

**01/22/09 DRAFT** Follow-up Items from the CPR Visit in Preparation for the Educational Effectiveness Review  
President's Executive Cabinet and SEC *revised*

	<b>Assessment</b> (D. Demetrulias)	Program Assessment Coordinators	Assessment Leadership Team	Senate Executive Committee	University Educational Policies Committee	ASL Subcommittee	GE Subcommittee	Faculty Development Committee	Graduate Council	Student Success Committee	Faculty Coordinator for ASL	Faculty Director for GE	Faculty Director FMP	Director for the FCETL	Director of Institutional Research	Faculty Reps provided in SUR	Department Chairs	College Deans	VP Student Affairs
1.	Improve student learning outcomes and their assessment in Academic Program Reviews, especially assessment resulting from direct methods (page 16).				X	X			X		X						X	X	
2.	Improve the Academic Program Review process specific to graduate programs, including the use of external reviewers (page 17).				X				X								X	X	
3.	Improve the follow-up process and procedure to ensure the APR is closed by a certain date (page 17).				X				X								X	X	
4.	Clarify role and resources available to the Faculty Coordinator for Assessment of Student Learning (page 15).			X		X		X						X					
5. (2)	Increase the number and range of direct methods for assessment of student learning outcomes at course, program, and general education; ensure the results from direct methods are evidenced in academic program reviews (page 16, 23, 32).	X			X	X	X		X		X	X		X					
6.	Institutionalize implementation of direct methods of assessment across all disciplines and increase understanding of effective direct assessment methods by faculty, including part-time faculty (page 17).	X	X		X	X	X	X	X		X						X	X	
7. (2)	Implement mechanisms to connect learning at the course and program levels with general education and overall University learning goals, including co-curricular activities through cumulative and integrated assessments; establish clear, simple benchmarks and measures of progress in meeting priorities (page 32-33).	X			X	X	X					X			X				
8.	Provide documentation that data and evidence have been used to improve programs (page 36).	X			X	X	X		X	X		X			X		X	X	X

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9.	Demonstrate linkage between co-curricular assessment and academic assessment (via Student Success Committee).					X				X					X				X
10.	Complete comprehensive Support Unit Review, including an external review team, in 2008/09 with regard to the Division of Student Affairs assessment and strategic planning (page 17).															X			X
11.	Respond to challenges and issues identified in the assessment report for the Faculty Mentor Program, especially related to the participation rates of protégés at events and the number of faculty mentors (page 9).				X								X						X

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	<b><i>Institutional Research</i></b> (A. Sanchez)	University Educational Policies Committee	Graduate Council	Strategic Plan Writing Group*	Director of Institutional Research	College Deans	President's Executive Cabinet
12.	Clarify role and responsibilities of the IR office to assessment data generated at the course and program levels (page 15).	X	X		X	X	
13.	Specify standards and benchmarks of progress for university-wide measures (page 18).	X	X		X		
14.	Demonstrate concrete results of direct assessment efforts, criteria for success, measures of goal attainment, benchmarks, and aspirations for quality and achievement, especially for student learning (page 19).	X	X		X		X
15.	Disaggregate retention data (page 27).				X		
16. (5)	Conduct more systematic production of standardized reports, tracking use, and disaggregating data at the program and college levels; focus reports on key issues for institutional improvement (page 34).				X		
17. (5)	Provide greater specificity in statement of goals and in metrics to evaluate attainment of core indicators of university quality (page 34).	X	X		X		X
18.	Complete document of external benchmarking/peer institutions; list of peer institutions; display data and analysis in context of external benchmarks (page 28).	X	X		X		X
19.	Update status of strategic plan, tracking of effectiveness indicators (page 35).			X	X		X

\*SEC to review charge and COC will appoint.

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	<b>Advising</b> (R. Nobel and M. Moberly)	University Educational Policies Committee	Faculty Director of GE	Senior Director Student Advising	VP Student Affairs
20.	Develop and implement an action plan to accompany the new advising policy (page 13).	X			X
21.	Improve advising for both general education and the major (page 13).	X	X		X
22. (6)	Review training of faculty advisors and student service professionals; address advising issues for both Turlock and Stockton; review performance indicators and staffing levels (page 34).	X			X
23. (1)	Ensure general education advising illustrates centrality to mission and expectations for first year and transfer students (page 34).	X	X		X

	<b>Curriculum</b> (D. Demetrulias through the Provost)	University Educational Policies Committee	Graduate Council	College Deans	President's Executive Cabinet
24.	Make more explicit the goals and criteria for determining priorities for curriculum/program and illustrate alignment of curriculum with strategic plan and resource allocations (page 20).	X	X	X	X
25.	Articulate clearly how coordination of college and program needs and curricular priorities fit within institutional priorities (page 20).	X	X	X	X

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	<b>General Education</b> (S. Davis)	University Educational Policies Committee	ASL Subcommittee	GE Subcommittee	Faculty Director of GE	Faculty Coordinator for ASL	Department Chairs	College Deans	VP Student Affairs
26.	Accelerate and make substantial progress in the authentic (direct) assessment of General Education (page 18, 23, 32, 36).	X	X	X	X	X	X	X	
27.	Complete the GE Academic Program Review (page 18).	X	X	X	X	X			
28.	Clarify global learning goals as part of general education program and as cited in strategic plan (page 20).	X		X	X	X			
29.	Display leadership at all levels committed to general education, especially college deans, giving enhanced centralized/university-wide review, planning, and decision making; Clarify centrality and distinctiveness of general education as vital part of mission (page 20).	X		X	X	X	X	X	
30. (1)	Clarify the centrality and identity of general education to mission and distinctiveness of University; communicate to students and faculty advisors the importance of general education and precision of advising for transfer and first year students; enhance GE advising and positive messages at orientation (page 31-32).	X			X	X			X
31.	Conduct a self assessment using the WASC rubric for general education (page 36).			X	X	X		X	

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	<b><i>Information Technology/Faculty and Staff Development</i></b> (P. Peters)	University Educational Policies Committee	Faculty Development Committee	ASL Subcommittee	Technology and Learning Subcommittee	Graduate Council	Staff Council	Faculty Coordinator for ASL	Director for the FCETL	Director Learning Services	Director of IR	Director Human Resources	AVP Faculty Affairs	AVP Information Technology and CIO	VP Student Affairs
32.	Develop a plan and faculty development programming sufficient to meet accreditation expectations for new on-line programs (page 13).	X	X		X				X	X			X	X	
33. (8)	Improve campus automation of administrative functions in order to improve/streamline administrative and staff functioning; Conduct faculty and staff development for using technology for enhancement (page 13, 35).		X				X					X		X	X
34.	Increase use of technology to support enrollment management and direct student services to enhance service to transfer students (page 13).													X	X
35.	Develop an assessment plan and implementation for evaluating the effectiveness of distance education (ITV, on-line). Develop possible policy/guidance documents (page 48).	X		X	X	X		X		X	X			X	
36.	Develop infrastructure in anticipation of the future development of on-line programs, including formal faculty training programs, development of standards and practices for quality delivery (page 48).	X	X		X	X				X				X	
37.	Use technology for assessment of student learning for distance education courses (page 48).	X		X	X	X				X				X	

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	<b>Library</b> (P. Peters)	University Educational Policies Committee	Graduate Council	College Deans	Library Dean
38. <b>(4)</b>	Expand library services, especially in support of high quality RSCA, graduate education, and the Education Doctorate (page 34).	X	X	X	X
39.	Assess the library's role in student engagement and learning and collect data that assess student learning as a result of the Library's instructional programs (page 11).				X
40.	Consider expanding existing agreements with CSU and UC campuses to facilitate fast interlibrary loan access to research collections (page 27).				X

	<b>RPT Processes; Teaching Effectiveness</b> (S. Stryker, S. Davis)	FBAC	Faculty Affairs Committee	URPTC	Faculty Development Committee	Ad hoc Diversity Committee	Academic Senate	Director FCETL	Department Chairs	College Deans	AVP Faculty Affairs
41.	Continue campus discussions to arrive at clearer campus-wide and department-wide definitions of RSCA (page 24).		X	X							X
42. <b>(3)</b>	Develop consensus for/reach resolution through open shared discussions, drawing upon existing shared governance, and develop departmental, college, and university policies stipulating explicit written expectations and criteria for teaching, RSCA, and service at program, college, and university levels (page 22, 33).		X	X			X				
43.	Clarify types of methods used to evaluate teaching effectiveness (e.g., IDEA, peer observations (page 22).		X	X			X	X	X	X	
44.	Set specific expectations and criteria for levels of support and achievement for sustaining a community of teachers in support of learning, particularly those that move beyond specific programs, departments, and colleges (page 23).				X		X	X			
45.	Develop plans to hire, retain, and promote new faculty to reflect the region's diverse student population (page 27).	X	X		X	X			X	X	X

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	<b>Research and Sponsored Programs</b> (S. Stryker)	Senate Executive Committee	Faculty Affairs Committee	Faculty Development Committee	URPTC	Department Chairs	College Deans	AVP Research and Sponsored Programs
46.	Maintain current indirect cost recovery policy and continue discussions of increasing principal investigators' share (page 24).						X	X
47.	Continue to seek funds to support RSCA by diverse group of investigators and about diverse populations (page 24).			X		X	X	X
48.	Increase the number of faculty members participating in sponsored research and obtaining more research dollars per faculty member; work toward securing start-up support, manageable teaching loads, and sufficient sabbatical time (page 25).	X				X	X	X
49.	Examine faculty and teaching and service loads to enhance RSCA (page 26).	X	X		X	X	X	X

	<b>Stockton Center</b> (A. Sanchez)	University Educational Policies Committee	Graduate Council	ASL Subcommittee	Strategic Plan Writing Committee	Faculty Coordinator for ASL	Director of Institutional Research	Executive Director Stockton Center	College Deans	VP Student Affairs
50.	Demonstrate educational effectiveness of Stockton programs (Stockton vs. Turlock programs).	X	X			X	X	X	X	
51.	Investigate need/services for tutoring, advising, and personal counseling for Stockton student; conduct workflow process of transactions at Stockton Center and Turlock campus (page 40).							X		X
52.	Determine methods for decreasing necessity for student trips to Turlock to receive services (page 40).							X		X
53.	Develop more centralized program planning for Stockton campus (page 40).	X	X					X	X	
54.	Develop assessment plan for Stockton—draft no later than beginning of Spring Term; Demonstrate achievement of effectiveness indicators in the Strategic Plan with regard to Stockton (page 42).			X	X		X	X	X	



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	<b><i>Strategic Plan</i></b> (D. Demetrulias through the Provost)	Strategic Plan Writing Committee	President's Executive Cabinet
55.	Update the strategic plan – e.g., online education, outreach to some service areas (page 35).	X	X
56. <b>(7)</b>	Centralize some decision making processes to support development of common/shared programs (general education), values (engagement, diversity), and goals (service to region), by building on current strategic plan and resource allocation processes (page 35).		X
57.	Develop more centralized program planning for Stockton campus; ensure that planning reflects aspirations of Stockton Community group in the strategic plan of University (page 40).	X	X

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**DOCTOR of EDUCATION, EDUCATIONAL LEADERSHIP**

		Graduate Council	College of Education Faculty	College of Education Dean	AVP Research and Sponsored Programs
	<i>Ed.D. Program</i> (D. Demetrulias; R. Fassinger lead)				
58.	Monitor doctoral student/core faculty ratios so not to become excessively high (page 43).			X	
59.	Experiment with dissertation teams for collaborative student/faculty research (page 43).		X	X	
60.	Refine rubrics as program evolves (page 43).		X	X	
61.	Seek external mural funding for graduate students (page 43).		X	X	X
62.	Monitor (by Graduate Council) the doctoral and other graduate/master's programs, ensuring the programs meet appropriately high quality standards and are well funded (page 44).	X			
63.	Complete hiring of community college faculty (continuing from first site visit).		X	X	

**REACCREDITATION**

		Strategic Plan Writing Committee	Self-Study Team	Inquiry Circle Chairs
	<i>Educational Effectiveness Review Report (All)</i>			
64.	Include general education in IC 1 discussion of engagement and diversity. (page 9).		X	X
65.	Consider aligning EER with the strategic plan of the university (page 35).	X	X	
66.	Incorporate in EER "boundary spanning" activities – general education, instructional technology, outreach to the community, and diversity (page 36).		X	X

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