p>
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Teaching and Learning				
2.5 The institution's academic programs actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.		1	B	This is a high priority for all programs; success is judged quarterly through student review responses and through the program review process. Overseen by academic departments, Academic Senate and the program review process.
2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.		1.5	B	Standards are ensured through department curriculum committees, advising, and program review process allowing comparison with other leading research institutions. Tracked by the Academic Senate and the program review process.
2.7 All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement and evidence from external constituencies such as employers and professional organizations.		1	B	The program review process at UC Santa Barbara is comprehensive and includes analysis of program retention and completion, and other indicators of learning and success. We plan to integrate consideration of student learning objectives into the review process. We have a need for a greater tracking of post-graduation trajectory and success, but this is limited by budget. The findings of the program review process drive integrated planning by the Academic Senate and the administration, particularly the office of the Executive Vice Chancellor.
Scholarship and Creative Activity				
2.8 The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovations as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.	Where appropriate, the institution includes in its policies for faculty promotion and tenure recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.	1	C	UC has a well-established and effective academic personnel process consistent with our mission.
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.		1	A	This drives one of our selected themes.

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Support for Student Learning				
2.10 The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences.		1.5	C	The Office of Budget and Planning has extensive data on undergraduate students, disaggregated by demographic categories and areas of study. Initial interpretation is by the Office of Budget and Planning, but any unit on campus can call for an analysis of data particular to its interests and many do.
2.11 Consistent with its purposes, the institution develops and assesses its co-curricular programs.		2	B	Co-curricular programs are not systematically assessed beyond the evaluation that occurs through the personnel process and through Academic Senate review of some co-curricular services.
2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.	Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, complete, and are readily available to support student needs.	1	C	Printed and online catalog sources, departmental and College advisors, all make these data readily available. Office of Admissions, the Registrar, the Departments, the Colleges and their advisors.
2.13 Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.		1.5	C	The Office of Student Affairs offers a wide range of appropriate student services for undergraduates but less for graduate students, a concern of one theme in the current review period. Office of Student Affairs in concert with the Academic Senate.
2.14 Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.		1	C	The Office of Admissions oversees a strong program for transfer students, who are also provided advising at the College and Departmental Level. Office of Admissions, Academic Deans and advisors use data to help transfers; Senate committees oversee policies.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Faculty and Staff				
3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.		1	C	Evidence derived both from current program function and comparison with other equivalent institutions. Largely interpreted at the departmental and Dean level, coordinated through the Executive Vice Chancellor.
3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.	The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate backgrounds, by discipline and degree levels. The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development.	1	C	Program review coupled with national rankings ensure that the faculty are nationally or internationally recognized in their fields and therefore competent to instruct. Individual faculty, departments, the Senate and the Administration are all closely focused upon this concern.
3.3. Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.		1	C	A rigorous academic personnel review process involving demonstrated high levels of scholarship, instruction and service is in place for all faculty; a parallel process exists for staff. For faculty, review starts at the Departmental level and passes up to the Senate Committee on Academic Personal and the VC for Academic Personnel via the academic Deans.
3.4. The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning consistent with its institutional objectives.	The institution provides training and support for faculty members' teaching by means of technology-mediated instruction.	1	C	Mentorship and training opportunities are available in departments and through the Office of Academic Programs. Optimally, overseen and evaluated by the Academic Senate.

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Fiscal, Physical, and Information Resources				
3.5 The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate the deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.		1	C	<p>Not a concern beyond the condition of the State budget. Resource planning and budgeting is a process shared between the Academic Senate and the Administration in a consultative manner.</p> <p>Resources are aligned with educational objectives through Academic Senate / Administration consultation.</p>
3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information sources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kinds to support and maintain the level and kind of education offered.		1	C	<p>Within the constraints of the state budget, the Library is excellent, and part of the larger University of California Library System, one of the most extensive on Earth.</p> <p>The Library is monitored and guided by joint Academic Senate and Administration oversight.</p>
3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.		2	A	<p>Instructional Technology is a focus of current concern, and is improving with the recent appointment of a Chief Information Officer. This is an area of ongoing Senate / Administration effort.</p>

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Organizational Structures and Decision- Making Processes.				
3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, support effective decision making, and place priority on sustaining effective academic programs.	The institution establishes clear roles, responsibilities, and lines of authority which are reflected in an organization chart.	1	C	A clear organizational chart exists for both the Administration and the Academic Senate; paths of responsibility and communication are clear. Shared governance is the campus norm and expectation. Overseen jointly by the Administration and the Academic Senate.
3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.	The governing body regularly engages in self-review and training to enhance its effectiveness.	1	C	The Regents of the University of California.
3.10. The institution has a full time chief executive officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.		1	C	The Chancellor, responsive to the President and the Board of Regents, oversees Vice Chancellors and ultimately Deans and the faculty.
3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.	The institution clearly defines the governance roles, rights, and responsibilities of the faculty.	1	C	The Academic Senate is active, involved, and respected in the process of shared governance.

Standard 4. Creating an Organization Committed to Learning and Improvement

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Strategic Thinking and Planning				
4.1. The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which assess 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 its plans and planning processes and revises them as appropriate.		1	C	UC Santa Barbara Academic Strategic Plan, 2007-2025, is the result of broad campus engagement in determining future goals and the strategies involved in realizing them. Deans and other officers align annual goals to long-term vision.
4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.		1	C	Following on the above, the Long-Range Development Plan is focused on developing physical resources to support academic plan and in the tradition of shared governance, planning attempts to align the academic and other needs with strategic goals.
4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.		1.5	B	The Office of Budget and Planning provides data and analyses to campus officers and other campus units. Developing our capacity to measure and improve student learning will be a focus of our reaccreditation work.

<p>4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, and using comparative data from external sources and improving structures, processes, curricula, and pedagogy.</p>		1.5	B	<p>UCSB has outstanding data collection and strong feedback loops through the program review process. These play a crucial role in the curriculum and program approval process overseen by the Academic Senate and Administration. These processes are better developed for assessing the success of undergraduate education than graduate education, and the latter is an area of focus in the current review cycle.</p> <p>This is of concern to the Academic Senate, the Administration, and individual faculty.</p>
Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Commitment to Learning and Improvement				
<p>4.5. The institution has institutional research capacity consistent with its purpose and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.</p>		1.5	B	<p>UCSB has outstanding institutional research capacity that has long been central in decision-making processes in the practice of shared governance between the Administration and Senate.</p> <p>Assessment of student learning will be strengthened in the current review cycle.</p> <p>Institutional Research works closely with campus leadership and receives continuous feedback that assures the alignment of IR activities and institutional needs.</p>
<p>4.6 Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.</p>		1	C	<p>As a research institution, processes of inquiry, evaluation, and assessment are embedded in the academic culture and are seen, for example, in program review and merit and promotion procedures. Analyses of data, student survey results, evaluations of courses and instructors, and other processes support this culture.</p>

<p>4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.</p>	<p>Periodic analyses of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practice.</p>	<p>1</p>	<p>C</p>	<p>Grading policies and practices have generally been the purview of individuals and departments; campus reviews are limited to ensuring parallelism between the grade averages of separate majors at the time of program review.</p>
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Commitment to Learning and Improvement				
4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of the effectiveness of the educational programs.		1	C	Alumni, employers and practitioners are effectively consulted in the College of Engineering and the Graduate School of Education.

