

4. Approach for the Preparatory Review

The Institutional Capacity Subcommittee will conduct the Preparatory Review, with progress reports to the Steering Committee, and will draft the Preparatory Review Report for review and action by the Steering Committee. Membership of the Institutional Capacity Subcommittee includes key members of the newly formed Institutional Research Council. The Institutional Capacity Subcommittee is defining and expanding the components of the campus data portfolio, especially as the portfolio informs the Special Themes that will be investigated by the Educational Effectiveness Subcommittee. It is reviewing the ways in which campus units and leadership access and use data to reach conclusions and to design strategies for improving student learning. It is planning improvements in the whole process of data collection, analysis, and distribution, including development of a comprehensive longitudinal student database.

During 2005-06 the campus will conduct a detailed review of its compliance with the WASC Standards, using its current data portfolio and other evidence at hand, and will extend and refine the data portfolio in light of that review. Preliminary assessments of the WASC Standards suggest that the greatest effort will be expended with respect to Standard 1 [Defining Institutional Purposes and Ensuring Educational Objectives] (especially Criterion for Review (CFR) 1.2 [Educational objectives are clearly recognized throughout the institution]), Standard 2 [Achieving Educational Objectives Through Core Functions] (especially CFR 2.7 [Program review]), Standard 3 [Developing and Applying Resources and Organizational Structures to Ensure Sustainability], (especially CFR 3.4 [Faculty Development Activities]), and Standard 4 [Creating an Organization Committed to Learning and Improvement] (especially CFRs 4.4 – 4.8 [criteria associated with Commitment to Learning and Improvement]).

The campus intends to structure its Preparatory Review around the Special Themes being investigated as part of the Educational Effectiveness Review; these Themes are discussed in more detail in the next section. The campus will cross-reference the results of the Special Themes review to the WASC Standards.

Expected outcomes of the Preparatory Review and Preparatory Review Report are set forth under Section 2. **Description of Outcomes**, above.

The campus is committed to the activities outlined in this section of the Proposal and will be pursuing them in earnest during the 2005-06 academic year.

5. Approach for the Educational Effectiveness Review

The Educational Effectiveness Subcommittee will conduct the Educational Effectiveness Review, with progress reports to the Steering Committee, and will draft the Educational Effectiveness Report for action by the Steering Committee. Membership of the Subcommittee includes representatives of three key Academic Senate committees (the Graduate Council, the Undergraduate Council, and the Educational Policy Committee), as well as key administrators, staff, and students. It will attempt to broaden the degree to

which members of the campus community are involved in and committed to the assessment of student learning, through sponsorship of special workshops and visiting consultants and reports on successful campus assessment programs.

Early in the process of planning for reaccreditation the campus identified the Special Themes approach as the most productive Educational Effectiveness Report model, especially since the Special Themes could be linked to recently completed academic planning and enrollment management task force efforts and reports. The Educational Effectiveness Subcommittee will conduct a comprehensive study of three Special Themes.

The identification and definition of the three themes (see below) resulted from feedback regarding iterative postings of possible Special Themes topics on the campus reaccreditation website, discussion of possible Special Themes at a campus retreat, and discussion and evaluation of the Special Themes by the WASC Steering Committee and the subcommittees. All three Special Themes extend recent campus planning efforts and task forces and follow up on the recommendations of these task forces. The Special Themes represent the issues of greatest educational concern to the campus, as discussed under Section 1. **Institutional Context Statement**, above. All of the Special Themes will contribute to the culture of evidence and related learning; both components of the third Special Theme focus particularly on student learning.

The three Special Themes are as follows:

(1) Learning within a Campus Culture of Diversity

The campus has a long history of commitment to high achievement by a diverse student body. The goals of this study are to articulate, measure and evaluate learning outcomes within a diverse undergraduate student body, so the campus might play a leadership role in higher education as a model for incorporating diversity into a research university setting. The focus is on learning about diversity as well as the learning process in a diverse environment. The study would include such dimensions of diversity as ethnic, racial, religious, sexual orientation, economic, English as a Second Language, parental education, and learning styles. It would include increasing the degree to which members of the campus community develop better understanding of the religions, cultural histories, sexual orientations, and other cultural dimensions of other groups and devising ways of assisting members of the campus community to bridge cultural differences. It would also include ways in which the learning process should be modified to take advantage of and address the challenges of a diverse student body. Although the campus probably has a more diverse faculty, staff and graduate student population than most research universities, the study would also focus on possible ways of increasing the diversity of those groups and using that diversity to further develop the campus culture of diversity and the employment opportunities of graduate students.