

STANDARD FOUR SURVEY

Rating for Columns:

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

"DK"= I don't know enough to comment

Importance to Address at This Time

1= High priority

2= Lower priority

3= Does not need to be addressed at this time

"DK"= I don't know enough to comment

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	Guideline	Your Self Review	You rated Importance	Rating
4.1. INSTITUTIONAL REFLECTION AND PLANNING PROCESSES	Does the campus regularly engage in reflection and planning that allows us to articulate priorities, align our purposes with our resources, and determine future directions?	1.65 96	1.7 101	0.05
4.1. INSTITUTIONAL REFLECTION AND PLANNING PROCESSES	Do we monitor the effectiveness of the implementation of our plans and revise as appropriate?	1.9 88	1.54 97	-0.36
4.1. INSTITUTIONAL REFLECTION AND PLANNING PROCESSES	Do we have planning bodies that meet regularly and have a clear charge and plan to assess the attainment of our educational objectives?	1.57 97	1.67 101	0.10
4.2 ALIGNMENT OF RESOURCES, OBJECTIVES AND PRIORITIES	Do our planning processes help us to define and align academic, personnel, fiscal, physical and technological needs with our strategic objectives and priorities?	1.88 92	1.41 95	-0.47
4.3. INFORMED PLANNING PROCESS	Are our planning processes informed by qualitative and quantitative data ?	1.85 72	1.51 85	-0.34
4.3. INFORMED PLANNING PROCESS	Do our planning processes consider evidence of educational effectiveness , including student learning?	1.94 67	1.43 83	0.51
4.4. ASSESSMENT OF EFFECTIVENESS	Do we have quality assurance processes in place at each level of institutional functioning? (including new curriculum and programs, program review, ongoing evaluation, and data collection)	1.97 68 responses	1.35 79 responses	0.62

4.4. ASSESSMENT OF EFFECTIVENESS	Do we use the results from quality assurance processes to revise and improve structures, processes, curricula, and pedagogy?	1.94 63	1.47 77	-0.47
4.5. INSTITUTIONAL RESEARCH ADDRESSES STRATEGIC DATA NEEDS.	Do we strategically collect institutional research data, appropriately disseminate findings in a timely way, and make use of this data in our decision-making processes?	2.08 73	1.49 83	-0.59
4.5. INSTITUTIONAL RESEARCH ADDRESSES STRATEGIC DATA NEEDS.	As an institution, do we collect data in support of student learning consistent with our educational objectives?	1.95 65	1.47 77	-0.48
4.6 COMMITMENT TO IMPROVEMENT	Do we have established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement?	1.9 70	1.43 81	-0.47
4.6 COMMITMENT TO IMPROVEMENT	Is the leadership on our campus committed to improvement based on the results of evaluation and assessment?	1.58 78	1.48 89	-0.10
4.6 COMMITMENT TO IMPROVEMENT	Do we assess our campus environment in support of academic and co-curricular objectives and incorporate our findings into our planning processes?	1.76 64	1.6 79	-0.16
4.6 COMMITMENT TO IMPROVEMENT	Does our faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement?	1.6 57	1.51 67	-0.09
4.7 ONGOING INQUIRY INTO TEACHING AND LEARNING	Do we as a campus, with significant faculty involvement, engage in ongoing inquiry, collaboration and discussion into the processes of teaching and learning ?	1.79 63	1.65 75	-0.14
4.7 ONGOING INQUIRY INTO TEACHING AND LEARNING	Do we as a campus, with significant faculty involvement, engage in ongoing inquiry, collaboration and discussion into the conditions and practices that promote the kinds of learning we desire ?	1.87 62	1.63 73	-0.24
4.7 ONGOING INQUIRY INTO TEACHING AND LEARNING	Do we apply what we learn from ongoing inquiry into teaching and learning to improve our curricula, pedagogy, and evaluation methodology ?	1.72 58	1.52 69	-0.20
4.8. ASSESSMENT OF EDUCATIONAL PROGRAMS	Do we involve alumni, employers, practitioners and other stakeholders in the assessment of the effectiveness of our educational programs?	2 66	1.57 77	-0.43