

REPORT OF THE WASC SPECIAL VISIT TEAM

Saint Mary's College, California

October 28-30, 2009

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The evaluation team in conducting its review was able to evaluate the institution according to Commission Standards and therefore submits this Report to the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges for action and to the institution for consideration.

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SECTION I - OVERVIEW AND CONTEXT

Section IA – Description of Institution and Visit

Saint Mary's College of California is a Catholic institution of higher education, sponsored by the De La Salle Christian Brothers. The College was founded in 1863 by the Catholic archbishop of San Francisco, moved to Oakland in 1889 and to its current location in Moraga in 1928. The College has approximately 4000 students, offers a comprehensive liberal arts curriculum, with professional schools of Business and Education and offers graduate degrees at the masters and doctoral (EdD) levels.

Saint Mary's was initially accredited by WASC in 1949. This narrative begins with the 1985 regularly scheduled visit that led to reaffirmation of accreditation with the stipulation that an interim visit would occur in 1989 to address the visiting team's concerns about governance. In 1990 the Commission scheduled Saint Mary's next comprehensive visit for 1992-1993, with notation of several serious issues that needed to be addressed. As a result of the 1993 visit, the Commission reaffirmed accreditation for 8 years, with an interim visit in 1997 to address the issues raised in the 1993 action letter. The Commission approved the proposal to offer a doctorate in Education in July of 2000. After the Preparatory Review in 2003 and the Educational Effectiveness visit in 2004, the Commission reaffirmed accreditation, scheduled special visits for the fall of 2005 and 2007, and suspended admissions to the EdD program. The focus of the 2005 special visit was the EdD in regards to capacity, student enrollment, program vision, and educational effectiveness. After the visit, the Commission granted Saint Mary's permission to resume recruitment for the EdD program. The March 6, 2006 letter to Saint

Mary's reaffirmed the special visit scheduled for the fall of 2007 noting that the focus should be on "adult and graduate education, library resources, diversity, and an update on the EdD program." The fall 2007 special visit led to the February 27, 2008 Commission Action Letter that issued a formal Notice of Concern and requested a special visit the fall of 2009 to review the institution's progress in addressing library resources, adult and graduate education, EdD and diversity issues.

Section IB – Quality of the Special Report and Supporting Evidence

The Special Visit Report prepared by Saint Mary's College was organized according to the issues raised by the Commission Action Letter and described actions taken by the institution identifying both significant accomplishments and challenges to be addressed. Future action steps were also listed.

The team found it especially helpful that Saint Mary's College provided a flash drive with the report and supporting documents. The College also arranged for access to other documents through the institution's web site. These measures greatly facilitated the team's preparation.

In summary, the Self Study submitted by Saint Mary's was an accurate summary of the institution's attempt to address the issues raised in the action letter. It candidly identified successes, acknowledged shortcomings, and noted that additional work was required in some areas.

Section IC – Description of the Team Review Process

The Special Visit Team began its task by reviewing the written report. After several email exchanges, individual team members completed the "Team Worksheet for the Special

Visit Review Conference Call.” The conference call to discuss the worksheets and visit schedule requests was held September 21, 2009. Team members held a meeting at the hotel the afternoon of October 28. On October 29 the team met with the President, Provost, President's Cabinet, Chair of the Board of Trustees, faculty leaders, Graduate Council, an employee relations consultant, Director of the EdD Program, Dean of Academic Resources, Staff Council, Committee on Inclusive Excellence, students, Director of Institutional Research, and members of affinity groups. Additional documents requested during the visit were provided.

During the meetings with the various groups, the responses to the team's questions were direct and genuine. On a number of occasions, the dialogue resulted in the fruitful exchange of ideas and suggestions. The team members' comments were greeted with openness.

An exit report was presented to Saint Mary's College President Brother Ronald Gallagher and Provost Beth Dobkin the morning of October 30. The team then presented the same report to a larger group and concluded the visit.

SECTION II - TEAM FINDINGS, ANALYSIS, AND RECOMMENDATIONS

Issue #1: Library Resources

The February 27, 2007 WASC action letter noted that “further progress is needed to move the library to a more central position with the culture of the College” and that “the College will need to demonstrate that these current library initiatives are real and will be actualized.”

The Special Visit Team met with members of the SMC leadership team and heard from students. The findings are organized according to the concerns raised in the Action letter.

Centrality to Culture

The evidence indicates that the Library and staff members are central to the academic culture of the College. The Library hosts academic events and sponsors workshops for faculty

and staff members. The integration of information literacy, taught by library staff, into all first-year English composition classes is another example of centrality to the academic life of the institution. Further, the Library Director serves on the Provost's Council of Deans, the Graduate Council, the Campus Deans and Directors group, and the Technology Advisory Committee (Self Study, p. 5).

Faculty members are also involved in library functions. The Library Committee, an Academic Senate committee, for example, has faculty members from each school and advises the Library Director. These faculty liaisons provide significant input into a variety of decisions.

Also noteworthy is that Library staff members' status has changed considerably in recent years. They are now included in the online "faculty profiles" and are present on key institutional committees. This past year, the librarians serving on three curriculum committees were granted full voting privileges for the first time (Self Study, p. 5). Further, librarians were active participants in the revision of the core curriculum learning goals, involvement that influenced the inclusion of "information evaluation and research practices" as one of the 12 goals (Self Study, p. 5). Librarians have a major responsibility for designing the student experiences to achieve this goal.

Progress in Addressing Resources

At the time of the 2007 special visit, a 10-year plan was presented for addressing Library Resource Issues (Self Study, Supporting documents, Library Appendix A). The College has followed through with the promised increase in resources. Library Appendix B in the Supporting Documents shows an increase in staff from 17.6 FTE in 2003/2004 to 21.1 in 2008/2009, an increase in collection expenditures during the same time span of approximately \$370,000, a 10.6% increase in Library hours per week, a 12% increase in reference hours per

week, an 8% increase in book collections, a 129% increase in licensed databases, and a 255% increase in the number of journals. Further, the circulation data indicate that patrons are tapping these additional resources (Supporting documents, Library Appendices D1 through D4).

Services have also been expanded for graduate students. They are now able to renew books on line and request delivery of journal articles and books without visiting Saint Albert Hall Library. The length of time a book may be kept has also been increased (Self Study, p. 9)

It is especially important to note that spending for Library resources was not reduced during this year's budget challenge. The Saint Mary's College leadership listed the Library as a key strategic initiative and adhered to the 10-year funding plan. The challenge will be to maintain that commitment if there are budget difficulties during the next few years but the evidence to date indicates strong follow through on the 10-year funding plan.

Progress in Addressing Space Issues

The lack of space has been a long-standing issue. As the Self Study (p. 6) notes, study space per student still lags behind that found at peer institutions. The Self Study also acknowledges that College Senior Survey data show that "SMC students continue to rate the library facility less well than students at other Catholic and other four year colleges" (Support Documents, Library Appendix E). As one illustration of the challenge, the current facility has one group study room available. Today's students want more group study space, something that was reflected in comments during a meeting with undergraduates.

After the 2007 Special Visit, library facility plans were accelerated. A consultant was hired to assist in the development of vision statement for the library construction project. Meetings with faculty, staff and students led to the completion of a Vision Statement in May 2008 (Supporting Documents, Library Appendix F). As a next step, the Library Design

Advisory Committee was formed (Self Study, p. 6) and charged with recommending a short list of architectural firms from those that responded to the College's Request For Qualifications (RFQ). The committee met in December of 2008 and selected eight architectural firms to receive an RFP. Shortly before the Special Visit team came to campus, one team was selected for the architectural services contract.

The challenge is to move beyond planning activities to concrete action. Hope was expressed that the campaign would produce the funds needed to begin construction. The team was told that a two-phased construction was feasible and under consideration. Considering student satisfaction ratings of the current facility, it is important that the momentum be maintained.

Library Summary

The evidence indicates that the Library is central to the academic culture of Saint Mary's College. The progress in addressing Library staffing and resource issues is impressive. Sustaining the funding commitment in a challenging budget year is commendable. Clearly the evidence indicates that students and faculty members are taking advantage of the increased resources. Progress in addressing shortcomings with respect to CFR 3.1 and CFR 3.6 is evident. Continued commitment to the 10-year funding plan is needed to strongly meet the expectations associated with these CFRs by the time of the next visit.

While much planning activity has occurred with respect to the facility, movement to actual construction faces significant challenges. Raising funds in today's environment will be a challenge and require substantial effort by the Board of Trustees and Saint Mary's College leadership. Considering the long-standing inadequacy of Saint Albert Hall to meet student needs, it seems critical that the project remain a high priority for the future.

Issue #2: Adult and Graduate Education

The 2009 Special Visit Team was able to verify that Saint Mary's College (SMC) has taken significant steps to address the concerns of the WASC Special Visit Team in 2007 and the 2008 Commission Action Letter regarding Adult and Graduate Education that it was not well integrated into the mission of the College and not well supported. Central to the success of College efforts to improve is the work of the new provost who appears to be welcome and well regarded by the faculty. Also, foundational to the College's efforts is the strategic plan *Building on Strength* (BOS) which does include several strategic tasks related to graduate education. Delineated in Part III of the 2009 Self Study, these were inspected by the Visiting Team and found to provide evidence of the College's commitment to improvement. The provost's report for BOS 2.4 describes a number of changes made to graduate education since July 1, 2007. Too numerous to report in their entirety, some of these are reported in the 2009 Self Study. The following examples are representative: the appointment of an Associate Dean for Graduate and Professional Studies in the School of Liberal Arts; six new hires for the School of Economics and Business Administration; additional financial support for the graduate programs; the addition of residential housing for 18 graduate students; expanded library services permitting online renewals and requests for materials to be emailed; provision of new online enrollment management and recruiting tools; a new Student Handbook containing all general College policies for graduate students; an upgraded Graduate Studies web site; and a new graduate catalog in hard copy. BOS 2.4 projects a comprehensive time-phased Action Plan for Graduate Studies for 2009-2011. Graduate budgets were described as more consolidated, unified, and presented at the school level with faculty having more voice in planning.

The Provost also redesigned the former Council of Graduate Deans and renamed it the Graduate Council. She appointed the new Associate Dean for graduate programs as its leader. Now a member of The Council of Graduate Schools, the Graduate Council has reached a new level of professionalism following standards of best practice available through this membership. The Provost was repeatedly commended for making the Graduate Council leadership position more than titular, but one that is genuinely empowered to develop graduate education. The organization chart for SMC shows the Graduate Deans reporting to the Provost as does the Graduate Council, suggesting that the Provost can receive input from the Deans directly as well as corporately through the Graduate Council.

The effort to validate graduate and professional education as integral to the mission of the College has been accomplished according to interview data. Moreover, there appears to be an air of hopefulness and positive regard for what has been accomplished within the last two years. Evidence for the College's valuing its own expertise was provided via efforts to develop trainers from within to address diversity issues and via the appointment of a faculty member to serve as consultant to the process of developing themes from the WASC Special Visit Report into dialogues with the administration, specifically regarding the development of leadership support groups. An inspection of the Mission Statement in the new Graduate Catalog continues to refer to the three-fold tradition of SMC, but it also explicates a commitment to "serving traditional students and adult learners in both undergraduate and graduate programs." The comprehensive response to the concerns of the Commission through the BOS, the establishment of the Graduate Council, new personnel appointments, enhanced financial support, and new communication and marketing materials serves as evidence that the College is making a significant effort to make it apparent that graduate and professional education is central to its mission.

Issue #3: Update on EdD

The SMC has made a concerted effort to address the concerns of the Commission and the 2007 Special Visit Team regarding programmatic vision, pedagogical approach, curriculum development, and assessment of student learning in the Education Doctorate. Evidence for the present update comes from interviews, the College web site, the new catalog, the new Student Handbook, and printed summaries of learning outcomes and preliminary assessment reports. A new Program Director for the EdD was appointed in May, 2008. As a means of providing a context through which to relate EdD studies to the mission of the College, the College sent the Program Director to the International Lasallian Leadership Institute in Rome. This enabled her to identify specific learning outcomes relevant to the Lasallian philosophy which holds education and social justice as central. The EdD curriculum was revised as needed. For example, students are expected to be actively involved in social justice projects as part of their doctoral preparation; they engage in applied research; they participate in a professional learning community; and they are expected to engage in an introspective examination of their own role and their personal motivations and values. A document entitled *The Lasallian Mission and the EdD Program* was produced by the EdD Director to show how it is aligned with the College's mission (CFR 1.2, 2.2, and 4.1). Incorporating information gathered from research, graduates and dissertation students, and stakeholders from the local school districts informed a series of curriculum revisions that were approved by the Academic Policies Committee in the Kalmanovitz School of Education in April, 2009. Another document serves as a vision statement for the Doctoral Program in Educational Leadership in 2014.

The EdD in Educational Leadership aspires to prepare professionals “to meet the challenges of the 21st century.” The Graduate Catalog identifies ten learning outcomes to be met

by program completion, but a statement of learning outcomes updated September 14, 2009, identifies these ten plus an additional ten learning outcomes. Additionally, the EdD program is guided by eight core principles. The Visiting Team was provided with a matrix that aligns the twenty learning outcomes with course requirements and research requirements. The matrix shows where an outcome receives a major focus (M) and where it receives a minor focus (m). The Visiting Team was also provided with a brief narrative report entitled *First Year Assessment: Summary (Cohort 8: Analyzing an Ethical Concern)*. This narrative report demonstrated how a grading rubric was used to assess a given paper written in the last course of Cohort 8's first year in the program and conclusions drawn from this analysis. Evidence reviewed by the Visiting Team suggests that the EdD faculty have taken seriously the charges given to them by the Commission, and that they are moving in the right direction. There was not sufficient time for the Team to review the assessment work further during the one-day visit, but the EdD faculty members are encouraged to continue their efforts to develop a comprehensive assessment of student learning. The Education Doctorate involves its students in social justice work in this country and abroad, a commendable accomplishment. The evidence suggests that the Lasallian principles are well integrated into the fabric of the revised program requirements. In summary, the Education Doctorate has undergone significant revision to align its coursework and research requirements with learning outcomes based on Lasallian principles. Continued development of assessment activities is critical.

Issue #4: Diversity

The February 27, WASC Commission Action Letter noted that diversity initiatives have not "risen above the level of brainstorming," that there is "little evidence of tangible results in terms of a change in actual behavior and attitudes," expressed concern that the College had not

adequately met the needs of the diverse students admitted, and concluded that “SMC’s leadership at all levels, including the Board, has yet to demonstrate the attention, commitment and attention to results that’s will lead to a culture of respect, civility, and cultural competency in keeping with the institution’s own Lasallian core principles, its stated commitment to diversity and to good institutional practice.” The Special Visit team considered the evidence provided in the Self-Study, reviewed the supporting documents, met with the institution’s leadership, faculty, staff, and students, and consultants to the institution, and reviewed messages received during the visit. The findings with respect to the major concerns raised in the Action Letter follow.

Commitment by Leadership

Shortly after the 2007 special visit, the President appointed a new Provost and asked her to assume leadership for diversity initiatives. The Board of Trustees pledged to support the efforts. In February, 2008, the Provost initiated a process: (1) to enhance publicity about the diversity initiatives in place at SMC; (2) to identify and strengthen measures to address incidents of incivility and inappropriate behavior; (3) to develop a comprehensive plan with steps to foster consistent inclusive community practices; and (4) to hire an outside consultant to support progress.

A critical move was the creation of the College Committee on Inclusive Excellence (CCIE). Recommended by the President and led by the Provost with broad representation by faculty, staff, and students, CCIE was charged to advise, review, recommend, and facilitate the implementation of appropriate policies, programs and policies. CCIE began its work by articulating how “inclusive excellence” intersects with educational effectiveness, the liberal arts tradition, the Catholic tradition, and the Lasallian tradition (see the document, *Educational*

Imperative for Inclusive Excellence). Today most of the diversity projects are facilitated through this committee.

Following CCIE's recommendations, SMC hired a consultant to provide expertise in building a sustainable, far-reaching and systematic approach to creating an inclusive and welcoming institution. The *Organizational Developmental Model of Inclusion* (ODMI), which prescribes "developmentally appropriate interventions to create an inclusive community," was adopted as the approach the College would use. ODMI has been used as a tool to establish a common framework and language for inclusion, to develop indicators for success, and track data and progress consistent with the WASC statement on diversity and CFR1.5.

A communication strategy reporting progress towards inclusive excellence using the ODMI model to review and assess programs was implemented by CCIE. As illustrated in the Self Study Report, the model helps identify completed tasks, work in progress, and areas still needing significant attention. Reports present a coherent message about how well the institution is achieving a diversity focus and meeting CFR 1.5 goals.

Movement Beyond Planning to Action

CCIE has supported a series of positive efforts to increase awareness, knowledge and skills for improving cultural competency. In one effort, forty campus leaders completed a training program called "Leading in a Diverse and Multicultural Environment." Examples of practices that changed after participation included the addition of multicultural competence to job descriptions and criteria for faculty and staff positions. In addition, there were institutional mandates from CCIE to revamp the advisory system, implement mandatory sexual harassment procedures, and to develop strategies to address issues of civility and respect.

CCIE was given a budget to support diversity initiatives and, as identified in the supporting documents, a number of faculty and staff initiatives have been supported.

An analysis employing the ODMI model reveals some movement from the stage of Symbolic Inclusion to the stage of Prescribed Inclusion. Engaging constituent groups in developing training teams to facilitate diversity skills appears to have had a profound effect on the community. In addition, CCIE funds have been used to support embedding inclusive practices across constituent groups and programs. Challenges remain, and they have been identified, but remarkable progress has been made since the April 15, 2008, ODMI workshop.

In another area, steps were taken to develop a protocol for students to respond to perceived biased actions. While there appears to be a clear process for students, the procedure for faculty and/or staff needs to be clarified. Efforts are underway to develop a protocol that addresses the concerns about academic freedom that some faculty members have raised. Responding to acts of incivility or intolerance, with appropriate decision-making steps continues to be a 'work in progress.'

As SMC continues its efforts, the visit team notes that there is a plethora of data available that could be utilized to inform the multiple approaches to build substantive and sustainable practices for inclusive excellence. It is not clear that the data have been fully utilized.

Changed Behavior and Attitudes

The 2008 climate study reveals campus support to build a more inclusive community. At the same time, the study revealed disparate opinions about the welcoming climate and equity for women and people of color, discomfort talking about religion, feeling comfortable and safe at SMC due to ethnicity and/or sexual orientation, and the level of education about discrimination/social justice issues. The study also revealed a perceived lack of clarity about

how to report offensive behaviors. Overall, campus constituents concur that progress has been made regarding SMC's emphasis on policies and practices supportive of diversity efforts.

'Leaning into discomfort,' however, while an often-referenced goal for conversations, remains a challenge for some members of the campus community when discussing racially sensitive topics, talking about religion, and learning about discrimination/social justice issues.

The climate survey revealed dissatisfaction with Human Resources. This may be related to the perceived lack of clarity with respect to the faculty and staff process for reporting acts of intolerance. SMC reports that it is in the process of implementing an external review of the Human Resource situation.

As the Self Study acknowledges, instances of incivility have not disappeared. The team received some reports of disrespectful behavior towards custodial and service staff by students as well as sexist and racist comments by a few other members of the campus community.

Changing an institutional culture is not an easy and cannot be accomplished quickly and Saint Mary's College is best described as a "project in the works." It is critical that the SMC leadership respond quickly and forcefully to condemn such acts.

Student Support/Retention

SMC is making some changes to support the academic success of under-prepared and under-represented students by creating a learning-centered environment to actively promote student success. (CFR 2.10) The High Potential Program has been reorganized to include a systemic approach to advancing success for all students. Revamping advising, establishing a peer mentor coaching program and collaborating with selected academic departments are ways that SMC intends to upgrade the support for students.

Concerns regarding the actual improvement for the High Potential (HP) students and the status of faculty involved with the Ethnic Studies minor and the marginalization of the co-curricular programs were vocalized both in confidential emails and in interviews. Some staff and students expressed concern that the HP changes will homogenize and devalue the personal and academic needs of students engaged with the program. There must be an effort to make sure the diversity issues and concerns of these students are not lost as the changes are put in place. Nevertheless the team was pleased to see some of the new strategies being implemented.

A number of co-curricular programs have been a part of the SMC legacy for a number of years, i.e., the High Potential Program, the Intercultural Center and the Women's Resource Center. It is not clear the diversity initiatives have utilized these programs as positive resources for faculty, staff or administration.

Summary

SMC is to be commended for its efforts to develop a comprehensive approach to inclusive excellence in a short period of time. It is evident that the faculty, staff, students and administration of Saint Mary's College thoughtfully and strategically began the process that would take the 'benevolence' of the Lasallian tradition and the mission of SMC to an 'empowerment' level of diversity. CCIE's work defining diversity as a critical component of academic excellence reaffirms SMC's commitment to diversity. The outcome of increased multicultural understanding and holding the whole institution accountable for rethinking how diversity contributes to learning in the context of SMC's unique history and traditions is evident throughout the phenomenal efforts of the past two years.

As SMC moves forward, the visiting team encourages SMC to consider or do the following:

1. Sometimes student success initiatives that focus on using a socio-cultural diversity model place a disproportionate burden on students of color or underserved populations through a focus on fixing the student rather than addressing systemic transformative strategies. A comprehensive approach incorporating both curricular and co-curricular programs can counter this challenge.
2. Consider how enhancing assessment measures and using data can document and maintain the momentum in creating a culture of inclusive excellence.
3. While efforts have been made to identify senior faculty, staff, and administrators of color, SMC should continue its focus from representation to inclusion.
4. Identify skills and develop plans for progressive development of inclusion skills and strategies across the entire living, learning, and working environment considering staff concerns about this process.
5. Consider ways to maintain the momentum to embed the inclusive excellence paradigm deeply into the culture of the institution and how this will be reflected in SMC graduates.
6. Saint Mary's College has adopted a paradigm similar to the national assessment model recommended by the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-grant Colleges (NASULC). Reviewing the publication, *Now Is the Time: Meeting the Challenge for a Diverse Academy*, will provide additional insight into the structural, classroom, interactional, and environmental contexts of diversity.

In conclusion, the team recognizes that long standing cultural traditions may not change rapidly and urges the institution to continue its forthright efforts toward a transformed learning environment.

SECTION III – MAJOR RECOMMENDATIONS AND SUMMARY FINDINGS

The team provided the following exit report at the October 30 public session.

Context

We want to note that this special visit is not an assessment of the entire institution. At the same time, the team wants to acknowledge the rigor of the undergraduate education at Saint Mary's College.

The charge to the special visit team was to review the institution's response to the WASC action letter of February 27 of 2008. The action letter asked the team to look at four areas: adult and graduate education, library resources, diversity, and the EdD program.

After studying the report submitted by the institution, talking to a variety of faculty members, meeting with staff members, and holding discussions with administrators, the team has the following commendations, suggestions and recommendations.

Commendations

1. The team takes this opportunity to thank the President, Provost, other administrators, faculty, staff, and students for their exceptional hospitality.
2. The team greatly appreciates the thoughtful responses to our questions. We thank members of the SMC community for their willingness to engage the visiting team in productive discussions. We were impressed by the directness and forthrightness of the special report prepared by Saint Mary's College.
3. The evidence that many members of the SMC community have moved beyond an initial defensive reaction to the WASC action letter is substantial. We commend the community for the willingness to engage in conversations that "lean into discomfort."

4. The team commends the leadership demonstrated by the faculty and staff members who stepped forward two years ago and who continue to play prominent roles in addressing WASC concerns.
5. We commend the leadership skill and courage exhibited by the new provost that stepped into a difficult situation with enthusiasm and conviction.
6. The work by the College Committee on Inclusive Excellence is encouraging. We commend those who have devoted an extraordinary amount of time to the group's efforts.
7. The leadership demonstrated by students who have and are proactively addressing diversity issues is encouraging.
8. The Board of Trustees' commitment to address facility needs and provide support for the campus climate efforts is encouraging.
9. The enhancement of library services, the addition of staff, and the increase in the availability of electronic resources has been significant and is reflected in increased use by students and faculty.
10. The hiring of an architect is evidence of progress in addressing the facility issues.
11. We commend the progress made in addressing the adult and graduate program concerns raised in the WASC action letter.
12. It is clear that the concerns about the EdD are receiving attention.

Suggestions/Recommendations

1. While there has been progress in addressing campus climate concerns, much hard work and difficult conversation lies ahead. It is critical that the Board of Trustees, the SMC administration, and faculty and staff leadership remain committed and continue to

demonstrate strong commitment through active engagement in the process to sustain the momentum evident on campus.

2. While we commend the activities undertaken, we urge careful coordination among the many efforts and especially placing the initiatives in the context of a long-term strategic plan for resolving campus climate issues.
3. We suggest additional efforts to help those individuals and groups with concerns to develop an understanding how they might become empowered within the SMC community.
4. The specification of new diversity learning outcomes in the general education curriculum is encouraging. We suggest developing support for faculty members to design courses to meet those learning outcomes and make other curriculum revisions consistent with the mission and Lasallian principles as manifested in the world of the 21st century.
5. We urge continued effort to develop additional policies and procedures for institutional responses to complaints and acts of perceived intolerance.
6. While we recognize that there has been an improvement in communication with the campus community, we urge the leadership of Saint Mary's College to continue to search for additional avenues to reach all audiences. As mentioned in several meetings, a campus communication plan is needed.
7. While the way students utilize the facilities has change remarkably during the last 20 years, libraries are still central to the academic mission of the College. The data indicate that a lower proportion of SMC students find the Saint Albert Hall facility satisfactory than students at comparable schools rate their libraries. While there are plans to address library facility needs, we urge that those good intentions be translated into action.

8. While there was progress in addressing the concerns about the EdD, significant work lies ahead before the next educational effectiveness review. We urge strong and focused commitment to continue the effort.
9. It is commendable that SMC has collected a wealth of data regarding teaching and learning, workplace climate, and others aspects of institutional performance. We encourage an assessment of the data to determine how it can inform the efforts to create inclusive excellence.
10. It is especially desirable that the campus community become more familiar with the institutional data as part of developing a pervasive culture of evidence.

Concluding Observations:

The 2009 Special Visit Team drew the following conclusions after reading the materials and visiting the Saint Mary's campus.

Library Resources

The evidence indicates that the Library is central to the academic culture, there has been significant progress in addressing Library staffing and resource issues, and there has been planning activity to address the inadequacies of the current facility. Continued commitment to address the inadequacy of Saint Albert Hall should remain a high priority for the future.

Adult and Graduate Programs

There is evidence to support the College's effort to improve support for the adult and graduate programs to make them more central to the institution's mission. Significant steps have been

taken to provide additional financial resources for personnel, communications, marketing, residential space, and resources.

Edd Program

A new Education Doctorate Director has been appointed. Significant steps have been taken to revise the doctoral curriculum to improve its alignment with current research, marketplace needs, and Lasallian principles. Learning outcomes have been identified, and preliminary reporting of assessment of student learning has begun to inform instruction.

Diversity

As noted earlier, the team understands that long standing cultural traditions may not change rapidly and urges the institution to continue its forthright efforts toward a transformed learning environment. There has been a sincere effort resulting in substantial progress but much remains to be done.