

FALL FORUM
SEPTEMBER 3, 2009

CSU Stanislaus Reaccreditation Self Study

How we got here

- 2005/06 → Institutional Proposal submitted to WASC
- 2006/07 → Capacity and Preparatory Review (CPR)
phase of self study began
- 2007/08 → CPR self study continued
 - CPR Report submitted to WASC
- 2008/09 → CPR Site Visit by WASC
 - Educational Effectiveness Review (EER)
phase of self study began

Educational Effectiveness Review Report Contents

- ✓ Introductory Essay
- ✓ Four themed essays
- ✓ Integrative Essay

- ✓ CSU Stanislaus Key Exhibits
- ✓ WASC Required Exhibits

Thematic Essays



- Moved away from recommendations → reflections
- Each essay includes a “What Works” section and “Reflections for Further Inquiry and Action”
- CPR follow-up items (General Education, Graduate Education, and Retention, Promotion, and Tenure Procedures) found in Key Exhibit B.

CSU Stanislaus Key Exhibits

- A. Research Methodology
- B. Progress since the Capacity and Preparatory Review (GE, Graduate, RPT, and Assessment of Student Learning) and 66 CPR Follow-up Items
- C. Addressing New Topics in the Institutional Review Process (Student Success, APR, Effectiveness Plan)
- D. Addressing the 2008 Revisions to the Criteria for Review (CFR)

WASC Required Exhibits



- E. Doctor of Education, Educational Leadership Supplement
- F. Summary Data Form
- G. Educational Effectiveness Indicators (7.1)
- H. Inventory of Concurrent Accreditation (8.1)

Introductory Essay



- ❑ Process of the Self Study
- ❑ Method of Inquiry
- ❑ Outcomes and Design of the Report
- ❑ Use and Display of Data
- ❑ Index of Commission Interests Raised in the Preparatory Phase

Thematic Essay One

Engaging a Highly Diverse Student Population in Learning

“How effectively does the University engage a highly diverse student population in learning?”

- ❑ Quality of Undergraduate and Graduate Learning
- ❑ Quality of Engaging Students in Learning
- ❑ Impact of Diversity on Student Learning and Success
- ❑ What Works: Student Engagement and Learning
- ❑ Reflections for Further Inquiry and Action

Thematic Essay One Reflections

- 1 a. The General Education Program APR contains useful recommendations, especially when coupled with the recommendations within the GE Assessment Plan. Priorities in these plans include strategies to improve assessment practices, to clarify student learning outcomes, and to emulate the “best practices” of such high impact programs as Service Learning, the Faculty Mentor Program, and First-Year Experience and Summit. Careful consideration and adoption of these recommendations (as appropriate) will strengthen this boundary-spanning program.

- 1 b. The WPST, the campus instrument for addressing the CSU system’s GWAR, represents an important predictor of success within the major. The University will continue its ongoing efforts to improve the WPST process with the goals of assessing students’ writing proficiency in a timely way, providing a menu of alternatives to support those not passing, and addressing the special needs of English Language Learners.

- 1 c. Over the last decade, many departments have developed senior-level “culminating experiences” as vehicles for demonstration of student learning and for assessment of learning outcomes. The University is committed to encouraging and supporting 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 entire baccalaureate experience.

Thematic Essay One Reflections

- 1d. Rewards and recognition for graduate student achievement are most evident within department initiatives. The University is committed to continuing to cultivate a higher profile for graduate achievement and to increase the level of support and recognition for graduate student academic achievement across the campus at large.

- 1e. The University is proud to be recognized as a “Hispanic-Serving Institution” and one in which diversity is encouraged and supported. The University is committed to cultivating this environment and to pay close attention to the ways that diversity is achieved, maintained, and celebrated among both its student community and its faculty community.

- 1f. Collaboration between Academic Affairs and Student Affairs has been steadily growing over the past decade with the goal of enhancing the connection between curricular and co-curricular learning. The University is committed to increasing the level of undergraduate participation in campus activities as a way further to engage students and enhance student-faculty contact outside of the classrooms.

Thematic Essay Two

The University Environment for Supporting Learning

“How effectively does the University infrastructure support learning?”

- ❑ Assessment of University-wide Assessment
- ❑ Academic Programming for Student Learning
- ❑ The Environment for Student Learning
- ❑ What Works: The Environment for Learning
- ❑ Reflections for Further Inquiry and Action

Thematic Essay Two Reflections

- 2a. Over the last decade, CSU Stanislaus has moved steadily toward institutionalization of a culture of assessment and improvement. This progress will continue by improving the reliability of key databases (better response rates to allow results to be more effectively disaggregated, stronger benchmarking and use of external data, more transparent and useful communications to constituencies) and involving more students directly in assessment processes.
- 2b. As institutionalization of assessment matures and develops, the University will continue to align and integrate annual and periodic assessment activities to sustain momentum, to spread workload more equitably, and to place increased emphasis on the use of discrete learning outcomes.
- 2c. The University has a number of effective mechanisms for periodic review and assessment of its key functions, the most prominent of which are the APR and SUR processes. The University is committed to “closing the loops” through processes that will lead to action and implementation of the key recommendations that emerge from these reviews.

Thematic Essay Two Reflections

- 2d. The University remains committed to refining methods of demonstrating the achievement of effectiveness performance indicators – including Stockton Center and distance learning – and linking these methods to Strategic Planning.
- 2e. The Library SUR reflects a strong commitment to continuing assessment and the development of more effective uses of information resources and library instructional programs to better support student research and scholarly activity. The careful adoption of the recommendations in this SUR will continue to enhance University support for this key area of the environment for learning.

Thematic Essay Three

A Community of Faculty Committed to Teaching and Learning

“How well does the faculty community contribute to educational effectiveness and student learning?”

- ❑ University Expectations For Teaching Proficiency
- ❑ Faculty Development To Support Teaching Effectiveness
- ❑ Using Student Data to Improve Teaching Performance
- ❑ What Works: Commitment To Teaching And Learning
- ❑ Reflections for Further Inquiry and Action

Thematic Essay Three Reflections

- 3a. Teaching has been the primary mission of the University for fifty years, and teaching proficiency is the primary criterion for hiring, promotion, and tenure. The campus-wide review and revision of RPT elaborations to clarify the criteria, standards of performance, and measures for teaching effectiveness as well as the criteria for RSCA and service will strengthen this commitment to teaching effectiveness.
- 3b. A sharper understanding has emerged from campus discussion regarding the nature, scope, and focus of faculty work. The University, in alignment with the Faculty Workload Agreement, will move incrementally toward a normalized teaching load of 18 WTUs to allow for enhanced high-impact pedagogy and scholarly achievement.
- 3c. The FCETL has made major contributions to faculty development on campus over the last decade and has become the locus of University-wide faculty development activities. The University is committed to supporting 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.

Thematic Essay Four

RSCA and Student Learning

“How effectively has the Research, Scholarship, and Creative Activities environment at CSU Stanislaus impacted faculty research and student learning?”

- ❑ The Environment for RSCA in Support of Teaching and Learning
- ❑ The Effects of RSCA on Student Learning
- ❑ What Works: Faculty-Student RSCA
- ❑ Reflections for Further Inquiry and Action

Thematic Essay Four Reflections

- 4a. The University will 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.
- 4b. Data indicate significant growth in both external and internal grants as well as an increase in research related to teaching and learning. RSCA grant programs are especially effective in this respect and the University is committed to nurturing such programs.
- 4c. Expand the University's commitment to the teacher-scholar model by supporting faculty RSCA portfolio development across the range of departmental expectations within the limits afforded by workload.
- 4d. The University will 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.
- 4e. The University will continue to pursue avenues for supporting student RSCA work, in both curricular and co-curricular research activities, to support and nurture effective student research, scholarly, and creative activities.

Integrative

□ Review of Outcomes

- Table 5.1: Institutional Proposal Outcomes for the Educational Effectiveness Review
- Four principal outcomes for the self study (from IP)

□ Further Inquiry and Action

- Table 5.2: Thematic Map for Further Inquiry and Action

□ Final Thoughts on the Self-Study Process

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2009/10 → EER self study continues
→ EER Report due December 9, 2009
→ EER Site Visit March 3-5, 2010

Where do we go from here?

Continue with the self study → one Inquiry Circle meeting/month

- September – final review of the EER
- October – ideas for site team visit schedule; review research methodology
- November – shape IC session to be scheduled with site team
- December – off
- January – review DVD; begin prep for visit
- February – final prep for visit