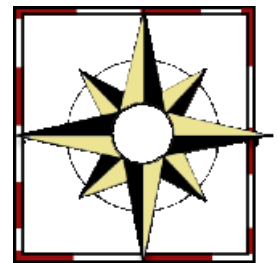


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**■ Assessment of Mills College Relative to  
WASC Accreditation Standards:  
The Campus View**

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August 24, 2007**



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# Assessment of Mills College Relative to WASC Accreditation Standards: The Campus View

## Introduction

In preparation for the development of their institutional proposal for reaffirmation of accreditation, Mills College collected data for a self-assessment under the WASC accreditation standards. This self assessment took the form of online surveys of students and faculty.

### Methodology

Students and faculty were invited to participate in an online survey about their perceptions of Mills relative to the four WASC standards and each of the criteria for review in those areas. In all, survey respondents were queried on 93 WASC criteria for review.<sup>1</sup>

Surveys were conducted in the spring of 2007 by the Office of Institutional Research and Planning at Mills College. The survey data were provided, in summary form, to this writer for analysis.

Although all of the details about survey administration and representativeness of the resulting survey sample are not know to this writer, the reader might be interested in placing the survey results in context using the logic of survey sampling and sample error. Table 1 provides sampling errors for proportions based on the entire sample of each survey; error for some questions may be larger due to non-response.

**Table 1. Sample Sizes and Sampling Error**

	Completed Surveys	Sampling Error
<b>Student</b>	162	± 7%
<b>Faculty</b>	44	±11%

Throughout this report, the term “agree” is used to refer to the combined responses of “strongly agree” and “agree” and the term “disagree” is used to refer to the combination of the “strongly disagree” and “disagree” responses. Unless otherwise noted, all percentages of agreement/disagreement reported are calculated based on only those respondents who provided a valid response—“don’t know” and missing data are excluded. Opinion data is not reported for items when the numbers of “don’t know” responses are substantial. Complete sets of frequency tables for students and faculty can be found in Appendices A and B.

Because the data used to produce this report were summary data and not raw data, no statistical analyses have been conducted. All differences noted between groups or survey items are directional and have not been tested for statistical significance.

<sup>1</sup> This survey was patterned after a similar survey conducted at Santa Clara University.

## Executive Summary

### *Areas of Strength*

The institutional purpose of Mills College—its mission, vision, and values—has been clearly articulated and is lived by members of the College community. This purpose has also been effectively conveyed to prospective students and the larger public.

It is clear that the College's core functions support its educational objectives, although the extent to which students and faculty agree on any particular issue varies.

The academic programs—including the general education curriculum and the graduate programs—are viewed as rigorous programs that involve substantial student engagement in the literature of the discipline, research, and service.

Expectations for student achievement are clear and faculty overwhelmingly agree that the College demonstrates that graduates have met the stated level of attainment for their programs.

Information technology and the quality of the faculty were viewed as resource strengths at the institution.

### *Areas for Improvement*

Many students and faculty are unaware of the extent to which assessment of student needs are conducted and utilized to improve the learning-centered environment at the College. Among those who shared opinions on this issue, more faculty than students indicated that these assessments were happening and being used. Similarly, faculty held more positive views than students did about the student support services that are in place on campus.

Students indicate a lack of ongoing feedback about their performance in their programs.

Developing and applying resources for sustainability is an area where faculty and students expressed concerns, particularly with regard to decision-making processes, leadership, implementation of policies, and fiscal resources.

Large portions of students and faculty were unaware of structures at the College that promote institutional reflection and planning. Moreover, a sizable proportion of faculty did not have knowledge of assessment activities and continuous improvement efforts related to overall quality assurance or inquiry into teaching and learning.

## Detailed Findings

### Standard One: Defining Institutional Purpose and Ensuring Educational Objectives

With over 80% agreement among both groups, students and faculty believe that the Mills College mission, vision, and values are known and understood by members of the College community. Similarly large percentages of students and faculty indicate that the College executes its mission in an appropriately antonymous way while also effectively conveying the purpose to the broader community. See Table 2.

**Table 2. Agreement with Well Defined/Understood Institutional Purpose**

	Agree / Strongly Agree	
	Students	Faculty
The campus mission, vision, and value statements clearly describe Mills College's purposes	86%	93%
Mills College operates as an academic institution with appropriate autonomy from political, religious, corporate or other external bodies outside the institution's own governance arrangements	95%	90%
Mills College clearly and truthfully represents its academic goals, programs, and services to students and to the larger public	75%	84%

While institutional mission and vision seem to be clearly articulated and lived by the campus, opinions about the leadership that guides the institution in achieving that mission are less positive/consistent. When asked if “the campus creates and sustains leadership that is marked by high performance, appropriate responsibility and accountability,” over one-third of both faculty and students disagreed. Moreover, when it comes to leadership around the educational objectives of the College, the faculty—who are responsible for these objectives—are less certain than students are about transparency and evidence of achievement. In fact, nearly one-quarter of faculty (23%) indicated that they did not know if the College has indicators and evidence of achievement toward educational objectives. See Figure 1, next page.

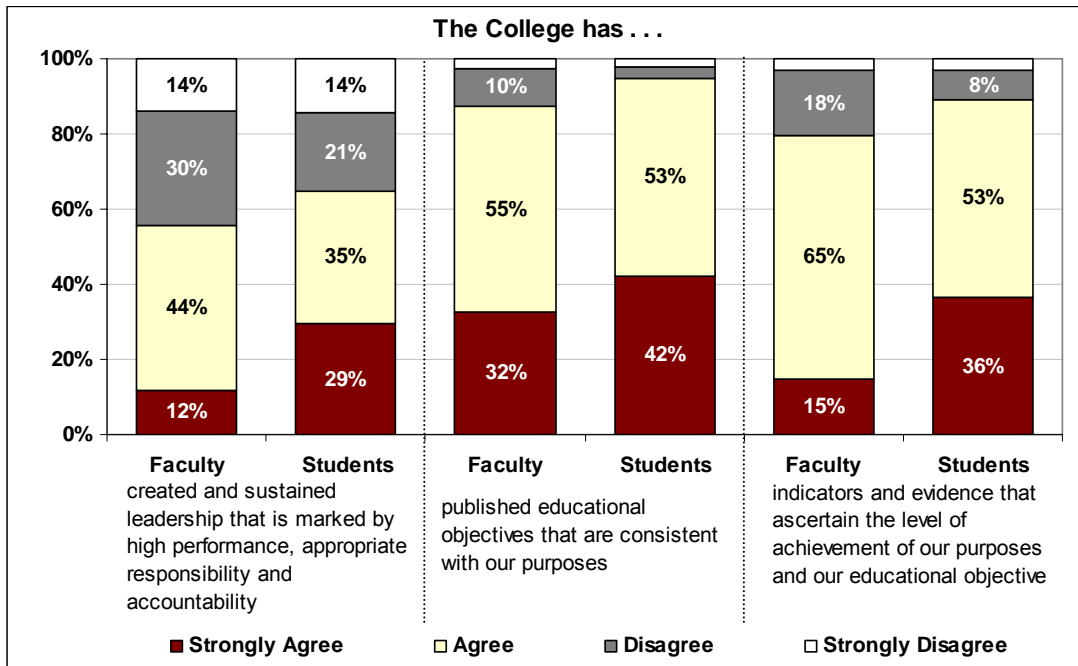


Figure 1. Agreement with statements about institutional leadership<sup>1</sup>

When asked about policies, both students and faculty indicated that policies were known and effective in protecting faculty, staff, and students and promoting an environment that supports learning and academic inquiry. While opinions about institutional integrity and policy, taken on a whole, are positive, fewer than three-quarters of student and faculty felt that the College does a good job demonstrating integrity through the implementation of policy. See Table 3, next page.

<sup>1</sup> Percentages are based on those who provided a valid response (does not include “don’t know” responses). Twenty-three percent of faculty reported that they did not know if the College has “indicators and evidence that ascertain the level of achievement of our purpose and our educational objectives.”

**Table 3. Agreement with Well Defined/Effective Institutional Policies**

	Agree / Strongly Agree	
	Students	Faculty
Mills College demonstrates integrity in the implementation of appropriate policies, sound business practices, timely and fair response to complaints and grievances, and regular evaluation of its performance in these areas	61%	71%
Mills College has published or has readily available grievance procedures for faculty, staff, and students	62%	80%
We treat our students fairly and equitably though established policies and procedures addressing student conduct, grievances, human subjects in research and funds	70%	93%
Our policies, programs, and practices demonstrate a commitment to diversity	78%	91%
Mills College has sufficient evidence (e.g. policies, due process procedures) that it is committed to academic freedom for faculty, staff, and students	78%	81%

**Standard Two: Achieving Educational Objectives Through Core Functions**

When asked about the rigor of academic programs at Mills, over nine out of ten students and faculty agreed that academic programs conform to disciplinary standards and employ information and learning beyond the textbooks of the discipline. Additionally, the vast majority of students (93%) and faculty (91%) agreed that the College “values and promotes scholarship, curricular and instructional innovations, and creative activity, as well as their dissemination.” There was also broad agreement that the College appreciates and encourages the connections between scholarship, teaching, student learning, and service (94% of students and 93% of faculty agreed).

Large majorities of survey respondents agreed that graduation requirements are reflected in course syllabi (95% of students and 97% of faculty) and that all disciplines define levels of achievement for graduation that “represent more than an accumulation of courses” (92% of students and 97% of faculty).

***Transfer Students<sup>1</sup>***

At an institution like Mills whose undergraduate student population is made up of approximately 40% transfer students, attending to the information needs and educational objectives of the transfer population is an important core function. Faculty perceive that the College does a better job with transfer students than do students themselves. Eighty-eight percent of faculty indicated that Mills provides accurate and clear information about

<sup>1</sup> The number of transfer students included in the completed surveys is unknown.

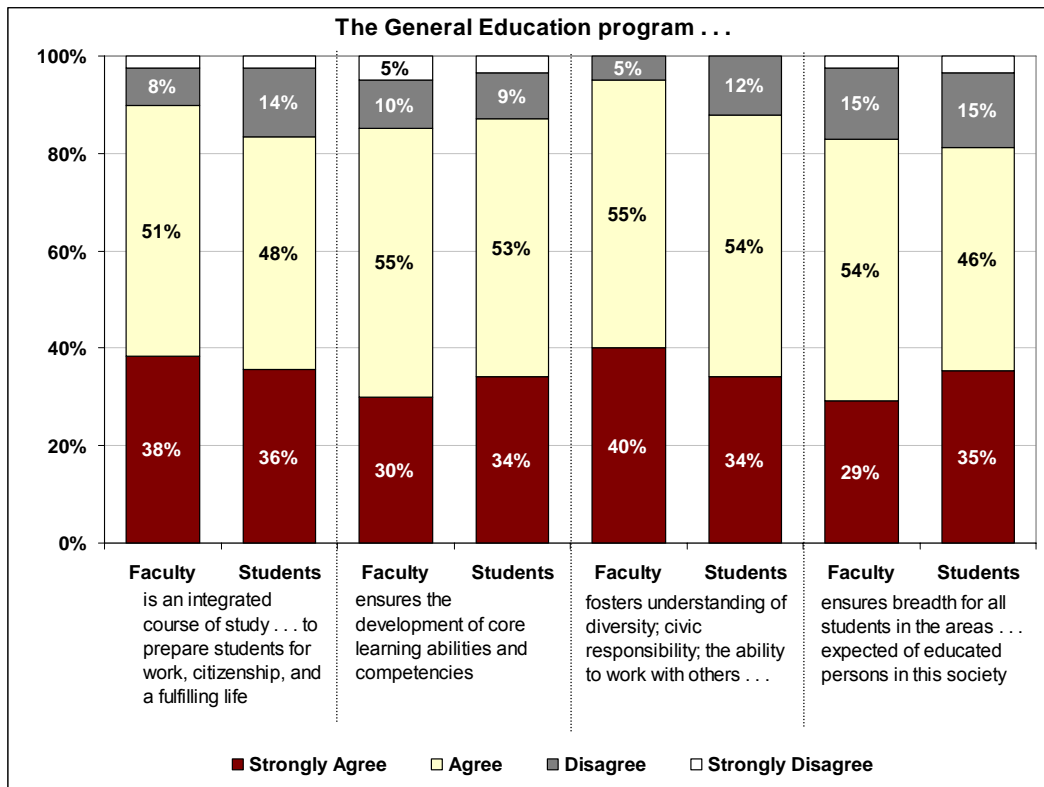
transfer requirements—just 77% of students responded in the same way. More concerning is that 94% of faculty but only 72% of students agreed that the College ensures “equitable treatment for transfer students with respect to academic policies, and ensures that such students are not unduly disadvantaged by transfer requirements.”

**Graduate Education<sup>1</sup>**

Students and faculty were asked about graduate education at Mills. More than eight out of ten faculty and even more students (93%) were in agreement that the graduate programs offered by Mills are consistent with the purpose of the College and “adhere to the expectations of their respective disciplines and professions.” Furthermore, over 90% of both students and faculty indicated that the curriculum in Mills’ graduate programs “includes active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences.”

**General Education**

Mills requires undergraduate students to take part in a general education program that both students (97%) and faculty (90%) agree is “an in-depth, focused, and sustained program.” As seen in Figure 2, students and faculty agree about various components of the general education program including that it provides sufficient breadth, advances the development of core learning skills/abilities, fosters diversity, and prepares students for citizenship and life-long learning.



**Figure 2. Agreement with statements about general education at Mills**

<sup>1</sup> The number of graduate students included in the completed surveys is unknown.

**Student Learning**

Twenty-five percent of faculty reported that they did not know if degree programs have “clearly defined levels of student achievement.” Among those who did have an opinion on this topic, over 90% of faculty indicated that academic programs are organized in a way that clearly articulates expectations for students learning. Although 95% of faculty stated that they use those standards to evaluate student work, fewer (85%) felt that these expectations were widely shared across the campus.

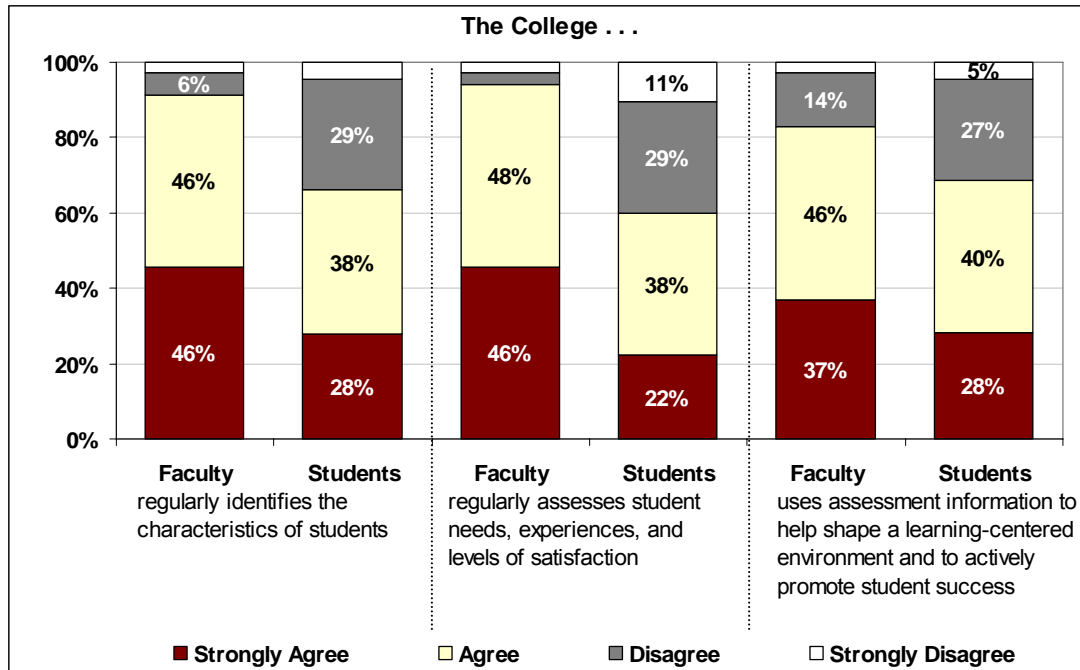
As seen in Table 4, large proportions of students and faculty agreed that the curriculum at Mills actively engages and challenges students to achieve high expectations and that faculty take responsibility for fostering and demonstrating student achievement. Sizable portions of students, however, disagreed when asked if they receive “timely, useful, and regular information and advising about relevant academic requirements” (21%) or ongoing feedback about their performance (23%).

**Table 4. Agreement with Aspects of Student Learning**

	Agree / Strongly Agree	
	Students	Faculty
Our academic programs actively involve students in learning	91%	95%
We challenge students to achieve high expectations	87%	89%
The faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating student attainment of our expectations	88%	88%
We demonstrate that our graduates consistently achieve our stated levels of attainment	87%	97%

There were high rates “don’t know” responses to items about how the College’s academic program review process is used to assess student achievement relative to educational objectives. Over half of the students surveyed did not know about each element of program review that was asked. Thirty percent of faculty reported that they did not know if learning assessment employed in the program review process was said to include program completion, license examination pass rates, and job and graduate school placement rates; and 25% indicated that they did not know if that learning assessment is used to improve program “currency and effectiveness.” Among the faculty who had an opinion on program review as related to learning assessment, 94% agreed that it includes data on program completion, license examination pass rates, and job and graduate school placement rates; and 88% agreed that learning assessment is used for program improvement.

Faculty and students had very different views on the use of assessment of student needs as they relate to the academic environment (see Figure 3). In addition to the differences in opinion illustrated in Figure 3, it should be noted that there were high rates of no opinion on these issues on the part of both students and faculty. Over one-quarter of students stated that they did not know if the College regularly identifies “the characteristics of students” (28%) or if assessment information is used to help shape the learning environment (27%). Twenty-one percent of faculty did not know if the College uses assessments to help shape the learning environment or if the College conducts regular assessment of student needs, experiences, and satisfaction.



**Figure 3. Agreement with statements about assessment of student needs and experiences**

### ***Co-Curricular and Support Services***

When asked if co-curricular programs at Mills are “. . . integrated with academic goals and programs, and support student professional and personal development,” 34% of students and 23% of faculty stated that they did not know. Among those who did have an opinion, Students hold more favorable views of co-curricular programs than do faculty with 90% of students agreeing that Mills’ co-curricular programs are “. . . integrated with academic goals and programs, and support student professional and personal development”—just 79% of faculty agreed with this statement. Faculty, on the other hand, held more positive views about student support services. Ninety percent of faculty agreed that Mills provides a wide array of student support services and 89% agreed that support services are designed to meet the needs of first-year students—fewer students (83% and 77%, respectively) agreed with these concepts.

**Standard Three: Developing and Applying Resources and Organizational Structures to Ensure Sustainability**

When asked if the College has clear and consistent decision-making processes and an organizational structure to support effective decision making, only 46% of faculty agreed—38% of students stated that they did not know. Fewer than half of each group agreed that the College’s administration provides effective “educational leadership and management” (47% of students and 38% of faculty agreed) and just 71% of the faculty indicated that they as a group “exercise effective academic leadership.” Students did feel that the College has a sufficient number of qualified personnel to fulfill the institutional mission (81% agreed) but faculty were split on this issue with just 59% agreeing that this is the case.

***Faculty***

A large proportion of faculty (92%) agreed that faculty recruitment practices are aligned with the purpose and educational objectives of the College. In general, students did not have opinions on the quantity and character of the faculty—over half of students reported that they “don’t know” to each item asked on this topic with the exception of an item focused on faculty diversity. Students and faculty held similar opinions with regard to faculty diversity. Faculty held negative opinions about the numbers of faculty and support for professional development. See Table 5.

**Table 5. Agreement with Quantity and Character of Faculty**

	<b>Agree / Strongly Agree</b>	
	<b>Students<sup>1</sup></b>	<b>Faculty</b>
We have sufficient numbers of full-time faculty to achieve our educational objectives	-	43%
We have faculty with sufficient professional qualifications to achieve our educational objectives	-	88%
We sufficiently support appropriate faculty development activities designed to improve teaching and learning	-	38%
We have a faculty with sufficient diversity	65%	70%

Nearly nine out of ten faculty (89%) indicated that Mills has a systematic faculty evaluation process that includes peer reviews and 91% of all faculty respondents indicated that their evaluations include student evaluations and evidence of teaching effectiveness.<sup>2</sup> Despite these positive perceptions about what is included in the faculty evaluation process, nearly one-quarter (23%) of faculty disagreed when asked if the faculty evaluation process is aligned with the College’s mission and educational objectives.

<sup>1</sup> Student data not reported for several items because of a high rate on non-response / “don’t know” responses.

<sup>2</sup> Nine percent of faculty responded that they did not have an opinion about the inclusion of student evaluations and evidence of teaching effectiveness in faculty evaluations; of those who did provide an opinion, 100% agreed that these elements were incorporated into faculty evaluations.

Large portions of the faculty disagreed with the idea that workload practices (41%) and incentives (43%) for faculty were aligned with Mills’ purpose and educational objectives.

**Staff**

The rate of non-response or “don’t know” responses from faculty and students when asked about the workplace environment for staff at Mills is alarmingly high—over 40% of faculty and 60% of students responded “don’t know” to each item addressing staff issues.

**Fiscal and Physical Resources**

Faculty expressed concern about the fiscal and physical resources of the College. Just 65% of faculty agreed that the College has the resources necessary “to support and maintain” its educational programs. At the same time, 34% of faculty reported that they did not know if the College has an “adequate plan for ensuring sufficient resources” into the future. Among those who had an opinion of this issue, 62% agreed that the College does have a plan and 50% agreed that the College “effectively aligns” its resources with the missions and educational objectives.

**Information and Technology**

As seen in Table 6, students and faculty agreed that Mills has sufficient library and information technology resources to support the academic mission and administrative functions of the College.

**Table 6. Agreement with Issues Related to Information Resources and Technology**

	Agree / Strongly Agree	
	Students	Faculty
Our [library] information resources, services and facilities are consistent with our purpose, and are sustainable	92%	95%
Our information technology resources are sufficiently coordinated and supported to fulfill our educational purpose and to provide key academic and administrative functions	97%	85%
We have access to [library] information resources sufficient in scope, quality, currency, and kind to support our academic offerings and the scholarship of our members	84%	88%
We have sufficient [library] information resources and services for on-campus students and students enrolled at a distance	86%	94%
We provide sufficient information technology support for on-campus students and students enrolled at a distance	94%	89%

### Standard Four: Creating an Organization Committed to Learning and Improvement

In general, students did not have opinions about institutional reflection and planning—between 42% and 67% reported that they “don’t know” to the various items asked on this topic.

The majority of faculty agree that Mills has groups that are charged with planning and assessing achievement of the academic mission of the College (85%) and that in general, the College engages in regular reflection and planning (90%). When asked, however, about the extent to which planning at Mills helps to “define and align academic, personnel, fiscal, physical and technology needs with strategic objectives and priorities” 27% of faculty said they did not know; among those who had an opinion, 27% felt that this does not happen at Mills.

When asked about the College’s use of data in planning, over one-third (38%) of faculty stated that they did not know if data is used in planning at Mills and 33% did not know if the College monitors and revises the implementation of its plans. Among the faculty who had opinions on these issues, 63% indicated that data is used in planning and 67% agreed that plans are monitored and revised.

The faculty are also characterized by a lack of knowledge about policies and practices for gathering and analyzing data—40% of faculty stated that they did not know if College had policies that would lead to a “culture of evidence and improvement,” 35% did not know if the College collects and disseminates institutional research data, and 32% were unaware of whether the College collects data on student learning. Among those who had opinions on these issues, 40% of faculty disagreed with the notion that the College has policies that support a culture of evidence and improvement, 35% disagreed that institutional research data is collected and disseminated, and 33% disagreed with the idea that the College collects data in support of student learning.

### ***Assessment and Continuous Improvement***

Large proportions of students reported that they did not have opinions about assessment and continuous improvement processes at the College—between 33% and 67% reported that they “don’t know” to the various item asked on this topic.

Nearly one-quarter of faculty (24%) stated they did not know if the leadership at Mills is “committed to improvement based on the results of assessment and evaluation;” among those who provided an opinion, 76% agreed that this is the case at Mills. Even more faculty (33%) reported that they did not know if the institution’s planning processes make use of evidence of educational effectiveness and fewer who did have an opinion (63%) agreed that this occurs at Mills.

Sizable proportions of faculty reported that they did not know the extent to which the College has quality assurance processes in place and uses assessment and quality assurance results to inform plans and improvement efforts. See Table 7, next page.

**Table 7. Faculty Responses to Issues Related to Quality Assurance and Improvement**

	Faculty	
	Don't Know	Agree/ Strongly Agree <sup>1</sup>
We have quality assurance processes in place at each level of institutional functioning	32%	68%
We assess our campus environment in support of academic and co-curricular objectives and incorporate our findings into our planning processes	19%	81%
We use the results from quality assurance processes to revise and improve structures, processes, curricula, and pedagogy	38%	63%

When asked about faculty involvement in inquiry into teaching and learning at Mills, a significant number of faculty reported that they did not know if activities were occurring on campus or if the results of faculty inquiry in these areas is used to improve the educational experience of students. See Table 8.

**Table 8. Faculty Responses to Issues Related to Inquiry into Teaching and Learning**

	Faculty	
	Don't Know	Agree/ Strongly Agree <sup>2</sup>
The faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement	11%	90%
We, as a campus, with significant faculty involvement, engage in ongoing inquiry, collaboration and discussion into the process of teaching and learning	29%	70%
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	28%	72%
We apply what we learn from ongoing inquiry into teaching and learning to improve our curricula, pedagogy, and evaluation methodology	25%	75%

<sup>1</sup> Percentages based on those who provided a valid response (does not include “don’t know” responses).

<sup>2</sup> Percentages based on those who provided a valid response (does not include “don’t know” responses).

## Summary

What is clear from these data is that the institutional mission, vision, and values are understood and lived by members of the College community. Students and faculty agree that the academic programs are strong, challenging, and involve substantial student engagement in the literature of the discipline, research, and the community. There is also agreement that core functions are supporting the educational objectives of the College and that information technology and the quality of the faculty are resource strengths at the institution. At the same time, there is concern about the College's decision-making processes, leadership, and fiscal resources as they relate to supporting the educational programs into the future.

Students and faculty held differing opinions in some key areas including the extent to which assessment of student needs are conducted and utilized to improve the learning-centered environment at the College. They also differed in their perceptions of how frequently students are provided with ongoing feedback about their performance in their program and the support services in place on campus. In all of these instances, students were more critical than were faculty; indicating some sense that the faculty may be out-of-touch with student needs and experiences.

While it appears that expectations for student achievement are clear and faculty overwhelmingly agree that the College demonstrates that graduates have met the level of attainment set out by their programs, there is a startling lack of knowledge among the faculty on issues of assessment and institutional improvement. Not only were many faculty unaware of quality assurance at the institutional level, but many reported that they did not know about faculty involvement in inquiry into teaching and learning and the use of data to improve educational effectiveness. Among those who did have opinions about assessment at Mills was a puzzling contradiction between the faculty's negative opinions about the use of data in institutional planning paired with their positive views on the existence of indicators of student needs, satisfaction, and achievement. It would seem that they see these student-related data (which they feel are present on the campus) as being different than data that would result from "quality assurance" or "educational effectiveness" (which they feel is lacking).

## Appendix A: Student Data

Standard	Data Not Including "Don't Know" Responses					<i>Don't Know (% of all responses)</i>
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>1.1.0. Mission, Vision, and Value Statements:</b> The campus mission, vision, and value statements clearly describe Mills College's purposes.	148	2%	11%	53%	33%	9%
<b>1.2.0. Educational Objectives:</b> We have published educational objectives that are consistent with our purposes.	138	2%	3%	53%	42%	15%
<b>1.2.1. Educational Objectives:</b> We have indicators and evidence that ascertain the level of achievement of our purposes and our educational objectives.	129	3%	8%	53%	36%	18%
<b>1.3.0. Institutional Leadership</b> The campus creates and sustains leadership that is marked by high performance, appropriate responsibility and accountability.	153	14%	21%	35%	29%	5%
<b>1.4.0. Academic Freedom:</b> Mills College has sufficient evidence (e.g. policies, due process procedures) that it is committed to Academic Freedom for faculty, staff, and students.	155	4%	18%	43%	35%	4%
<b>1.5.0. Diversity:</b> Our policies, programs, and practices demonstrate a commitment to diversity.	155	4%	18%	43%	35%	4%
<b>1.6.0. External Influence:</b> Mills College operates as an academic institution with appropriate autonomy from political, religious, corporate or other external bodies outside the institution's own governance arrangements.	144	1%	4%	50%	45%	11%
<b>1.7.0. Representation/Fairness:</b> Mills College clearly and truthfully represents its academic goals, programs, and services to students and to the larger public.	148	6%	19%	47%	28%	8%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>1.7.1. Representation/Fairness:</b> We demonstrate that our academic programs can be completed in a timely fashion.	153	3%	7%	45%	46%	4%
<b>1.7.2. Representation/Fairness:</b> We treat our students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research and funds.	151	13%	17%	40%	30%	6%
<b>1.7.3. Representation/Fairness:</b> Mills College clearly defines and distinguishes between the different types of credits it offers. (e.g. Between degree and non-degree credit? Accurately identifies the type and meaning of the credit awarded in its transcripts?)	145	3%	12%	41%	44%	10%
<b>1.8.0. Integrity:</b> Mills College has published or has readily-available grievance procedures for faculty, staff, and students.	124	19%	19%	41%	21%	23%
<b>1.8.1. Integrity:</b> Our finances are regularly audited by external agencies.	58	9%	5%	60%	26%	63%
<b>1.8.2. Integrity:</b> Mills College demonstrates integrity in 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.	126	20%	19%	47%	14%	22%
<b>2.1.0. Educational Programs:</b> Our academic programs conform to recognized disciplinary or professional standards in their content, length and standards.	96	1%	7%	54%	37%	6%
<b>2.2.0. Graduation Requirements:</b> The competencies required for graduation are reflected in course syllabi for both General Education and the major.	98	0%	5%	49%	46%	3%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>2.2.1. Graduation Requirements:</b> All of our degree programs have clearly defined levels of student achievement (e.g., student learning outcomes) necessary for graduation that represent more than an accumulation of courses.	90	1%	7%	51%	41%	11%
<b>2.2.2. General Education:</b> <u>Our General Education program:</u> -- is an integrated course of study of sufficient breadth and depth to prepare students for work, citizenship, and a fulfilling life.	84	2%	14%	48%	36%	17%
<b>2.2.3. General Education:</b> -- ensures the development of core learning abilities and competencies. (e.g. written and oral communication; quantitative skills; information literacy; and critical analysis of data and argument)	85	4%	9%	53%	34%	15%
<b>2.2.4. General Education:</b> -- fosters an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning.	82	0%	12%	54%	34%	16%
<b>2.2.5. General Education:</b> -- ensures 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.	85	4%	15%	46%	35%	15%
<b>2.2.6. General Education:</b> We require our students to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate program.	78	1%	1%	54%	44%	21%

Standard	Data Not Including "Don't Know" Responses					<i>Don't Know (% of all responses)</i>
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>2.2.7. Graduate programs:</b> Our graduate programs are consistent with the purpose and character of Mills College and adhere to the expectations of their respective disciplines and professions.	44	2%	5%	52%	41%	56%
<b>2.2.8. Graduate programs:</b> Our graduate curriculum includes active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences.	35	3%	6%	43%	49%	65%
<b>2.3.0. Curricular Programs:</b> Our expectations for student attainment and learning are clearly reflected in our academic programs and policies. (e.g. curricula organization and content; admissions and graduation policies; organization and delivery of advisement; use of our library and resources; and experience in the wider learning environment)	91	1%	7%	55%	37%	10%
<b>2.3.1. Curricular Programs:</b> The use of information and learning resources beyond textbooks is evidenced in syllabi throughout the undergraduate and graduate curriculum.	94	2%	7%	49%	42%	7%
<b>2.4.0. Learning &amp; Student Attainment:</b> Mills College has expectations for student attainment and learning that are widely shared among faculty, staff, students and, where appropriate, the external community.	90	1%	8%	49%	42%	10%
<b>2.4.1. Learning &amp; Student Attainment:</b> The faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating student attainment of our expectations.	88	1%	11%	47%	41%	11%

Standard	Data Not Including "Don't Know" Responses					<i>Don't Know (% of all responses)</i>
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>2.5.0. Student Involvement in Learning:</b> Our academic programs actively involve students in learning.	101	0%	9%	43%	48%	1%
<b>2.5.1. Student Involvement in Learning:</b> We challenge our students to achieve high expectations.	100	1%	12%	38%	49%	1%
<b>2.5.2. Student Involvement in Learning:</b> We provide our students with appropriate and ongoing feedback about their performance and how they can improve.	97	3%	20%	43%	34%	5%
<b>2.6.0. Graduates Meet Expectations:</b> We demonstrate that our graduates consistently achieve our stated levels of attainment.	56	4%	9%	52%	36%	43%
<b>2.6.1. Graduates Meet Expectations:</b> Our expectations for student learning are embedded in the standards faculty use to evaluate student work.	65	2%	11%	55%	32%	36%
<b>2.7.0. Program Review:</b> Our Program Review process analyzes the achievement of the program's learning objectives and outcomes in an effort to improve currency and effectiveness.	49	0%	14%	57%	29%	51%
<b>2.7.1. Program Review:</b> We make use of evidence from employers and professional societies in our program reviews.	39	3%	8%	62%	28%	61%
<b>2.7.2. Program Review:</b> In our assessment of educational objective results, Mills College incorporates student achievement, including program completion, license examination and placement rates results.	41	2%	7%	63%	27%	60%

Standard	Data Not Including "Don't Know" Responses					<i>Don't Know (% of all responses)</i>
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>2.8.0. Scholarship &amp; Innovation:</b> Mills College values and promotes scholarship, curricular and instructional innovations, and creative activity, as well as their dissemination.	90	0%	7%	50%	43%	4%
<b>2.9.0. Scholarship, Teaching, Learning, Service:</b> We recognize and promote linkages among scholarship, teaching, student learning and service.	86	0%	6%	60%	34%	8%
<b>2.10.0. Student Assessment:</b> We regularly identify the characteristics of our students.	68	4%	29%	38%	28%	28%
<b>2.10.1. Student Assessment:</b> We regularly assess their needs, experiences and levels of satisfaction.	85	11%	29%	38%	22%	9%
<b>2.10.2. Student Assessment:</b> We use assessment information to help shape a learning-centered environment and to actively promote student success.	67	5%	27%	40%	28%	27%
<b>2.11.0. Co-Curricular Programs:</b> We develop and implement co-curricular programs that are integrated with our academic goals and programs, and support student professional and personal development.	60	2%	8%	63%	27%	34%
<b>2.12.0. Student Understanding of Academic Requirements:</b> Students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.	90	4%	17%	48%	31%	2%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>2.12.1. Student Understanding of Academic Requirements:</b> Our recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, disclosing, and readily available to support student needs.	88	9%	7%	54%	31%	4%
<b>2.13.0. Student Support Services:</b> Our support services provide a wide array of services. (e.g., financial aid, registration, advising, career counseling, computer labs, and library) designed to meet the specific needs of a diverse student population (e.g., disabled, international, veteran, low income, underrepresented, etc.)	88	3%	14%	47%	36%	4%
<b>2.13.1. Student Support Services:</b> Our student support services are designed to meet the specific developmental needs of our first year students.	70	10%	13%	47%	30%	24%
<b>2.14.0. Communicate to Transfer Students:</b> We provide clear and accurate information about transfer requirements.	53	13%	9%	41%	36%	42%
<b>2.14.1. Communicate to Transfer Students:</b> We ensure equitable treatment for transfer students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.	50	14%	14%	34%	38%	45%
<b>3.1.0. Operation and Support of Academic Programs:</b> We have personnel sufficient in number and professional qualifications to maintain operations and to support our academic programs, consistent with our institutional and educational objectives.	64	2%	17%	58%	23%	12%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>3.2.0. Faculty Quantity and Quality:</b> We have sufficient numbers of full-time faculty to achieve our educational objectives (including establishing and overseeing academic policies and ensuring the integrity and continuity of our academic programs).	66	2%	27%	42%	29%	10%
<b>3.2.1. Faculty Quantity and Quality:</b> We have faculty with sufficient professional qualifications to achieve our educational objectives.	72	0%	6%	44%	50%	3%
<b>3.2.2. Faculty Quantity and Quality:</b> We have a faculty with sufficient diversity.	72	8%	26%	39%	26%	3%
<b>3.3.0. Faculty Work Environment:</b> Faculty recruitment practices are aligned with institutional purposes and educational objectives.	34	3%	0%	68%	29%	53%
<b>3.3.1. Faculty Work Environment:</b> Faculty workload practices are aligned with institutional purposes and educational objectives.	30	0%	10%	70%	20%	59%
<b>3.3.2. Faculty Work Environment:</b> Faculty incentives are aligned with institutional purposes and educational objectives.	24	4%	4%	62%	29%	67%
<b>3.3.3. Faculty Work Environment:</b> Faculty evaluation practices are aligned with institutional purposes and educational objectives.	29	4%	7%	65%	24%	60%
<b>3.3.4. Faculty Work Environment:</b> Faculty evaluation processes are systematic, including appropriate peer reviews.	25	0%	12%	60%	28%	66%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>3.3.5. Faculty Work Environment:</b> Faculty evaluations include consideration of evidence of teaching effectiveness, including student evaluations of instruction.	41	0%	10%	51%	39%	44%
<b>3.3.6. Staff Work Environment:</b> Staff recruitment practices are aligned with institutional purposes and educational objectives.	29	7%	21%	52%	21%	61%
<b>3.3.7. Staff Work Environment:</b> Staff workload practices are aligned with institutional purposes and educational objectives.	23	4%	13%	57%	26%	68%
<b>3.3.8. Staff Work Environment:</b> Staff incentives are aligned with institutional purposes and educational objectives.	22	5%	14%	54%	27%	70%
<b>3.3.9. Staff Work Environment:</b> Staff evaluation practices are aligned with institutional purposes and educational objectives.	25	4%	16%	56%	24%	66%
<b>3.3.10. Staff Work Environment:</b> Staff evaluation processes are systematic and include appropriate peer review.	23	9%	18%	52%	22%	69%
<b>3.4.0. Faculty Development:</b> We sufficiently support appropriate faculty development activities designed to improve teaching and learning.	24	4%	25%	46%	25%	66%
<b>3.5.0. Fiscal &amp; Physical Resources:</b> We effectively align our fiscal and physical resources with our institutional purposes and educational objectives.	37	8%	32%	46%	13%	49%
<b>3.5.1. Fiscal &amp; Physical Resources:</b> Our fiscal and physical resources are able to support and maintain the educational programs we offer.	43	7%	21%	56%	16%	42%

Standard	Data Not Including "Don't Know" Responses					<i>Don't Know (% of all responses)</i>
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>3.5.2. Fiscal &amp; Physical Resources:</b> We have an adequate plan for ensuring sufficient fiscal and physical resources to support and maintain future educational programs.	31	6%	13%	55%	26%	58%
<b>3.6.0. Information Resources (Library Resources):</b> We have access to information resources sufficient in scope, quality, currency, and kind to support our academic offerings and the scholarship of our members.	67	3%	13%	48%	36%	10%
<b>3.6.1. Information Resources (Library Resources):</b> We have sufficient information resources and services for on-campus students and students enrolled at a distance.	63	5%	10%	44%	41%	14%
<b>3.6.2. Information Resources (Library Resources):</b> Our information resources, services and facilities are consistent with our purposes, and are sustainable.	62	2%	6%	48%	44%	16%
<b>3.7.0. Information Technology:</b> Our information technology resources are sufficiently coordinated and supported to fulfill our educational purposes and to provide key academic and administrative functions.	62	0%	3%	60%	37%	15%
<b>3.7.1. Information Technology:</b> We provide sufficient information technology support for on-campus students and students enrolled at a distance.	63	0%	6%	57%	36%	13%
<b>3.8.0. Organizational Structure:</b> Our organizational structures and decision-making processes are clear and consistent with our purposes, and sufficient to support effective decision making.	45	24%	22%	36%	18%	38%

Standard	Data Not Including "Don't Know" Responses					<i>Don't Know (% of all responses)</i>
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>3.10.0. Administrators:</b> Our administrators, including our President, provide effective educational leadership and management at all levels.	57	28%	25%	39%	9%	23%
<b>3.11.0. Faculty Leadership:</b> Our faculty exercises effective academic leadership to ensure both academic quality and the maintenance of our educational purposes and character.	64	0%	8%	59%	33%	12%
<b>4.1.0. Institutional Reflection and Planning Processes:</b> The institution regularly engages in reflection and planning that allows us to articulate priorities, align our purposes with our resources, and determine future directions.	33	9%	18%	61%	12%	47%
<b>4.1.1. Institutional Reflection and Planning Processes:</b> We monitor the effectiveness of the implementation of our plans and revise as appropriate.	29	10%	14%	66%	10%	53%
<b>4.1.2. Institutional Reflection and Planning Processes:</b> We have planning bodies that meet regularly and have a clear charge and plan to assess the attainment of our educational objectives.	31	6%	13%	64%	16%	50%
<b>4.2.0. Alignment of Resources, Objectives and Priorities:</b> Our planning processes help us to define and align academic, personnel, fiscal, physical and technological needs with our strategic objectives and priorities.	27	11%	15%	59%	15%	56%
<b>4.3.0. Informed Planning Process:</b> Our planning processes are informed by qualitative and quantitative data.	20	0%	15%	60%	25%	67%

Standard	Data Not Including "Don't Know" Responses					<i>Don't Know (% of all responses)</i>
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>4.3.1. Informed Planning Process:</b> Our planning processes consider evidence of educational effectiveness, including student learning.	22	0%	23%	50%	27%	63%
<b>4.4.0. Assessment of Effectiveness:</b> 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).	21	5%	5%	71%	19%	65%
<b>4.4.1. Assessment of Effectiveness:</b> We use the results from quality assurance processes to revise and improve structures, processes, curricula, and pedagogy.	20	5%	10%	65%	20%	67%
<b>4.5.0. Institutional Research Addresses Strategic Data Needs:</b> We strategically collect institutional research data, appropriately disseminate findings in a timely way, and make use of this data in our decision-making processes.	21	5%	5%	71%	19%	65%
<b>4.5.1. Institutional Research Addresses Strategic Data Needs:</b> As an institution, we collect data in support of student learning consistent with our educational objectives.	23	4%	4%	65%	26%	62%
<b>4.6.0. Commitment to Improvement:</b> We have established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.	35	11%	20%	48%	20%	42%
<b>4.6.1. Commitment to Improvement:</b> The leadership on our campus is committed to improvement based on the results of evaluation and assessment.	36	11%	20%	48%	20%	33%

Standard	Data Not Including "Don't Know" Responses					<i>Don't Know (% of all responses)</i>
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>4.6.2. Commitment to Improvement:</b> We assess our campus environment in support of academic and co-curricular objectives and incorporate our findings into our planning processes?	35	3%	23%	57%	17%	42%
<b>4.6.3. Commitment to Improvement:</b> Our faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement.	38	0%	5%	55%	39%	37%
<b>4.7.0. Ongoing Inquiry into Teaching &amp; Learning:</b> We, as a campus, with significant faculty involvement, engage in ongoing inquiry, collaboration and discussion into the processes of teaching and learning.	37	3%	3%	59%	35%	38%
<b>4.7.1. Ongoing Inquiry into Teaching &amp; Learning:</b> 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.	36	3%	6%	58%	33%	40%
<b>4.7.2. Ongoing Inquiry into Teaching &amp; Learning:</b> We apply what we learn from ongoing inquiry into teaching and learning to improve our curricula, pedagogy, and evaluation methodology.	31	0%	6%	55%	39%	49%
<b>4.8.0. Assessment of Educational Programs:</b> We involve alumni, employers, practitioners and other stakeholders in the assessment of the effectiveness of our educational programs.	24	0%	12%	67%	21%	61%

## Appendix B: Faculty Data

Standard	Data Not Including "Don't Know" Responses					<i>Don't Know (% of all responses)</i>
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>1.1.0. Mission, Vision, and Value Statements:</b> The campus mission, vision, and value statements clearly describe Mills College's purposes.	41	5%	2%	56%	37%	7%
<b>1.2.0. Educational Objectives:</b> We have published educational objectives that are consistent with our purposes.	40	3%	10%	55%	32%	9%
<b>1.2.1. Educational Objectives:</b> We have indicators and evidence that ascertain the level of achievement of our purposes and our educational objectives.	34	3%	18%	65%	15%	23%
<b>1.3.0. Institutional Leadership</b> The campus creates and sustains leadership that is marked by high performance, appropriate responsibility and accountability.	43	14%	30%	44%	12%	0%
<b>1.4.0. Academic Freedom:</b> Mills College has sufficient evidence (e.g. policies, due process procedures) that it is committed to Academic Freedom for faculty, staff, and students.	43	0%	19%	42%	40%	2%
<b>1.5.0. Diversity:</b> Our policies, programs, and practices demonstrate a commitment to diversity.	44	2%	7%	41%	50%	0%
<b>1.6.0. External Influence:</b> Mills College operates as an academic institution with appropriate autonomy from political, religious, corporate or other external bodies outside the institution's own governance arrangements.	42	0%	10%	40%	50%	5%
<b>1.7.0. Representation/Fairness:</b> Mills College clearly and truthfully represents its academic goals, programs, and services to students and to the larger public.	43	5%	12%	60%	23%	2%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>1.7.2. Representation/Fairness:</b> We treat our students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research and funds.	41	0%	7%	44%	49%	2%
<b>1.7.3. Representation/Fairness:</b> Mills College clearly defines and distinguishes between the different types of credits it offers. (e.g. Between degree and non-degree credit? Accurately identifies the type and meaning of the credit awarded in its transcripts?)	35	0%	3%	43%	54%	21%
<b>1.8.0. Integrity:</b> Mills College has published or has readily-available grievance procedures for faculty, staff, and students.	39	5%	15%	54%	26%	11%
<b>1.8.1. Integrity:</b> Our finances are regularly audited by external agencies.	22	0%	5%	41%	55%	49%
<b>1.8.2. Integrity:</b> Mills College demonstrates integrity in 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.	34	9%	21%	59%	12%	23%
<b>2.1.0. Educational Programs:</b> Our academic programs conform to recognized disciplinary or professional standards in their content, length and standards.	42	2%	2%	43%	52%	5%
<b>2.2.0. Graduation Requirements:</b> The competencies required for graduation are reflected in course syllabi for both General Education and the major.	37	0%	3%	38%	59%	14%
<b>2.2.1. Graduation Requirements:</b> All of our degree programs have clearly defined levels of student achievement (e.g., student learning outcomes) necessary for graduation that represent more than an accumulation of courses.	33	0%	3%	45%	51%	25%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>2.2.2. General Education:</b> <u>Our General Education program:</u> -- is an integrated course of study of sufficient breadth and depth to prepare students for work, citizenship, and a fulfilling life.	39	3%	8%	51%	38%	11%
<b>2.2.3. General Education:</b> -- ensures the development of core learning abilities and competencies. (e.g. written and oral communication; quantitative skills; information literacy; and critical analysis of data and argument)	40	5%	10%	55%	30%	9%
<b>2.2.4. General Education:</b> -- fosters an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning.	40	0%	5%	55%	40%	9%
<b>2.2.5. General Education:</b> -- ensures 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.	41	2%	15%	54%	29%	7%
<b>2.2.6. General Education:</b> We require our students to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate program.	40	5%	5%	55%	35%	9%
<b>2.2.7. Graduate programs:</b> Our graduate programs are consistent with the purpose and character of Mills College and adhere to the expectations of their respective disciplines and professions.	37	3%	11%	49%	38%	16%
<b>2.2.8. Graduate programs:</b> Our graduate curriculum includes active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences.	37	3%	3%	57%	38%	16%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>2.3.0. Curricular Programs:</b> Our expectations for student attainment and learning are clearly reflected in our academic programs and policies. (e.g. curricula organization and content; admissions and graduation policies; organization and delivery of advisement; use of our library and resources; and experience in the wider learning environment)	39	0%	8%	54%	38%	11%
<b>2.3.1. Curricular Programs:</b> The use of information and learning resources beyond textbooks is evidenced in syllabi throughout the undergraduate and graduate curriculum.	34	0%	6%	35%	59%	23%
<b>2.4.0. Learning &amp; Student Attainment:</b> Mills College has expectations for student attainment and learning that are widely shared among faculty, staff, students and, where appropriate, the external community.	39	3%	13%	46%	38%	11%
<b>2.4.1. Learning &amp; Student Attainment:</b> The faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating student attainment of our expectations.	42	0%	12%	50%	38%	5%
<b>2.5.0. Student Involvement in Learning:</b> Our academic programs actively involve students in learning.	44	0%	5%	41%	55%	0%
<b>2.5.1. Student Involvement in Learning:</b> We challenge our students to achieve high expectations.	44	5%	7%	36%	52%	0%
<b>2.5.2. Student Involvement in Learning:</b> We provide our students with appropriate and ongoing feedback about their performance and how they can improve.	44	0%	5%	43%	52%	0%
<b>2.6.0. Graduates Meet Expectations:</b> We demonstrate that our graduates consistently achieve our stated levels of attainment.	36	0%	3%	56%	42%	18%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>2.6.1. Graduates Meet Expectations:</b> Our expectations for student learning are embedded in the standards faculty use to evaluate student work.	40	0%	5%	50%	45%	9%
<b>2.7.0. Program Review:</b> Our Program Review process analyzes the achievement of the program's learning objectives and outcomes in an effort to improve currency and effectiveness.	33	3%	9%	51%	36%	25%
<b>2.7.1. Program Review:</b> We make use of evidence from employers and professional societies in our program reviews.	29	10%	17%	35%	38%	33%
<b>2.7.2. Program Review:</b> In our assessment of educational objective results, Mills College incorporates student achievement, including program completion, license examination and placement rates results.	31	6%	0%	52%	42%	30%
<b>2.8.0. Scholarship &amp; Innovation:</b> Mills College values and promotes scholarship, curricular and instructional innovations, and creative activity, as well as their dissemination.	44	2%	7%	41%	50%	0%
<b>2.9.0. Scholarship, Teaching, Learning, Service:</b> We recognize and promote linkages among scholarship, teaching, student learning and service.	43	2%	5%	70%	23%	2%
<b>2.10.0. Student Assessment:</b> We regularly identify the characteristics of our students.	35	3%	6%	46%	46%	19%
<b>2.10.1. Student Assessment:</b> We regularly assess their needs, experiences and levels of satisfaction.	35	3%	3%	48%	46%	21%
<b>2.10.2. Student Assessment:</b> We use assessment information to help shape a learning-centered environment and to actively promote student success.	35	3%	14%	46%	37%	21%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>2.11.0. Co-Curricular Programs:</b> We develop and implement co-curricular programs that are integrated with our academic goals and programs, and support student professional and personal development.	33	6%	15%	48%	30%	23%
<b>2.12.0. Student Understanding of Academic Requirements:</b> Students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.	38	0%	8%	45%	47%	14%
<b>2.12.1. Student Understanding of Academic Requirements:</b> Our recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, disclosing, and readily available to support student needs.	42	7%	5%	55%	33%	5%
<b>2.13.0. Student Support Services:</b> Our support services provide a wide array of services. (e.g., financial aid, registration, advising, career counseling, computer labs, and library) designed to meet the specific needs of a diverse student population (e.g., disabled, international, veteran, low income, underrepresented, etc.)	41	0%	2%	58%	39%	7%
<b>2.13.1. Student Support Services:</b> Our student support services are designed to meet the specific developmental needs of our first year students.	36	0%	11%	56%	33%	18%
<b>2.14.0. Communicate to Transfer Students:</b> We provide clear and accurate information about transfer requirements.	32	0%	13%	59%	28%	27%
<b>2.14.1. Communicate to Transfer Students:</b> We ensure equitable treatment for transfer students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.	35	0%	6%	63%	31%	21%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>3.1.0. Operation and Support of Academic Programs:</b> We have personnel sufficient in number and professional qualifications to maintain operations and to support our academic programs, consistent with our institutional and educational objectives.	42	12%	29%	55%	5%	5%
<b>3.2.0. Faculty Quantity and Quality:</b> We have sufficient numbers of full-time faculty to achieve our educational objectives (including establishing and overseeing academic policies and ensuring the integrity and continuity of our academic programs).	42	14%	43%	29%	14%	5%
<b>3.2.1. Faculty Quantity and Quality:</b> We have faculty with sufficient professional qualifications to achieve our educational objectives.	43	0%	12%	47%	42%	2%
<b>3.2.2. Faculty Quantity and Quality:</b> We have a faculty with sufficient diversity.	40	7%	23%	47%	23%	9%
<b>3.3.0. Faculty Work Environment:</b> Faculty recruitment practices are aligned with institutional purposes and educational objectives.	36	3%	6%	64%	28%	16%
<b>3.3.1. Faculty Work Environment:</b> Faculty workload practices are aligned with institutional purposes and educational objectives.	39	8%	33%	51%	8%	11%
<b>3.3.2. Faculty Work Environment:</b> Faculty incentives are aligned with institutional purposes and educational objectives.	37	11%	32%	51%	5%	16%
<b>3.3.3. Faculty Work Environment:</b> Faculty evaluation practices are aligned with institutional purposes and educational objectives.	39	3%	21%	72%	5%	11%
<b>3.3.4. Faculty Work Environment:</b> Faculty evaluation processes are systematic, including appropriate peer reviews.	38	3%	8%	71%	18%	14%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>3.3.5. Faculty Work Environment:</b> Faculty evaluations include consideration of evidence of teaching effectiveness, including student evaluations of instruction.	40	0%	0%	58%	42%	9%
<b>3.3.6. Staff Work Environment:</b> Staff recruitment practices are aligned with institutional purposes and educational objectives.	25	0%	4%	84%	12%	43%
<b>3.3.7. Staff Work Environment:</b> Staff workload practices are aligned with institutional purposes and educational objectives.	24	4%	21%	63%	13%	44%
<b>3.3.8. Staff Work Environment:</b> Staff incentives are aligned with institutional purposes and educational objectives.	22	0%	27%	64%	9%	50%
<b>3.3.9. Staff Work Environment:</b> Staff evaluation practices are aligned with institutional purposes and educational objectives.	26	4%	8%	73%	15%	41%
<b>3.3.10. Staff Work Environment:</b> Staff evaluation processes are systematic and include appropriate peer review.	21	10%	10%	67%	14%	51%
<b>3.4.0. Faculty Development:</b> We sufficiently support appropriate faculty development activities designed to improve teaching and learning.	39	26%	36%	36%	3%	11%
<b>3.5.0. Fiscal &amp; Physical Resources:</b> We effectively align our fiscal and physical resources with our institutional purposes and educational objectives.	34	6%	44%	44%	6%	19%
<b>3.5.1. Fiscal &amp; Physical Resources:</b> Our fiscal and physical resources are able to support and maintain the educational programs we offer.	37	8%	27%	54%	11%	16%
<b>3.5.2. Fiscal &amp; Physical Resources:</b> We have an adequate plan for ensuring sufficient fiscal and physical resources to support and maintain future educational programs.	29	7%	31%	48%	14%	34%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>3.6.0. Information Resources (Library Resources):</b> We have access to information resources sufficient in scope, quality, currency, and kind to support our academic offerings and the scholarship of our members.	43	2%	9%	58%	30%	2%
<b>3.6.1. Information Resources (Library Resources):</b> We have sufficient information resources and services for on-campus students and students enrolled at a distance.	34	6%	0%	59%	35%	23%
<b>3.6.2. Information Resources (Library Resources):</b> Our information resources, services and facilities are consistent with our purposes, and are sustainable.	38	3%	3%	61%	34%	14%
<b>3.7.0. Information Technology:</b> Our information technology resources are sufficiently coordinated and supported to fulfill our educational purposes and to provide key academic and administrative functions.	40	5%	10%	60%	25%	9%
<b>3.7.1. Information Technology:</b> We provide sufficient information technology support for on-campus students and students enrolled at a distance.	35	6%	6%	63%	26%	21%
<b>3.8.0. Organizational Structure:</b> Our organizational structures and decision-making processes are clear and consistent with our purposes, and sufficient to support effective decision making.	37	19%	35%	38%	8%	16%
<b>3.10.0. Administrators:</b> Our administrators, including our President, provide effective educational leadership and management at all levels.	39	20%	41%	26%	13%	7%
<b>3.11.0. Faculty Leadership:</b> Our faculty exercises effective academic leadership to ensure both academic quality and the maintenance of our educational purposes and character.	41	2%	27%	39%	32%	2%

Standard	Data Not Including “Don’t Know” Responses					Don’t Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>4.1.0. Institutional Reflection and Planning Processes:</b> The institution regularly engages in reflection and planning that allows us to articulate priorities, align our purposes with our resources, and determine future directions.	39	5%	5%	74%	15%	10%
<b>4.1.1. Institutional Reflection and Planning Processes:</b> We monitor the effectiveness of the implementation of our plans and revise as appropriate.	30	7%	27%	53%	13%	33%
<b>4.1.2. Institutional Reflection and Planning Processes:</b> We have planning bodies that meet regularly and have a clear charge and plan to assess the attainment of our educational objectives.	34	3%	12%	71%	15%	15%
<b>4.2.0. Alignment of Resources, Objectives and Priorities:</b> Our planning processes help us to define and align academic, personnel, fiscal, physical and technological needs with our strategic objectives and priorities.	30	7%	20%	63%	10%	27%
<b>4.3.0. Informed Planning Process:</b> Our planning processes are informed by qualitative and quantitative data.	32	3%	34%	50%	13%	38%
<b>4.3.1. Informed Planning Process:</b> Our planning processes consider evidence of educational effectiveness, including student learning.	30	7%	30%	50%	13%	37%
<b>4.4.0. Assessment of Effectiveness:</b> 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).	34	3%	29%	56%	12%	32%
<b>4.4.1. Assessment of Effectiveness:</b> We use the results from quality assurance processes to revise and improve structures, processes, curricula, and pedagogy.	32	3%	34%	47%	16%	38%

Standard	Data Not Including "Don't Know" Responses					Don't Know (% of all responses)
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>4.5.0. Institutional Research Addresses Strategic Data Needs:</b> We strategically collect institutional research data, appropriately disseminate findings in a timely way, and make use of this data in our decision-making processes.	29	7%	28%	59%	7%	35%
<b>4.5.1. Institutional Research Addresses Strategic Data Needs:</b> As an institution, we collect data in support of student learning consistent with our educational objectives.	31	7%	26%	58%	10%	32%
<b>4.6.0. Commitment to Improvement:</b> We have established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.	30	10%	30%	47%	13%	40%
<b>4.6.1. Commitment to Improvement:</b> The leadership on our campus is committed to improvement based on the results of evaluation and assessment.	33	6%	18%	58%	18%	24%
<b>4.6.2. Commitment to Improvement:</b> We assess our campus environment in support of academic and co-curricular objectives and incorporate our findings into our planning processes?	27	7%	11%	63%	18%	19%
<b>4.6.3. Commitment to Improvement:</b> Our faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement.	38	0%	11%	61%	29%	11%
<b>4.7.0. Ongoing Inquiry into Teaching &amp; Learning:</b> We, as a campus, with significant faculty involvement, engage in ongoing inquiry, collaboration and discussion into the processes of teaching and learning.	41	5%	24%	51%	19%	29%

Standard	Data Not Including "Don't Know" Responses					<i>Don't Know (% of all responses)</i>
	N	Strongly Disagree	Disagree	Agree	Strongly Agree	
<b>4.7.1. Ongoing Inquiry into Teaching &amp; Learning:</b> 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.	39	3%	26%	51%	21%	28%
<b>4.7.2. Ongoing Inquiry into Teaching &amp; Learning:</b> We apply what we learn from ongoing inquiry into teaching and learning to improve our curricula, pedagogy, and evaluation methodology.	36	3%	22%	50%	25%	25%
<b>4.8.0. Assessment of Educational Programs:</b> We involve alumni, employers, practitioners and other stakeholders in the assessment of the effectiveness of our educational programs.	9	7%	34%	48%	10%	41%