Thank you for taking the time to participate in the WASC Reaccreditation Capacity & Preparatory Review process. Your responses are very important, and will help us to maintain our accreditation. The following 4 pages contain the WASC criteria that will be used to judge Woodbury's educational capacity. Please use the 5 point scale provided to indicate how well you think we uphold the standard. Please do not respond to questions that you do not have enough information to answer. Included are links to the CPR Committees input and supporting evidence for each question. You can see this as (committee input and supporting evidence). Feel free to investigate further information on each criteria or simply answer questions based on your own experiences. In addition to the data linked from each criteria, there are also additional Excel data files available that you can optionally use to give you facts to support your opinion. These can also be accessed by clicking on the link to the CPR site on each pages footer. Admissions Activities by Level Preparation/Selectivity Levels of Entering Students Admissions by Gender Admissions by Race/Ethnicity Inventory of Educational Effectiveness Indicators Degrees Granted by Degree-Level Program Cohort Graduation, Retention and Transfer Rates Faculty Composition Faculty Headcount by Department/Program Staff by Gender and Race/Ethnicity Full-Time Faculty/Staff Turnover Over the Last Years Information and Computing Resources Physical Resources—Current Year Sources of Revenue Operating Expenditures Assets and Liabilities Capital Investments Endowment Values and Performance Key Undergraduate Educational Operations Ratios Key Asset and Maintenance Ratios Key Financial Ratios Headcount Enrollments by Degree Objective Headcount Enrollments by Gender Headcount Enrollments by Race/Ethnicity Students Receiving Financial Aid

Thank you very much for your time and support. Please start with the survey now by clicking on the Continue button below. Please leave any questions you do not have enough information to answer blank.
Institutional Purposes

Please leave any questions you do not have enough information to answer blank.

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. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

1.2a. Educational objectives are clearly recognized throughout my school (Architecture, Business, ITS, or MCD) and are consistent with stated purposes. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

1.2b. My school (Architecture, Business, ITS, or MCD) has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

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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. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

Do you have any suggestions for future actions to better fulfill these criteria?

[Box for suggestions]

Do you have any other comments on this section?

[Box for comments]

Integrity

Please leave any questions you do not have enough information to answer blank.

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. (committee input & supporting evidence)
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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. (committee input & supporting evidence)

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. (committee input & supporting evidence)

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, human subjects in research, and refunds. (committee input & supporting evidence)
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. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

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, and to abiding by Commission policies and procedures, including all substantive change policies. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

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Do you have any suggestions for future actions to better fulfill these criteria?

[Blank]

Do you have any comments on this section?

[Blank]
Teaching and Learning

Please leave any questions you do not have enough information to answer blank.

2.1. My school’s (Architecture, Business, ITS, or MCD) 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. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

2.2. Degrees—undergraduate and graduate—awarded by my school (Architecture, Business, ITS, or MCD) 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. 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 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. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral

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2.3. Expectations for learning and student attainment are clearly reflected in 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 the library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

2.4. Expectations for learning and student attainment are developed and widely shared among members (including faculty, students, staff, and where appropriate, external stakeholders). Faculty take collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

2.5. Academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved. (committee input & supporting evidence)

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2.6. My school (Architecture, Business, ITS, or MCD) 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. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

2.7. In order to improve program currency and effectiveness, all programs offered by my school (Architecture, Business, ITS, or MCD) 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. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

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Do you have any suggestions for future actions to better fulfill these criteria?

Do you have any comments on this section?

Scholarship and Creative Activity
Please leave any questions you do not have enough information to answer blank.

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. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

2.9. The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree

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Strongly Disagree
No Opinion

Do you have any suggestions for future actions to better fulfill these criteria?

Do you have any comments on this section?

Support for Student Learning
Please leave any questions you do not have enough information to answer blank.

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. (committee input & supporting evidence)

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
No Opinion

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

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personal development.(committee input & supporting evidence)

☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree
☐ No Opinion

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.(committee input & supporting evidence)

☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree
☐ No Opinion

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.(committee input & supporting evidence)

☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree
☐ No Opinion

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. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

Do you have any suggestions for future actions to better fulfill these criteria?


Do you have any comments on this section?
Scholarship and Creative Activity
Please leave any questions you do not have enough information to answer blank.

3.1a. My school (Architecture, Business, ITS, or MCD) employs personnel sufficient in number and professional qualifications to support its academic programs consistent with its educational objectives. (committee input & supporting evidence)

☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree
☐ No Opinion

3.1b. My unit or school employs personnel sufficient in number and professional qualifications to maintain its operations consistent with its objectives. (committee input & supporting evidence)

☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree
☐ No Opinion

3.2. My school (Architecture, Business, ITS, or MCD) 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. (committee input & supporting evidence)

☐ Strongly Agree
☐ Agree
☐ Neutral
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3.3a. Faculty 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. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

3.3b. Staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic and include appropriate peer review. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

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. (committee input & supporting evidence)

- Strongly Agree
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❑ Agree
❑ Neutral
❑ Disagree
❑ Strongly Disagree
❑ No Opinion

Do you have any suggestions for future actions to better fulfill these criteria?

........................................................................................................................................................................

Do you have any comments on this section?

........................................................................................................................................................................

Fiscal, Physical, and Information Resources

Please leave any questions you do not have enough information to answer blank.

3.5. Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kind of educational programs offered both now and for the foreseeable future. (committee input & supporting evidence)

❑ Strongly Agree
❑ Agree
❑ Neutral
❑ Disagree
❑ Strongly Disagree
❑ No Opinion
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 sustainable. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

3.7a. The institution’s information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic functions. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

3.7b. The institution’s information technology resources are sufficiently coordinated and supported to fulfill its administrative functions. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

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Organizational Structures and Decision-Making Processes

Please leave any questions you do not have enough information to answer blank.

3.8. The institution’s organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision making. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

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. (committee input & supporting evidence)

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Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
No Opinion

3.10. The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels. (committee input & supporting evidence)

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
No Opinion

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. (committee input & supporting evidence)

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
No Opinion

Do you have any suggestions for future actions to better fulfill these criteria?

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Do you have any comments on this section?
Strategic Thinking and Planning

Please leave any questions you do not have enough information to answer blank.

4.1a. 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. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

4.1b. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

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. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree

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4.3a. Academic planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

4.3b. Administrative planning processes are informed by appropriately defined and analyzed quantitative and qualitative data. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

Do you have any suggestions for future actions to better fulfill these criteria?

Do you have any comments on this section?

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Institutional Purposes

Please leave any questions you do not have enough information to answer blank.

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 involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures and processes, curricula, and pedagogy. (Committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

4.5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of the institutional research function is the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution’s purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data. (Committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion
4.6a. Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

4.6b. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

4.6c. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

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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. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of educational programs. (committee input & supporting evidence)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- No Opinion

Do you have any suggestions for future actions to better fulfill these criteria?

[Blank space for suggestions]

Do you have any comments on this section?

[Blank space for comments]
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