

California State University, Stanislaus  
**Educational Effectiveness Review (EER) Recommendations**  
(Compiled by the Self-Study Team and Inquiry Circle Chairs 090310)

Assessment		STRATEGIC PLAN	Program Assessment Coordinators	Assessment Leadership Team	University Educational Policies Committee	University Writing Committee	ASL Subcommittee	Graduate Council	Student Success Committee	Faculty Coordinator for ASL	Director of Institutional Research	Department Chairs	College Deans	VP Enrollment and Student Affairs	AVPAA/ALO
1.	Continue the use of direct assessment methods and deploy more broadly throughout all departments to include co-curricular units as well. (WASC Commission Letter, no. 1.)	1.1	x	x	x		x	x		x		x	x	x	x
2.	Model and encourage the development of direct measures that provide evidence that the students have, in fact, learned what the courses and programs intended them to learn. (WASC EER Site Team Report, no. 2.)	1.1	x	x	x		x	x		x		x	x		x
3.	Continue ongoing efforts to improve the <i>Writing Proficiency Screening Test (WPST)</i> process with the goals of assessing students' writing proficiency in a timely way, providing alternatives to support those not passing, and addressing the special needs of English language learners. (EER Thematic Essay 1.b.)	1.1				x			x						x
4.	Encourage and support undergraduate programs to develop, assess, and refine a "capstone," or similar comprehensive senior experience. Such a learning experience is designed not merely to reflect student learning in the major but to synthesize and integrate student learning throughout the baccalaureate experience. (EER Thematic Essay 1.c.)	1.2	x		x		x					x	x		
5.	Continue to improve the reliability of key databases (better response rates to allow results to be disaggregated more effectively, stronger benchmarking and use of external data, more transparent and useful communications to constituencies) and involve more students directly in assessment processes. (EER Thematic Essay 2.a.)	2.8	x		x					x	x				x
6.	Continue to align and integrate annual and periodic assessment activities to sustain momentum, to spread workload more equitably, and to consider increased emphasis on the use of discrete learning outcomes. (EER Thematic Essay 2.b.)	2.8		x					x	x		x	x	x	x

Blue shading represents WASC Commission Letter recommendations

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<b>Academic Program Review (APR)</b>		STRATEGIC PLAN	University Educational Policies Committee	Graduate Council	Program Assessment Coordinators	Faculty Coordinator for ASL	Department Chairs	College Deans	AVPAA/ALO	Office of the Provost
7.	Take additional steps of regularly finding external benchmarks for key achievement data, bringing external reviewers into the program review process, and monitoring implementation of follow-up action plans. (WASC Commission Letter, no. 2.)	1.2	x	x	x	x	x	x	x	x
8.	Incorporate periodic and systematic monitoring of implementation plans, using external evidence and benchmarks, and engaging external reviewers. (WASC EER Site Team Report, no. 3.)	1.2	x	x	x	x	x	x	x	x
9.	Commit to “closing the loops” through the Academic Program Review (APR) and Support Unit Review (SUR) processes that will lead to action and implementation of the key recommendations that emerge from these reviews. (EER Thematic Essay 2.c.)	1.2	x	x			x	x	x	x

<b>Diversity</b>		STRATEGIC PLAN	Diversity <i>ad hoc</i> Committee	Student Success Committee	Faculty Development Committee	Director of the FCETL	Director of Institutional Research	VP Human Resources and Faculty Affairs	VP Enrollment and Student Affairs	President’s Executive Cabinet
10.	Continue to commit to cultivating the diverse environment and paying close attention to the ways that diversity is achieved, maintained, and celebrated among both its student and faculty communities. (EER Thematic Essay 1.e.)	2.1 3.2	x	x	x	x	x	x	x	x

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General Education (GE)		STRATEGIC PLAN	University Educational Policies Committee	ASL Subcommittee	GE Subcommittee	Faculty Director for GE	Faculty Coordinator for ASL	FYE <i>ad hoc</i> Committee	Student Success Committee	Senior Director of Student Advising	Department Chairs	College Deans	AVPAA/ALO	VP Enrollment and Student Affairs
11.	Document that there is substantial progress in its direct assessment of authentic student work, which ensures that each graduate has met the objectives of both the departmental program and General Education program. (WASC EER Site Team Report, no. 4.a.)	1.8	x	x	x	x	x				x	x	x	
12.	Communicate systematically and comprehensively to all students (and to faculty, advisors, and other key staff) the expectations of General Education for both transfer and first-year students. (WASC EER Site Team Report, no. 4.b.)	1.6	x		x	x			x	x	x	x	x	x
13.	Ensure that General Education is a vital and central part of CSU Stanislaus' mission. (WASC EER Site Team Report, no. 4.c.)	1.8	x			x	x		x	x	x	x	x	x
14.	Consider how positive pedagogies and practices of Summit and First-Year Experience might be maintained or sustained through creative exploration of alternative approaches, reconfigurations, or combinations of existing programs, activities, and resources. (WASC EER Site Team Report, no. 4 additional.)	1.8	x	x	x	x	x	x	x	x	x	x	x	x
15.	Establish appropriate criteria for the periodic recertification of General Education courses to ensure that learning outcomes are embedded and renewed in the general education curriculum. (WASC EER Site Team Report, no. 4 additional.)	1.8	x	x	x	x	x						x	
16.	Consider and adopt the General Education Academic Program Review and General Education Assessment Plan useful recommendations (as appropriate) to strengthen this boundary-spanning program, to improve assessment practices, to clarify student learning outcomes, and to emulate the "best practices" of high impact programs. (EER Thematic Essay 1.a.)	1.8	x	x	x	x	x		x				x	

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Graduate Culture		STRATEGIC PLAN	Graduate Council	Graduate Program Directors	College Deans	Director of Institutional Research	AVPAA/ALO	Office of the Provost
17.	Continue to commit to cultivate a higher profile for graduate achievement and to increase the level of support and recognition for graduate student academic achievement campus-wide. (EER Thematic Essay 1.d.)	3.3	x	x	x	x	x	x

Leadership and Governance		STRATEGIC PLAN	ASI Executives and Senate	SEC	Academic Senate	Committee on Committees	UBAC	Academic Affairs Council	Provost's Council of Deans	Human Resources and Faculty Affairs	University Advancement	President's Executive Cabinet
18.	Design the initiative and circumstances that will provide for a resolution to the leadership and governance issues that will create a climate of collaboration and effective governance. (WASC Commission Letter no. 3.)	2.8		x		x		x	x			x
19.	Clarify the respective responsibilities of the administration and the faculty in the decision-making with a reciprocal appreciation for the necessary role of each. (WASC EER Site Team Report, no. 5.a.)	2.8		x	x	x		x	x			x
20.	Commit to open, direct, and timely communication of essential information and data relevant to decision-making to deans, chairs, and faculty leadership. (WASC EER Site Team Report, no. 5.b.)	2.8		x			x	x	x			x
21.	Ensure fulfillment of educational effectiveness and institutional integrity by truthful representations of consequences of decision-making to students and the public. (WASC EER Site Team Report, no. 5.c.)	2.8	x	x	x		x	x	x		x	x
22.	Fill senior administrative positions as quickly and effectively as possible with qualified persons who share the University's academic values through consultative processes appropriate to institutional integrity and educational effectiveness, with a recognition of the delegated authority of defined roles, including but not limited to the provost. (WASC EER Site Team Report, no. 5.d.)	2.8		x		x				x		x

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<b>Retention, Promotion, and Tenure (RPT)</b>		STRATEGIC PLAN	Faculty Affairs Committee	Faculty Development Committee	URPTC	Academic Senate	Department Chairs	College Deans	Human Resources and Faculty Affairs	Office of the Provost	Leaves and Awards	ORSP	University Advancement	Student Affairs
23.	Continue to refine the criteria for retention, promotion, and tenure with regard to both teaching and research at the department, college, and university levels, completing the review and renewal process initiated in 2009 with the Faculty Senate resolutions. (WASC EER Site Team Report, no.1.)	2.1	x		x	x	x	x	x	x				
24.	Continue the campus-wide review and revision of Retention, Promotion, and Tenure (RPT) elaborations to clarify the criteria, standards of performance, and measures for teaching effectiveness as well as the criteria for Research, Scholarship, and Creative Activity (RSCA) and service will strengthen this commitment to teaching effectiveness. (EER Thematic Essay 3.a.)	2.1	x		x	x	x	x	x	x				
25.	Conclude the current process of clarifying RSCA expectations within RPT elaborations, in particular emphasizing the department-based relationship of RSCA, teaching proficiency, and service criteria. (EER Thematic Essay 4.d.)	2.1	x		x	x	x	x	x	x				
<b>Research, Scholarship, and Creative Activity (RSCA)</b>														
26.	Continue to expand public awareness of the quality, variety, and richness of faculty RSCA productivity in support of its primary mission of teaching excellence informed by well-recognized scholarly and creative accomplishment. (EER Thematic Essay 4.a.)	2.2		x			x	x		x		x	x	
27.	Continue to nurturing the significant growth in both external and internal grants as well as the increase in research related to teaching and learning. through RSCA grant programs. (EER Thematic Essay 4.b.)	2.1		x			x	x		x	x	x	x	
28.	Continue to pursue avenues for supporting student RSCA, in both curricular and co-curricular research activities, to support and nurture effective student research, scholarly, and creative activities. (EER Thematic Essay 4.e.)	2.4 2.6					x	x				x	x	x

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Teacher/Scholar		STRATEGIC PLAN	Faculty Affairs Committee	URPTC	Faculty Development Committee	Academic Senate	Department Chairs	College Deans	VP Human Resources and Faculty Affairs
29.	Move incrementally toward a normalized teaching load of 18 Weighted Teaching Units (WTUs) in alignment with the Faculty Workload Agreement, to allow for enhanced high-impact pedagogy and scholarly achievement. (EER Thematic Essay 3.b.)	2.1	x	x	x	x	x	x	x
30.	Support the FCETL by offering a broad variety of activities concerning pedagogy, technology, student research, RSCA, and RPT topics, while exploring strategies to improve faculty participation in these activities and enhancing the integration of lecturers into the teaching and learning community of the campus. (EER Thematic Essay 3.c.)	2.1			x	x	x	x	x
31.	Commit to the teacher-scholar model through support for faculty RSCA portfolio development across the range of departmental expectations within the limits afforded by workload. (EER Thematic Essay 4.c.)	2.1	x	x	x	x	x	x	x

Strategic Planning		STRATEGIC PLAN	Director of Institutional Research	Director of the Stockton Center/UEE	Strategic Planning Committee	Student Success Committee	Academic Senate	President's Executive Cabinet
32.	Commit to refining methods of demonstrating the achievement of effectiveness performance indicators – including disaggregating data for the Stockton Center and distance learning – and linking these methods to Strategic Planning. (EER Thematic Essay 2.d.)	2.8	x	x	x	x	x	x

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<b>Support Unit Review</b>		<b>STRATEGIC PLAN</b>	<b>Office of the Provost</b>	<b>Unit Managers</b>	<b>Assessment Leadership Team</b>	<b>Student Success Committee</b>	<b>President's Executive Cabinet</b>
33.	Commit to “closing the loops” through the Academic Program Review (APR) and Support Unit Review (SUR) processes that will lead to action and implementation of the key recommendations that emerge from these reviews. (EER Thematic Essay 2.c.)	2.8	x	x			x
34.	Continue to enhance university support for the key area of the environment for learning through the adoption of the recommendations in the Support Unit Reviews. (EER Thematic Essay 2.e.)	2.8		x	x	x	x