

Subcommittee expects to achieve the following outcomes into the Educational Effectiveness Review and the Educational Effectiveness Report:

- 1) Explicit definition of faculty aspirations for undergraduate students at the program level and the use of faculty aspirations in the assessment of student learning at all levels.
- 2) Refinement and improvement of the campus processes for assessment of educational effectiveness (data collection and analysis and feedback into the improvement of student learning).
- 3) Establishment, by fall 2005, of faculty workshops and consultant sessions on educational effectiveness, to assist in the broader use of educational effectiveness processes on the campus.
- 4) Design and implementation of instructional development programs to improve teaching effectiveness, student learning and faculty assessment of that learning.
- 5) In depth study of specific Special Themes (see Section 5. **Approach for the Educational Effectiveness Review**, below) and the integration of the results of that study into the improvement of student learning at UCR.
- 6) Discovery of patterns of student success at UCR that can be used by the Undergraduate Council to refine the criteria used in the comprehensive review of applicants for freshman admission.
- 7) Definition of the characteristics of the students most likely to succeed at UCR and for whom UCR would be the best UC campus for them to attend (including their response to campus efforts to smooth their transition and maximize their success), followed by establishment of ways to contact and attract such students as applicants.
- 8) A comprehensive strategic plan for future development and improvement of student learning on the campus.
- 9) Assignment of clear responsibilities for institutionalizing the progress achieved through the Educational Effectiveness Review process.

3. Constituency Involvement

The Executive Vice Chancellor and Provost (who is the chief academic officer of the campus) appointed the WASC Steering Committee for the campus in November 2004 to guide the development of the Proposal for Accreditation and to implement the Proposal upon its approval by WASC. The co-chairs of the Steering Committee are a Vice Provost and a key faculty member. The faculty members were appointed on recommendation of the Academic Senate. The undergraduate representative was appointed on

recommendation of the Associated Students of the University of California, Riverside (ASUCR); the graduate student representative was appointed on recommendation of the Graduate Student Association; and the staff representative was appointed on recommendation of the Staff Assembly. Other staff members were appointed because of the special expertise they bring to the process.

The Executive Vice Chancellor and Provost also appointed two subcommittees of the Steering Committee: the Institutional Capacity Subcommittee (to conduct the Preparatory Review and draft the Preparatory Review Report) and the Educational Effectiveness Subcommittee (to conduct the Educational Effectiveness Review and draft the Educational Effectiveness Report). Each of the subcommittees is co-chaired by a Vice Provost and a key faculty member, and each has faculty, staff, and student membership.

The Steering Committee established a campus website in February 2005 (wasc.ucr.edu) to inform the campus about the WASC reaccreditation process; to post drafts of Special Theme ideas, draft reports, summaries of Steering Committee and Subcommittee meetings, and other reaccreditation information; and to solicit feedback on items posted on the website. The website has been promoted by a series of special e-mail messages to the campus community and is directly accessible from the main page of the campus website. Significant feedback on accreditation issues has been obtained through the website.

The Steering Committee held a campus retreat on March 15, 2005, to discuss and further define the Special Themes to be addressed in the Educational Effectiveness Review.

A representative of the Steering Committee makes regular progress reports to the Chancellor's Leadership Council (composed primarily of the Chancellor, the Executive Vice Chancellor/Provost, the other vice chancellors, the deans, the University Librarian, the Chair of the Academic Senate, the ASUCR President, the GSA President, and the Staff Assembly President) and to the Chancellor's Executive Leadership Team (composed primarily of the Chancellor, the Executive Vice Chancellor/Provost, the other vice chancellors, and the Chair of the Academic Senate).

The campus administration and the leadership of the Academic Senate view the WASC reaccreditation process as an excellent opportunity to focus the academic planning of the past few years on the area of student learning, to develop a culture of evidence to guide the campus for the future, and to advance the Chancellor's seven goals for the campus (to enhance UCR's reputational rankings; to invest in areas of strength; to expand opportunities for learning and personal growth for all students, undergraduate and graduate; to reshape the curriculum; to diversify our faculty, staff and graduate population; to build professional schools; and to forge closer ties with the community).