



CALIFORNIA STATE UNIVERSITY, CHICO
Educational Effectiveness Review
Comments on Topics for Institutional Engagement

Group	ID Number	Topic ID	Comment
University Advancement	001	6.4.1	Development of strategic planning goals by colleges/units for fundraising priorities
University Advancement	004	6.4.1	Increased private support for academic programs
Executive Council	003	6.4.1	Transfer students experience
Council of Academic Deans	007	6.4.1	6.1.1 & 6.1.2 = Reorganization of General Education
Council of Academic Deans	009	6.4.1	Streamline structure of GE requirements and process of GE program evaluation
Council of Academic Deans	010	6.1.3	If by “enhancing” we mean improving and focusing then I support this. The current course by course model is a complete failure. Most faculty resent it, have no idea how to apply the results, and have no experience with possible alternative approaches. In addition, there is no comprehensive assessment of the GE learning objectives laid out in the EM – only piece-meal area by area/course by course assessment. We should assess the GE experience and our practices and policies to see if GEAC oversight and the requirements they monitor actually result in an improved GE program. If these components aren’t part of the above, I absolutely oppose spending time on this item.
Council of Academic Deans	010	6.1.4	While I applaud the idea of using indicators that relate to other kinds of reporting as a guide for this process, this year’s experiment has not worked well. The process does not save time, is very confusing, and hasn’t resulted in final products much different in content from the old process. Until we address how this really needs to work, this is a low priority for me.
Council of Academic Deans	010	6.4.1	Broaden 6.1.5 to something like: Streamline structure of GE and the process of GE course evaluation
Department Chairs	002	6.1.2	Freshman versus Transfer?
Department Chairs	002	6.1.5	Can we deliver effectively in larger classes?
Department Chairs	002	6.1.7	With a focus on cultural competency, not % of minorities!
Department Chairs	006	6.4.1	Enhance each individual program
Department Chairs	009	6.1.6	Why couldn’t this be folded into #1? Under supportive learning environment.

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Department Chairs	009	6.4.1	Enhancing assessment in majors – i.e., why only GE? Shouldn't we be concerned with student learning in other areas than GE?
Business and Finance	004	6.4.1	Define professionalism in order to prepare our students for the real workplace they are striving for.
Business and Finance	008	6.4.1	Faculty and staff development
EPPC	001	6.4.1	Maintain academic excellence in years of diminishing resources
EPPC	003	6.4.1	Maintain excellence in midst of financial difficulties
EPPC	003	6.4.1	Student Faculty Interaction
EPPC	004	6.4.1	Maintaining excellence at a time of diminished financial resources
EPPC	005	6.1.5	Potential link with 6.2.1
EPPC	005	6.4.1	Excellence in the transfer students first year at CSU, Chico
EPPC	005	6.4.1	Maintain resources with diminishing resources
EPPC	007	6.1.5	Link to 6.2.1
EPPC	008	6.1.5	Link to 6.2.1
EPPC	008	6.4.1	Maintain excellence in an era of diminishing resources
EPPC	009	6.1.3	<i>Re-orient the academic program review process</i> (e.g. faculty workload, faculty and staff development)
EPPC	009	6.4.1	Maintaining quality in cut-back conditions
EPPC	010	6.4.1	Maintaining excellence at a time of reducing financial resources
EPPC	011	6.1.2	Include transfers
EPPC	011	6.1.4	Combine 6.1.4, 6.1.5 and 6.2.1
EPPC	011	6.4.1	Maintain excellence w/o resources
EPPC	013	6.4.1	Maintain excellence university-wide at a time of diminishing resources
Staff Council	002	6.4.1	Campus Safety Crime Prevention & Awareness Education
Staff Council	005	6.4.1	Engage Service-Learning as a teaching pedagogy

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Staff Council	006	6.4.1	Activities and contribution of the Research Foundation to faculty and in particular student academic effectiveness.
Staff Council	013	6.1.1	Combine with 6.1.6
Staff Council	013	6.1.4	Incorporate with 6.1.5
Staff Council	014	6.4.1	Consistency in teaching content of GE courses