EER Agenda

2-3 pm
March 10, 2008
The space formerly known as the Deans’ Conference Room
in the Faculty Center

The WASC team (and our own CPR committee) has left us with a great start to our work. We now move to center stage with a deadline of June 30, 2009. To that end, we should meet soon and discuss our plans for defining, researching and writing the EER. Linda has scheduled a meeting for Monday, March 10 from 2-3 pm in the Faculty Center Conference Room.

David’s notes from the WASC exit interview lay out three challenges for us:
- the integration of course-, program, and university-level learning outcomes in a way that results in the systematic and regular improvement of student learning
- the revision of general education into something ‘purposeful, substantial and effective’ that fits our identity and mission
- the use of intentional inquiry and purposeful data collection for effective decision making and improvement

Our next task will be to frame the research questions that will structure our review and lead to concrete decisions by programs. Our initial thoughts are that we should look at the following:

The four themes in the Institutional Proposal:
- institutional identity: program review and the six principles;
- institutional alignment: master academic and strategic planning;
- student success: holistic information gathering concerning entry, mid-course, graduation, alumni career paths
- instructional effectiveness: program review, faculty development, pedagogical innovation and assessment

The four standards of the CPR:
- institutional purpose and educational objectives: indicators and diversity
- achieving educational objectives: academic and co-curricular review and faculty ownership
- developing and applying resources: alignment, planning and environment
- commitment to learning and improvement: engagement, quality assurance, and learning about learning

The possible research questions that combine and go beyond these issues:
- those about student learning that we already ask and answer in our various program reviews
- those about student learning that remain unanswered in program reviews but that we know are important for us
- those about the relationship between and alignment among planning, budgeting, and resource allocation and student learning
• those about organizational learning, both by faculty and staff, that relate to creating a culture of learning

These are all tough questions, but like the CPR, the answers to them will result in a clearer picture of how we decide what we do, what we actually do and how well we do all of this. To this end we also need to think about the contents of the evidence collection and data portfolio we will build and what it will look like. We can already see connections between our process and the completion of the master academic plan, the cycle of program reviews for non-professionally accredited disciplines, and the development of more robust assessment practices in our co-curricular and faculty development areas.

So let’s talk about the kinds of questions we want to formulate from this mix, the kind of data we need to collect and organize, and the structure of our project when we meet next week.