

WASC ACCREDITATION SURVEY RESULTS FALL 2006

The WASC Accreditation Survey in Fall 2006 asked faculty, staff, students, and board members to (1) evaluate how well Santa Clara University is doing in relation to each of WASC's criteria for review, and (2) to respond to several possible themes that could be the focus of the University's next accreditation review.

The response rate was 45% of full-time faculty, 14% of students, 33% of staff, and 29% of board members (including Trustees, Regents, and members of other advisory boards).

A majority of all four groups agreed that the University meets all the WASC criteria for review. To highlight areas that may deserve closer attention, statements with which at least 25% of one or more groups disagreed "somewhat" or "strongly" are listed below:

Diversity

- "Faculty and staff are sufficiently diverse." (Faculty 42%, staff 30%)

Leadership, Structures, Processes

- "Organizational structures and processes are clear and support effective decision-making." (Faculty 39%, staff 32%)
- "Administrators at all levels are qualified and able to provide effective leadership." (Faculty 36.2%, staff 30%)
- "The University's leadership system is effective." (Faculty 26%)
- "The University responds to complaints and grievances in a timely and fair manner." (Faculty 26%)

Staffing Levels or Qualifications

- "Staff are sufficient in number and professional qualifications to support educational objectives." (Staff 31%)
- "Faculty are sufficient in number and professional qualifications to achieve educational objectives." (Faculty 36%)

Information Resources

- "The University provides access to sufficient library resources to support academic programs and scholarship." (Faculty 30%, staff 27%, students 33%)
- "Information technology resources are sufficient to support academic programs." (Faculty 27%, staff 34%)
- "Information technology resources are sufficient to support administrative functions." (Staff 31%)

Alignment of Priorities

- "Recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives." (Faculty 41%, staff 26%)

- “Fiscal and physical resources are aligned with educational objectives.” (Faculty 31%)
- “Planning processes align academic, personnel, fiscal, physical, and technological needs.” (Faculty 26%)

Student Advising

- “The University ensures that all students receive good advising.” (Students 30%)

Stakeholder Engagement

- “Appropriate stakeholders, including alumni, employers, practitioners and others, are involved in assessment of the effectiveness of educational programs.” (Faculty 33%, staff 26.5%)

A majority of all four groups also rated all six possible self-study themes as “important” or “very important.” These themes were:

- Competence, Conscience, and Compassion
- Teaching Scholar Model
- Diversity and Inclusive Excellence
- Implementation of the Core Curriculum
- Role of Graduate Programs
- Processes to Improve Academic Quality and Student Learning

The only theme that less than 75% of any group rated as “important” or “very important” was Role of Graduate Programs, which 61% of faculty rated this highly.

Detailed results of the survey are attached.