Compliance with WSCUC Standards and Federal Requirements Worksheet and Forms

Purpose of the Worksheet

This worksheet and accompanying federal forms serve two purposes:

1. To provide reviewers ready access to evidence that the institution is in compliance with Commission Standards and federal requirements
2. To present the institution's summary reflection on its level of adherence to Commission Standards

The WSCUC Standards, CFRs, and Guidelines

The WSCUC Standards serve as the basis for judgments by review teams and the Commission. Each Standard is set forth in broad terms that are applicable to all institutions. Under each of the four Standards are two or more major categories that make the application of the Standard more specific. Under each of these categories are Criteria for Review (CFRs), which identify and define specific applications of the Standard. Guidelines, provided for some but not all CFRs, identify typical or common forms or methods for demonstrating performance related to the CFR; institutions, however, may provide alternative demonstrations of compliance. This worksheet contains all the CFRs and Guidelines from the *Revised 2013 Handbook of Accreditation*. An "X" in the cell indicates a cross-reference to other CFRs that touch on related issues.

Using this Worksheet

The third column of the worksheet asks the institution for evidence. In general, the cells in this column direct the institution as to what type of evidence should be provided. Evidence may take any of these forms:

1. **A link to a webpage on the institution's website.** If evidence is available on the institution's website, please provide the link.
2. **A reference to page(s) of the institutional report.** If evidence is described in the institutional report, please provide the page number(s) of the report.
3. **A reference to specific sections of an institution's handbook, manual, or guide.** If evidence is part of a handbook or manual, please provide the exact page numbers and a link to that document, or the exact page numbers and the document itself as part of the submission.
4. **A reference to a specially written document that is included with the worksheet upon submission.** If evidence is not on the website, in the institutional report, or in a handbook/manual, please create a separate document as directed and include as part of the submission. Directions in the Evidence column of "up to one page" refer to separate documents when references or links are not available.

When submitting evidence, links and references should be precise. For example, if referencing a portion of the institutional report, give the exact page to which the reviewer should go; if providing a link to the institution's website, specify the exact webpage on which the information is contained; if referencing a document, give the exact name of that document and exact page. Evidence should be direct and compelling, such that a reviewer will be able immediately to make the connection between it and the CFR.

The Commission anticipates that supplementary documents will not exceed 20 pages in total.

Compliance with Federal Requirements

In addition to the main worksheet, there are four forms that team members will review during the reaffirmation of accreditation and attach to their team report in order to ensure that the institution is in compliance with the cited federal requirements. The institution is expected to complete the forms with links to the needed information in anticipation of the team's review.

Institutional Information

Institution: <u>University of Southern California</u>

Type of Review:
      _X_Reaffirmation
      ___Other _____

Date of Submission: <u>_01_</u> / <u>__06_</u> / <u>__2021_</u>
                         Mo   Day   Year

Institutional Contact Name and Email: <u>Robin Romans (ALO)</u>; <u>rromans@usc.edu</u>; <u>323-804-6560 (m</u>

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Institutional Purposes			
1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines.	Mission Statement. https://about.usc.edu/policies/mission-statement/	
1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning. X 2.4, 2.6, 2.10, 4.2		Student Achievement URL (link as submitted during annual reporting process.) https://about.usc.edu/facts/	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Integrity and Transparency			
1.3 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing. X 3.2, 3.10	The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with generally recognized principles of academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.	Academic Freedom – Faculty Handbook • Chapter 3-B (1) (A) – pages 32-33 https://policy.usc.edu/files/2019/07/2019-Faculty-Handbook-1.pdf USC Statement on Free Speech https://www.provost.usc.edu/usc-statement-free-speech/	
1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices. X 2.2a, 3.1	The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Diversity Policy.	Diversity at USC https://diversity.usc.edu/ Mission and Goals https://diversity.usc.edu/welcome/mission-and-goals/	
1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. X 3.6 – 3.10	The institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution.	University By-Laws – Board of Trustees https://boardoftrustees.usc.edu/files/2020/06/1-Bylaws-of-USC-as-amended-June-2-2020.pdf Mission Statement https://about.usc.edu/policies/mission-statement/ Code of Ethics https://policy.usc.edu/ethics/	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid. X 2.12	The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts.	Student handbook; student conduct policies, human subject protocol, financial aid refund policies. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.) Financial Aid Budget https://financialaid.usc.edu/undergraduates/prospective/how-much-wil-my-education-cost.html Graduation Rates https://about.usc.edu/facts/ Student Handbook https://policy.usc.edu/student/scampus/ Student Conduct Code https://policy.usc.edu/scampus-part-b/ Student Grievances and Complaints (refer to Section 12.01) https://policy.usc.edu/scampus-part-b/ Exception Procedures https://catalogue.usc.edu/content.php?catoid=11&navoid=3438 Research Involving Human Subjects https://catalogue.usc.edu/content.php?catoid=11&navoid=3437#research_involving_human_subjects Registration and Transcript Policy https://catalogue.usc.edu/content.php?catoid=11&navoid=3434#credit/no_credit_courses https://catalogue.usc.edu/content.php?catoid=11&navoid=3434#extra_units Programs, Minors, and Certificates https://catalogue.usc.edu/content.php?catoid=11&navoid=3699	

1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors. X 3.4, 3.6. 3.7		Up to one page description of the institution's commitment to integrity and transparency. Examples (no more than three) of implementing complaint and grievance policies for faculty and staff. Up to one page description of the evaluation process and examples (no more than three) of lessons learned from evaluation. Audits as submitted during annual reporting process – do not need to resubmit. Financial Statements about page https://about.usc.edu/facts/ (bottom of page) https://about.usc.edu/files/2020/07/USC-2019-Annual-ReportFINAL.pdf Leading through Values (refer to 2018 Strategic Plan) https://www.provost.usc.edu/leading-through-values/ Code of Ethics https://policy.usc.edu/ethics/ Commitment to Change Dashboard https://change.usc.edu/change-progress-dashboard-grid/ University Culture and Ethics https://policy.usc.edu/university-culture-and-ethics/ Office of Professionalism and Ethics - centralized resource for complaint monitoring & investigations https://report.usc.edu/ Reporting and Support Resources https://change.usc.edu/additional-resources/	
1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.		Cover page signed by the CEO accompanying the institutional report indicating adherence to WSCUC expectations. Cover page accompanies Institutional Report. See Appendix 1.01 - Team Reference Materials	

Standard 2: Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Teaching and Learning			
2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered. X 3.1	The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	List of professional accreditation agencies. Number of FT & PT faculty by program, including demographic characteristics, excluding professionally accredited programs. See Appendix 2.03 - USC Programmatic Accreditors https://about.usc.edu/facts/ https://about.usc.edu/files/2020/01/FY2020-faculty-staff-count.pdf https://oir.usc.edu/faculty-and-student-diversity/	
2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees. X 3.1 – 3.3, 4.3, 4.4		Up to one page description of how a degree represents more than an accumulation of courses or credits and reflects a coherent philosophy expressive of the institution's mission. Academic Standards – Undergraduate Experience https://undergrad.usc.edu/experience/ Academic Standards – Graduate School Mission https://graduateschool.usc.edu/	
2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information	The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of	Program descriptions. Up to one page description of General Education program. New GE beginning in 2015: https://dornsife.usc.edu/2015ge	

literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major). X 3.1 – 3.3	knowledge (typically described in terms of a program or major).	GE prior to 2015: https://dornsife.usc.edu/general-education-program Up to one page description of the results of the assessment of the five core competencies (not to exceed five pages). See Appendix 2.04 – USC Core competencies description with links	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
2.2b The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program. X 3.1 – 3.3		Program descriptions. https://gradadm.usc.edu/our-programs/ Degrees awarded https://graduateschool.usc.edu/prospective-students/degrees-awarded/	
2.3 The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment. X 3.5	Institutions offering graduate-level programs employ, at least, one full-time faculty member for each graduate degree program offered and have a preponderance of the faculty holding the relevant terminal degree in the discipline. Institutions demonstrate that there is a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students.	Three to five undergraduate syllabi and three to five graduate syllabi. See Appendix 2.05a – USC Sample Undergraduate Syllabi See Appendix 2.05b – USC Sample Graduate Syllabi	
2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.	The institution is responsible for ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resourced, well developed, and subject to appropriate oversight.	Faculty handbook pages (or other relevant statements) evidencing faculty ownership of learning outcomes. All curriculum at USC is subject to faculty review in accordance with shared governance – University By-Laws, page 21.	

| X 4.3 – 4.4 | | https://boardoftrustees.usc.edu/files/2020/06/1-Bylaws-of-USC-as-amended-June-2-2020.pdf

Curriculum review process
https://arr.usc.edu/services/curriculum/reviewprocess.html

Internship course guidelines (Refer to Appendix A)
https://arr.usc.edu/forms/Curriculum-Handbook%202019.pdf

Curriculum Handbook (Refer to Section I.A-B)
https://arr.usc.edu/forms/Curriculum-Handbook%202019.pdf | |
| 2.5 The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.
X 4.4 | Student learning outcomes are reflected in course syllabi. | Three to five undergraduate syllabi and three to five graduate syllabi.

See Appendix 2.05b – USC Sample Graduate Syllabi | |

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work. X 4.3 – 4.4	The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.	Three to five examples of assessment reports evidencing student achievement from a representative sample of degrees. See Appendix 2.06 – USC Sample Assessment Reports	
2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and		Up to one page description of Program Review process. https://faculty.usc.edu/apr/ Three to five examples of program reviews from a representative sample of degrees.	

Criteria for Review	Guideline(s)	Evidence	Team Verification
evidence from external constituencies such as employers and professional organizations. X 4.1, 4.6		See Appendix 2.07 – USC Sample Program Reviews	
Scholarship and Creative Activity			
2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character. X 3.2	Where appropriate, the institution includes in its policies for faculty promotion and tenure the recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.	Policies related to faculty and student research. Faculty research – Faculty Handbook, Chapter 5, pp. 77-79 https://policy.usc.edu/files/2019/07/2019-Faculty-Handbook-1.pdf Research for students https://research.usc.edu/students/ Undergraduate research https://undergrad.usc.edu/experience/research/ Discovery Scholars https://ahf.usc.edu/commencement-honors/distinctions/discovery/ Undergraduate Research Symposium https://ahf.usc.edu/events/symposium/ Writing Symposium https://ahf.usc.edu/events/uwc/ Graduate research https://graduateschool.usc.edu/prospective-students/graduate-research-opportunities/	
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service. X 3.2		Policies related to faculty evaluation, promotion, and tenure. Faculty Handbook, Chapter 4, pp. 69-74 https://policy.usc.edu/files/2019/07/2019-Faculty-Handbook-1.pdf	

(1)	(2)	(3)	(4)
Student Learning and Success			
2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.	The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.	Disaggregated retention and graduation data for at least four years. Up to one page discussion of the Graduation Rate Dashboard or similar institutional tracking effort. Specify datasets used to track achievement (both academic and co-curricular) and provide up to one page discussion of their significance. https://oir.usc.edu/faculty-and-student-diversity/	
2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement. X 4.3 – 4.5		Up to one page description of Program Review process. Examples of program reviews from a representative sample of degrees. Academic Program Review https://faculty.usc.edu/apr/ Career Center https://careers.usc.edu/ Visions and Voices https://visionsandvoices.usc.edu/ JEP (assessments done after) https://dornsife.usc.edu/joint-educational-project/ Residential Education https://resed.usc.edu/ Service Learning and Community Engagement https://undergrad.usc.edu/experience/community/	

2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements. X 1.6	Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.	Up to one page description of advising at the institution. Academic Advisement – Ensuring completion and student success *Advising is a mentoring and learning partnership that empowers students to identify and achieve their academic and professional goals. Academic Advisors provide a broad array of academic support and co-curricular programs and services. Advising helps students navigate degree requirements, connect with resources, and support holistic growth.* Academic Resources and Advisement by School/Program https://undergrad.usc.edu/services/resources/ Dornsife Advising Philosophy https://dornsife.usc.edu/advising/ Marshall School of Business Mission of Academic Advising https://www.marshall.usc.edu/current-students/academic-advising	
2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers. X 3.1		Up to one page description of a sample of support services. Learning and Support Services https://undergrad.usc.edu/services/ Campus Resources, Student Affairs https://studentaffairs.usc.edu/campus-resources/ Residential Education https://resed.usc.edu/ Academic Support Services – Tutoring https://undergrad.usc.edu/services/tutoring/ Transfer Student Services https://undergrad.usc.edu/services/transfer/	

		Student Health https://studenthealth.usc.edu/our-services/	
Criteria for Review **(1)**	**Guideline(s)** **(2)**	**Evidence** **(3)**	**Team Verification** **(4)**
2.14 Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process. X 1.6	Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.	Covered in federal requirements forms. Transfer Student Services https://undergrad.usc.edu/services/transfer/ Undergraduate Transfer Credit Services https://arr.usc.edu/services/articulation/generalinfo.html Articulation Agreements https://camel2.usc.edu/articagrmt/artic.aspx	

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability *The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.*			
Criteria for Review **(1)**	**Guideline(s)** **(2)**	**Evidence** **(3)**	**Team Verification** **(4)**
Faculty and Staff			
3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered. X 2.1, 2.2b	The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.	Current number of full time and part time staff members; demographic characteristics of staff. See Appendix 2.08 – USC Staff Demographics	
3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning. X 1.7, 4.3, 4.4		Faculty Policy Manual or Handbook. https://policy.usc.edu/faculty/faculty-handbook/ Staff Policy Manual or Handbook. https://policy.usc.edu/employment/staff-employment-and-wage-hour/	
3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes. X 2.1, 2.2b, 4.4	The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.	Faculty Policy Manual or Handbook. Faculty Handbook https://policy.usc.edu/files/2019/07/2019-Faculty-Handbook-1.pdf Recognizing Teaching Faculty https://www.provost.usc.edu/recognizing-teaching-faculty/ Center for Excellence in Teaching http://cet.usc.edu/about/overview/ Evidence of Teaching Effectiveness in Appointment, Promotions, and Tenure Policy (see section 8.8.2)	

		https://policy.usc.edu/faculty/appointments-promotions-tenure-ucapt-manual/part-8-the-dossier-ucapt/ Faculty Peer Review http://cet.usc.edu/resources/instructor-course-evaluation/ Staff Policy Manual or Handbook Talent and Organizational Development https://hr.provost.usc.edu/talent-and-organizational-development/	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Fiscal, Physical, and Information Resources			
3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives. X 1.1, 1.2, 2.10, 4.6, 4.7	The institution has functioned without an operational deficit for at least three years. If the institution has an accumulated deficit, it should provide a detailed explanation and a realistic plan for eliminating it.	Up to one page description of budget process reflecting alignment of resources and objectives, with current year's and prior two years' budgets. University By-Laws, Finance & Campus Planning, pp. 10-11 https://boardoftrustees.usc.edu/files/2020/06/1-Bylaws-of-USC-as-amended-June-2-2020.pdf Audits as submitted during annual reporting process – do not need to resubmit. https://about.usc.edu/facts/ **2019** – https://about.usc.edu/files/2020/07/USC-2019-Annual-ReportFINAL.pdf **2018** – https://about.usc.edu/files/2019/02/USC-FY18-Financial-Report.pdf **2017** – https://about.usc.edu/files/2017/12/USC-Financial-Report-2017.pdf	
3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. X 1.2, 2.1, 2.2	The institution provides training and support for faculty members who use technology in instruction. Institutions offering graduate programs have sufficient fiscal, physical, information, and technology resources and structures to sustain these programs and to create and maintain a graduate-level academic culture.	Up to one page description of information resources. Technological Resources http://cet.usc.edu/resources/teaching/ Excellence in Online Teaching http://cet.usc.edu/excellence-online-teaching/ Educational Technology Resources, Information Technology Services https://itservices.usc.edu/services/	

Organization Structures and Decision-Making Processes			
3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.		Up to one page description of how leadership is evaluated. The USC Board of Trustees evaluates the President's performance annually. *The President undergoes an annual review process by the Compensation Committee of the Board of Trustees. Even during years in which compensation is not increased, the President presents accomplishments and goals that were shared with the Executive Committee of the Board of Trustees. It is part of the charter of the Compensation Committee that the president must undergo an annual review.* Dean Review Process https://www.provost.usc.edu/about/dean-review-process-2019-2020/	
3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.	The institution establishes clear roles, responsibilities, and lines of authority.	Organizational Chart(s) See Appendix 9.0 – USC Organizational Charts	
3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.		Position descriptions for CEO and CFO. Carol L. Folt, President and CEO https://www.president.usc.edu/biography/ President's position description https://presidentialsearch.usc.edu/presidential-search-candidate-profile/ James Staten, Senior Vice President and CFO https://about.usc.edu/senior-administration/james-m-staten/	

		CEO/President – University By-Laws, pp. 16-18 https://boardoftrustees.usc.edu/files/2020/06/1-Bylaws-of-USC-as-amended-June-2-2020.pdf Provost's position description https://provostsearch.usc.edu/position-description/	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer. X 1.5 – 1.7	The governing body comprises members with the diverse qualifications required to govern an institution of higher learning. It regularly engages in Self-review and training to enhance its effectiveness.	Board members' names and affiliations; Board committees and members; Board bylaws; Board minutes for the last two years; CEO evaluation process. Board of Trustees Voting Members and Standing Committees https://boardoftrustees.usc.edu/trustees/ Updates from the Board of Trustees https://boardoftrustees.usc.edu/updates/ University By-Laws https://boardoftrustees.usc.edu/files/2020/06/1-Bylaws-of-USC-as-amended-June-2-2020.pdf	
3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained. X 2.1, 2.4, 2.5, 4.3, 4.4	The institution clearly defines the governance roles, rights, and responsibilities of all categories of full- and part-time faculty.	Faculty governance committees, bylaws, and policies. Academic Senate Constitution https://academicsenate.usc.edu/documents/constitution/ Faculty Handbook https://policy.usc.edu/files/2019/07/2019-Faculty-Handbook-1.pdf	

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Quality Assurance Processes			
4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results. X 2.7, 2.10		Up to one page description of assessment infrastructure. Curriculum Resources https://arr.usc.edu/services/curriculum/resources.html New curriculum and program approval https://arr.usc.edu/services/curriculum/reviewprocess.html Curriculum Handbook https://arr.usc.edu/forms/Curriculum%20Handbook%202020.pdf Academic Program Review https://faculty.usc.edu/apr/ https://faculty.usc.edu/wp-content/uploads/sites/13/2020/06/191115-UPR-Guidelines.pdf Programmatic Accreditation See Appendix 2.03 – USC Programmatic Accreditors	
4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated. X 1.2, 2.10		Up to one page description of IR capacity. Office of Institutional Research https://oir.usc.edu/	

Institutional Learning and Improvement			
4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.	The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.	Up to one page description of how the institution exemplifies a "culture of evidence." Office of Institutional Research https://oir.usc.edu/ Academic Program Review https://faculty.usc.edu/apr/	
Criteria for Review **(1)**	**Guideline(s)** **(2)**	**Evidence** **(3)**	**Team Verification** **(4)**
4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology. X 2.2 – 2.6	Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.	Up to one page description of how faculty are involved in the use of assessment results to improve student learning and success. Academic Program Review https://faculty.usc.edu/apr/ https://faculty.usc.edu/apr/ucar/ https://faculty.usc.edu/apr/undergraduate-program-review/ https://faculty.usc.edu/apr/masters-program-review/ https://faculty.usc.edu/apr/doctoral-program-review/ Inventory of Educational Effectiveness Indicators (IEEI) See Appendix 2.01 Assessment of Five Competencies (see CFR 2.2a) https://uscdornsife.usc.edu/secure/WASC/ Excellence in Teaching https://www.provost.usc.edu/excellence-in-teaching/ Teaching Evaluations Update https://academicsenate.usc.edu/teaching-evaluations-update/ Peer Evaluation & Review http://cet.usc.edu/resources/instructor-course-evaluation/	

		Center for Excellence in Teaching Advisory Board http://cet.usc.edu/about/cet-advisory-board/	
4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs. X 2.6, 2.7		Up to one page description of how designated stakeholders are engaged/involved. Accounting – Leventhal https://www.marshall.usc.edu/departments/leventhal-school-accounting/about/board-advisors Communication and Journalism – Annenberg https://annenberg.usc.edu/about/board-of-councilors Viterbi School of Engineering – Multiple Advisory Boards (scroll down) https://viterbischool.usc.edu/leadership/ Rossier School of Education - Board of Councilors https://rossier.usc.edu/about/administration-organizational-structure/boc/ Rossier School of Education - Dean's Superintendents Advisory Group https://rossier.usc.edu/about/dsag/ Rossier School of Education - Learning Design and Technology https://rossier.usc.edu/programs/masters/learning-design-and-technology/advisory-board/ Rossier School of Education - Educational Counseling https://rossier.usc.edu/programs/masters/educational-counseling/advisory-board/ Architecture – NAAB & Guild https://arch.usc.edu/architectural-guild Architecture – Board of Councilors https://arch.usc.edu/board-of-councilors	

| | | Marshall School of Business Corporate Advisory Board
https://www.marshall.usc.edu/about/leadership/corporate-advisory-board

Price School of Public Policy – Health Admnistration
https://priceschool.usc.edu/mha/advisory-board/

Price School of Public Policy - Urban Planning
https://priceschool.usc.edu/programs/masters/mup/curriculum/advisory-board/

Dramatic Arts - Board of Councilors
https://dramaticarts.usc.edu/about/board-of-councilors/

Keck School of Medicine - Board of Overseers
https://keck.usc.edu/about-us/leadership/board-of-overseers/

Dornsife Advisory Boards and Committees
https://dornsife.usc.edu/boards-and-institutes/

Iovine and Young Academy – Academy Partners
https://iovine-young.usc.edu/people/partners.html

School of Cinematic Arts – Advisory Board
https://cinema.usc.edu/about/board.cfm

Kaufman School of Dance - Board of Councilors
https://kaufman.usc.edu/about/usc-kaufman-board-of-councilors/

Ostrow School of Dentistry – Board of Councilors
https://dentistry.usc.edu/about/our-people/

Davis School of Gerontology – Board of Councilors
https://gero.usc.edu/about/board-of-councilors/

Thornton School of Music - Board of Councilors
https://music.usc.edu/about/usc-thornton-board-of-councilors/ | |

		Chan Division of Occupational Science and Occupational Therapy – Board of Councilors https://chan.usc.edu/people/board-of-councilors School of Pharmacy - Board of Councilors https://pharmacyschool.usc.edu/about/board-of-councilors/ Dworak-Peck School of Social Work – Board of Councilors https://dworakpeck.usc.edu/about-the-school/board-of-councilors	
4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution. X 1.1, 1.3		Strategic plan or up to one page description of planning process that incorporates these elements. 2018 Strategic Plan—Answering the Call https://www.provost.usc.edu/2018-usc-strategic-plan-answering-the-call/	
4.7. Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.		Up to one page description of current and anticipated changes within the institution and/or higher education more broadly, that are influencing planning, programming, and resource allocation. COVID-19 Resource Center – Project Restart https://coronavirus.usc.edu/ Emergency Management Business Continuity and IT Disaster Recovery https://policy.usc.edu/preparedness/ Disaster Recovery & Business Continuity https://it.provost.usc.edu/about-us/policies/security/disaster-recovery-business-continuity/	

FEDERAL COMPLIANCE FORMS

OVERVIEW

There are four forms that WSCUC uses to address institutional compliance with some of the federal requirements affecting institutions and accrediting agencies:

1 – Credit Hour and Program Length Review Form
2 – Marketing and Recruitment Review Form
3 – Student Complaints Review Form
4 – Transfer Credit Policy Review Form

Teams complete these four forms and add them as appendices to the team report. They are included here in order for the institution to provide the necessary information for the team. Teams are not required to include a narrative about any of these matters in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Under the federal requirements referenced below, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Credit Hour - §602.24(f)

The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if-

    (i) It reviews the institution's-

        (A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and

        (B) The application of the institution's policies and procedures to its programs and coursework; and

    (ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

Credit hour is defined by the Department of Education as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WSCUC Senior College and University Commission's Credit Hour Policy.

Program Length - §602.16(a)(1)(viii)

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Under the federal requirements referenced below, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? ❑ YES ❑ NO
	If so, where is the policy located?
	Comments: Easily accessible, very bold and upfront on how it is calculated. Other links (PDF form) with duplicate information: https://arr.usc.edu/forms/ContactHourPolicy.pdf https://arr.usc.edu/forms/ContactHoursReference.pdf
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? ❑ YES ❑ NO
	If so, does the institution adhere to this procedure? ❑ YES ❑ NO
	Comments: Policy, Process, & Guidelines on Periodic Review, New Course Development/Approval Process, Etc: https://arr.usc.edu/forms/Curriculum%20Handbook%202020.pdf Featured on Page 16: G. University Committee on Curriculum (UCOC) The University Committee on Curriculum (UCOC) meets monthly, usually on the first Wednesday of the month from September through May. It considers larger questions of policy. It also acts on proposals in the following situations: • Subcommittee refers the decision to UCOC. • Subcommittee denies the proposal, and the department asks UCOC to review. • Department asks UCOC to review a proposal after the department responds to the subcommittee's request (when a proposal was deferred to the chair) and the chair has not responded within a reasonable time frame. UCOC membership includes UCOC chair and all five subcommittee and panel chairs. Exofficio members are included from the following departments: Provost's Office, Registrar, Financial Aid and Libraries. A member with expertise in online offerings also sometimes serves as an ex-officio member. The CCO representative serves the committee and records and communicates the decisions made by UCOC.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? ❑ YES ❑ NO
	Comments: Yes, the Schedule of Classes shows when all classes meet and also differentiates the "location" of classes as synchronous online, asynchronous online, mixed online, hybrid, (blank = on-campus), or off campus. Schedule of Classes: https://classes.usc.edu/

	Example of meeting schedule: https://web-app.usc.edu/ws/soc_archive/soc/term-20193/classes/acct/ Example Syllabi: BA/BS level: https://web-app.usc.edu/soc/syllabus/20193/37816.pdf
Sample syllabi or equivalent for online and hybrid courses *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed?
	Type of courses reviewed: ❒ online ❒ hybrid [ONLINE, HYBRID]
	What degree level(s)? ❒ AA/AS ❒ BA/BS ❒ MA ❒ Doctoral
	What discipline(s)?
	Are students doing the amount of work per the prescribed hours to warrant the credit awarded? ❒ YES ❒ NO
	Comments: Syllabi: https://web-app.usc.edu/soc/syllabus/20203/14379.pdf (online - Bachelor) https://web-app.usc.edu/soc/syllabus/20203/35729.pdf (hybrid - Master) Please see Appendix 2.05b (on-site – CRIT 540: CONTEMPORARY ASIAN ART) Sample Syllabi doc: https://arr.usc.edu/forms/USC-Syllabus-Template.docx Academic Conduct & Support Systems (attached to every syllabus): https://arr.usc.edu/forms/USCStatementAcademicConductSupportSystems.docx Syllabus Errors to Avoid: https://arr.usc.edu/forms/ChecklistTop10SyllabusErrorstoAvoid.pdf Contact Hour Policy: https://arr.usc.edu/forms/ContactHourPolicy.pdf Other resources & considerations for Syllabi/Course Development: https://arr.usc.edu/services/curriculum/resources.html
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed?
	What kinds of courses?
	What degree level(s)? ❒ AA/AS ❒ BA/BS ❒ MA ❒ Doctoral
	What discipline(s)?
	Are students doing the amount of work per the prescribed hours to warrant the credit awarded? ❒ YES ❒ NO
	Comments: Internship for credit: https://web-app.usc.edu/soc/syllabus/20203/35626.pdf (Bachelor - Spatial Sciences) Consulting project: https://web-app.usc.edu/soc/syllabus/20211/16739.doc (Master - Management & Organization)

	Practicum: https://web-app.usc.edu/soc/syllabus/20211/18528.pdf (Bachelor - Television Production Cinematic Arts) https://web-app.usc.edu/soc/syllabus/20202/69050.doc (Master - Nursing Clinical) Please see Appendix 2.05b (Doctoral – PHYS 760: SELECTED TOPICS IN COMPUTATIONAL PHYSICS)
Sample program information (catalog, website, or other program materials)	How many programs were reviewed?
	What kinds of programs were reviewed? https://rossier.usc.edu/programs/doctoral/ (Education Doctoral) https://viterbigradadmission.usc.edu/programs/masters/msprograms/ (Engineering Master) https://dornsife.usc.edu/fren-ital/why-french/ (French Bachelor)
	What degree level(s)? ❒ AA/AS ❒ BA/BS ❒ MA ❒ Doctoral [BA/BS, Master, Doctoral]
	What discipline(s)? Education-Doctoral, Engineering-Master, French-Bachelor
	Does this material show that the programs offered at the institution are of an acceptable length? ❒ YES ❒ NO

2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation §602.16(a)(1)(vii), WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: (Enter findings and recommendations in the Comments sections of this table as appropriate.)
**Federal Requirements	Does the institution follow federal requirements on recruiting students? ❏ YES ❏ NO
	Comments: https://policy.usc.edu/conflict-of-interest/ https://about.usc.edu/policies/ https://policy.usc.edu/ethics/
Degree completion and cost	Does the institution provide information about the typical length of time to degree? ☐YES ☐NO A four-year degree is average for an undergraduate degree, although it really depends on the course of study, degree type, unit requirements, General Education, and other requirements. The Catalogue explains the graduation requirements here: https://catalogue.usc.edu/content.php?catoid=12&navoid=3976 From https://about.usc.edu/facts/: Six-Year Graduation Rate (Student Right-to-Know*) 2020 (Fall 2013 freshman class) 92% 2019 (Fall 2013 freshman class) 91% 2018 (Fall 2012 freshman class) 92% 2017 (Fall 2011 freshman class) 92% 2016 (Fall 2010 freshman class) 92% 2015 (Fall 2009 freshman class) 92% *Student Right-to-Know refers to a federally mandated disclosure of a college's graduation rate. Its intent is to provide prospective students and their parents with a statistic of comparable effectiveness that can be used in determining college choice. USC's current graduation rate is based on full-time, first-time, degree-seeking undergraduates who entered the university in the fall semester and graduated within six years of attendance (150% of the normal completion time). Graduation rates do not include students who left school to serve in the armed forces or on official church missions or with a foreign aid service of the federal government, or students who died or were totally and permanently disabled.

	Does the institution provide information about the overall cost of the degree?	Yes	❑ YES ❑ NO
	Comments: How much will my education cost? https://financialaid.usc.edu/undergraduates/admitted/how-much-will-my-education-cost.html UCan Profile: http://members.ucan-network.org/usc College Navigator Multi Year Expense: https://nces.ed.gov/collegenavigator/?id=123961#expenses		
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? Yes https://careers.usc.edu/students/explore-careers/		❑ YES ❑ NO
	Does the institution provide information about the employment of its graduates, as applicable?		❑ YES ❑ NO
	Comments: https://viterbicareers.usc.edu/firstdestination/ https://www.marshall.usc.edu/sites/default/files/2017-03/USCM_MBA-CSC_Employment-Data_SP_110216_v07-3.pdf https://pharmacyschool.usc.edu/programs/pharmd/pharmdprogram/graduation-and-post-graduation-data/ https://annenberg.usc.edu/current-students/career-development/placement-report https://gould.usc.edu/careers/jd/students/statistics/ https://careers.usc.edu/files/2019/08/Executive-Summary-2019_v7.pdf		

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These requirements do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*§602-16(1)(1)(ix) WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records. (See also WSCUC Senior College and University Commission's Complaints and Third Party Comment Policy.)

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)		
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? Yes		❏ YES ❏ NO
	Is the policy or procedure easily accessible? Yes – see below If so, where?		❏ YES ❏ NO
	Comments: USC Centralized office for complaints – Office of Professionalism & Ethics: https://report.usc.edu/ Title IX/Office of Equity and Diversity: https://eeotix.usc.edu/policy/ https://policy.usc.edu/files/2020/08/Policy-on-Prohibited-Discrimination-Harassment-and-Retaliation-8.14.204.pdf Report compliance issues: https://app.mycompliancereport.com/report.aspx?cid=uosc Research & Scholarship Misconduct: https://policy.usc.edu/research-and-scholarship-misconduct/ Scientific Misconduct: https://policy.usc.edu/scientific-misconduct/ SCampus: See Part A(https://policy.usc.edu/files/2020/07/SCampus-Part-A-1.pdf), Section 4, for concerns related to equal opportunity, affirmative action, and discrimination. • See Part C for concerns related to disputed academic evaluations. • See Policy on Prohibited Discrimination, Harassment, and Retaliation for concerns related to sexual, interpersonal and protected class misconduct. Ferpa complaint: https://arr.usc.edu/records/ferpa/#complaints Correction of grade/removal of incomplete process: https://arr.usc.edu/services/grades/gradinghandbook.html Disability (DSP) concerns: https://dsp.usc.edu/about-dsp/resolving-concerns/		

Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? Yes	❏YES ❏ NO
	If so, please describe briefly The central way would be to start with "Who do I call if" which addresses complaints for a myriad of out of compliance topics, including research funds, Title IX, Student Affairs, Academic Affairs, FERPA, etc.	
	If so, does the institution adhere to this procedure? Yes	❏ YES ❏ NO
	Comments: Place to start is: https://report.usc.edu/ "Who do I call if…": https://ooc.usc.edu/who-do-i-call-if/ Contact Help and Hotline by phone at (213) 740-2500. Student-based: https://sjacs.usc.edu/students/report/ Title IX/Office of Equity and Diversity: https://eeotix.usc.edu/report/ Report compliance issues anonymously. Hotline also listed: https://app.mycompliancereport.com/report.aspx?cid=uosc Scientific Misconduct Allegations: https://policy.usc.edu/scientific-misconduct/ 4.1 Receipt of an Allegation 4.1.1 Making an Allegation. An individual with an allegation of research misconduct involving a USC faculty member, staff, or student employee may make an allegation orally or in writing, and must bring the allegation to either the Vice President of Research or the University Compliance Officer. Ferpa complaint: https://arr.usc.edu/records/ferpa/#complaints Disability (DSP) filing a reconsideration request or an intervention request: https://dsp.usc.edu/about-dsp/resolving-concerns/#request-for-dsp-review Sexual Assault: https://studenthealth.usc.edu/sexual-assault/ Trojans Care 4 Trojans (Anonymous reporting): https://usc-advocate.symplicity.com/care_report/index.php/pid450159? Report an Environmental Health safety concern: https://ehs.usc.edu/report-a-safety-concern-form/	

		Student Health complaint/concern: https://uscstudentaffairs.qualtrics.com/jfe/form/SV_dbZ8pP8Y1teFI8J?Q_JFE=qdg

Anonymous reporting for all & other subject matter (including Athletics, Culture, Professionalism, & Ethics): https://report.usc.edu/how-to-report/ |
| Records | | Does the institution maintain records of student complaints?   Yes   ❏ YES ❏ NO
If so, where?

Policy: https://policy.usc.edu/record-management/
Official repositories have been established for the following types of records:
- Employment and Payroll
- Business and Financial
- Student
- Research
- Donor
- Archival

President and Provost Offices: Complaints are maintained in Outlook folders if the complaint originated to a Provost or President email account or was copied in. |
| | | Does the institution have an effective way of tracking and monitoring student complaints over time?   Yes   ❏ YES ❏ NO
If so, please describe briefly:

 The Office of Professionalism and Ethics (OPE) serves as a centralized clearinghouse for complaints and the subsequent tracking of those complaints at USC for both campuses and all university programs and affiliates. The office also provides oversight of investigations. |
| | | Comments:

Individuals are encouraged to report complaints directly to OPE through this website 24-hours a day, by emailing ope@usc.edu or by calling (213) 740-5755. When OPE receives a complaint, the staff reviews the information provided and assigns it to the appropriate investigative office (such as the Office of Equity, Equal Opportunity, and Title IX, Human Resources and Faculty Affairs), ensuring a timely resolution is reached in accordance with established procedures. |

4 – TRANSFER CREDIT REVIEW FORM

Under federal requirements*, WSCUC is required to demonstrate that it monitors the institution's recruiting, transfer, and admissions practices accordingly.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)		
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for reviewing and receiving transfer credit?	Yes	❏ YES ❏ NO
	If so, is the policy publicly available? Yes		❏ YES ❏ NO
	If so, where? https://admission.usc.edu/apply/transfer-students/#/credit-policies Undergraduate Transfer Credit: https://arr.usc.edu/services/articulation/generalinfo.html Graduate Transfer Credit: https://arr.usc.edu/services/degree-progress/graduatetransfercredit.html Multiple Articulation Officers are in charge of reviewing transfer courses.		
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? Yes		❏ YES ❏ NO
	Comments: For undergraduate policies, general criteria are listed here: https://admission.usc.edu/apply/transfer-students/#/credit-policies Specific criteria are listed at the bottom of each reciprocal Articulation Agreement with various 2- and 4-year institutions: https://camel2.usc.edu/articagrmt/artic.aspx The Transfer Planning Guide also details which units will/might transfer: https://camel2.usc.edu/TPG/default.aspx For graduate policies, criteria are listed here: https://arr.usc.edu/services/degree-progress/graduatetransfercredit.html Petition of Transfer Credit: https://arr.usc.edu/services/articulation/petition_procedures.html		

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

(1) Are publicly disclosed in accordance with 668.43(a)(11); and
(2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WSCUC Senior College and University Commission's Transfer of Credit Policy.