

**ACADEMIC AFFAIRS
EVIDENCE TEAMS IDENTIFIED TASKS**

Task	Area	Next Steps	Priority
Mission Statements			
• List of units/programs with Mission Statements			
• Check alignment of Mission Statements			
• Ensure that all Mission Statements are on the web			
Policies & Procedures			
• Develop University-wide Policies & Procedures website with links to the different policies & procedures			
• Develop functional search engine for policies & procedures website			
• EM listing reorganized by topic			
University Websites			
• Need to be updated and maintained better			
• Need to be used as a communication tool			
• Need to be more consistent across units			
Diversity			
• Develop/expand/keep current the Diversity website			
o Link to CSUC home page			
o Link to relevant policies			
o Information on diversity of faculty, staff and student			
o Activities			
o Responsibility Assignments			
• Include in the general statement about our definition and commitment to diversity a statement about how we organize and administer for diversity			
• Improve access to diversity content:			
o Classes with a focus on diversity			
o Advising patterns with focus on diversity			
o Programs to help disabled, ESL students, etc.			
Co-curricular Programs			
• Develop a system that ensures that information regarding			

activities & programs is easily accessible			
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<ul style="list-style-type: none"> • Develop process for evidence collection with systematic evaluation, analysis and outcome measurements. <ul style="list-style-type: none"> ○ Incentives and training for students to be more involved ○ Student satisfaction surveys ○ Comparative studies with other CSUs ○ Annual reporting 			
<ul style="list-style-type: none"> • Web exposure of programs, activities, etc. <ul style="list-style-type: none"> ○ Links on College websites ○ Standardization of where links are located across campus 			
<ul style="list-style-type: none"> • IRA <ul style="list-style-type: none"> ○ Develop a regular update, by program, of which classes are the educational link ○ Develop an abbreviated reporting process for the two years in between the comprehensive review for individual programs 			
Handbooks, Brochures, etc.			
<ul style="list-style-type: none"> • Maintain listing • Develop process for updating • Available on web 			
Performance Measurement System			
<ul style="list-style-type: none"> • Processes need to be developed that are manageable and that seek to answer pragmatic and identifiable needs • Determine who is responsible for formulating the requirements of the needed data and gathering the information • Develop a practical loop of asking questions, seeking a structure for the study or questions asked, gathering data, analyzing data, and then relating it to the policy implementation must be established before data is gathered. 			

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General Education			
<ul style="list-style-type: none"> • Assessment of GE Program <ul style="list-style-type: none"> ○ Make the goals, criteria and student learning objectives in EM 99-05 readily assessable. ○ Utilize an External Reviewer ○ Utilize NSSE data ○ Formalize assessment process • Writing Requirement <ul style="list-style-type: none"> ○ Study possible alternative to 1500 word writing requirement – faculty workload issue ○ Make the WP requirement more strongly reinforce the seven principles of undergraduate education by discussing not just the quantity of student writing but its quality • Increase administrative support for GE <ul style="list-style-type: none"> ○ Restore Vice Provost/Dean position ○ GE Coordinator • Advising for new faculty with respect to GE • Improve documents for assisting faculty in development of assessment methodologies and plans • Revise EM 99-05 to clarify campus expectations, particularly with regard to definition of assessable learning outcomes • Better engage students in GE courses, including development and implementation of high standards for student achievement in all courses • Regular and periodic colloquia to assist in communicating expectations and retrieving feedback of GE constituents 			
Baccalaureate Programs			
<ul style="list-style-type: none"> • Make it easier to find changes that have been made to a degree or option <ul style="list-style-type: none"> ○ Web-link with updates on changes • Curriculum/Programs 			

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○ Develop a reliable method or means of knowing whether or not classes are effective within a program/major			
○ Develop a standard method for collection and delivery of data			
○ Develop a measure on the assessment of student attainment vs. the accumulation of credit			
○ Documentation on whether a specific student has demonstrated attainment of the learning outcomes for a major does not exist			
○ Develop and publish learning outcomes for each major			
○ Show which courses provide the educational experience that meets a specific learning outcome for the degree (CE department has a model of this system)			
○ Develop learning objectives for each course			
○ Departments should establish how course instructors measure whether or not a student has met the course objectives before they progress in the major and inform the students of this requirement			
● Syllabi			
○ Establish guidelines for what should be in a syllabi			
○ Query students (via SET) as to whether the syllabi is being followed			
● Develop and publish in course syllabus learning objectives for each course			
● Include in the course syllabi a description of which learning outcomes the course meets, how attainment of this outcome will be measured, and the consequences of not meeting this outcome.			
● Advising			
○ Data needs to be developed with respect to major advising			
○ No systematic way for departments to provide advising or report on the results			
○ Each department should establish and publish their advising policies			

○ Faculty advisors should track advising visits			
○ have records of student visits			
○ have records of student progression in the degree			

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• Develop program/process to encourage more students to be top students			
• Develop and document capstone experiences by major			
• How is SET data used?			
• Program Review			
○ Establish role of outside reviews: advocate for faculty or objective reviewer			
• Use alumni as part of a team of outside reviewers			
Graduate Programs			
• More consistency needed across campus			
• Develop incremental benchmarks to provide guidelines to departments			
• Develop a formal mechanism for reviewing policies established by the GCC			
• Encourage all departments to develop graduate program guides (handbooks)			
• Develop a model for graduate program performance goals and assessment and a process for continuous improvement			
• Have department's develop explicit goals and objectives for each master's program and an explicit feedback loop			
• Develop process to systematically document attainment of key performance measures, routinely collect feedback and reflect upon the results in order to improve programs.			
• Integrate systematic processes for assessment and continuous improvement into the existing program review process			
• Departments should keep systematic records on their graduates (current data seems to be anecdotal)			
• Graduate Program faculty should meeting regularly to assess how well graduate students are meeting their goals and objectives; change program standards to reflect faculty expectations			
• Departments should be encouraged to form advisory councils to provide external feedback			

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Student Services			
• Develop Student Satisfaction Surveys for the following:			
o Getting Connected			
o Evaluations			
o Graduation			
o Advising			
o Educational Opportunity Program			
• Library			
o Increase quality and quantity of library collection			
o Incorporate information literacy uniformly across curriculum			
• Student Computing			
o More department computer labs needed			
Faculty			
• Creative Activities			
o Develop a more systematic and open means of showcasing faculty accomplishments			
o Develop feedback loop for faculty development programs			
• Workload			
o Published Student to Faculty Ratios by department, college and university			
o Minimum qualifications for faculty members by department			
o Need the following data broken down by college, department and university and then a comparative study within the CSU:			
o CSU, Chico Faculty Flow Report			
o Retention Data			
o WTUs/AWTUs			
o Class enrollment numbers by faculty			
o Recruitment rates			
o Face contact hours			
o Salary data			

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<ul style="list-style-type: none"> • RTP 			
<ul style="list-style-type: none"> ○ Departmental Guidelines not readily available 			
<ul style="list-style-type: none"> • Faculty Development Activities 			
<ul style="list-style-type: none"> ○ Develop systematic assessment process and include a faculty satisfaction survey 			
<ul style="list-style-type: none"> ○ CELT 			
<ul style="list-style-type: none"> ○ Information Resources Program 			
<ul style="list-style-type: none"> ○ Faculty Technology Training 			
<ul style="list-style-type: none"> ○ Faculty Development Programs 			
<ul style="list-style-type: none"> ○ Recognize faculty development as part of department/college performance goals reports 			
<ul style="list-style-type: none"> ○ Develop a comprehensive collation of university centers, their purposes, and major projects/accomplishments should be created and disseminated 			
Staff			
<ul style="list-style-type: none"> • Collect data on allotted staffing levels, current staffing levels, and how these levels compare with the acreage and square footage of the campus, number of students, faculty, etc. 			
<ul style="list-style-type: none"> • Develop staffing benchmarks by type of service, maintenance operations, or other categories 			
<ul style="list-style-type: none"> • Evaluation process should be improved, automated, adequately staffed, and reported to the administration to ensure completion and consistency 			
<ul style="list-style-type: none"> • Morale survey should be conducted every two years with corrective measures put into place 			