

University of La Verne



Educational Effectiveness Framework 2009

Revised 8-20-2011

Original draft approved by the Educational Effectiveness Committee (EEC) as a working document June 17, 2009

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Introduction

The purpose of this document is to describe the structures and processes that organize and assess the educational effectiveness in the University's academic, co-curricular, and administrative sectors in the WASC accreditation affirmation context and themes.

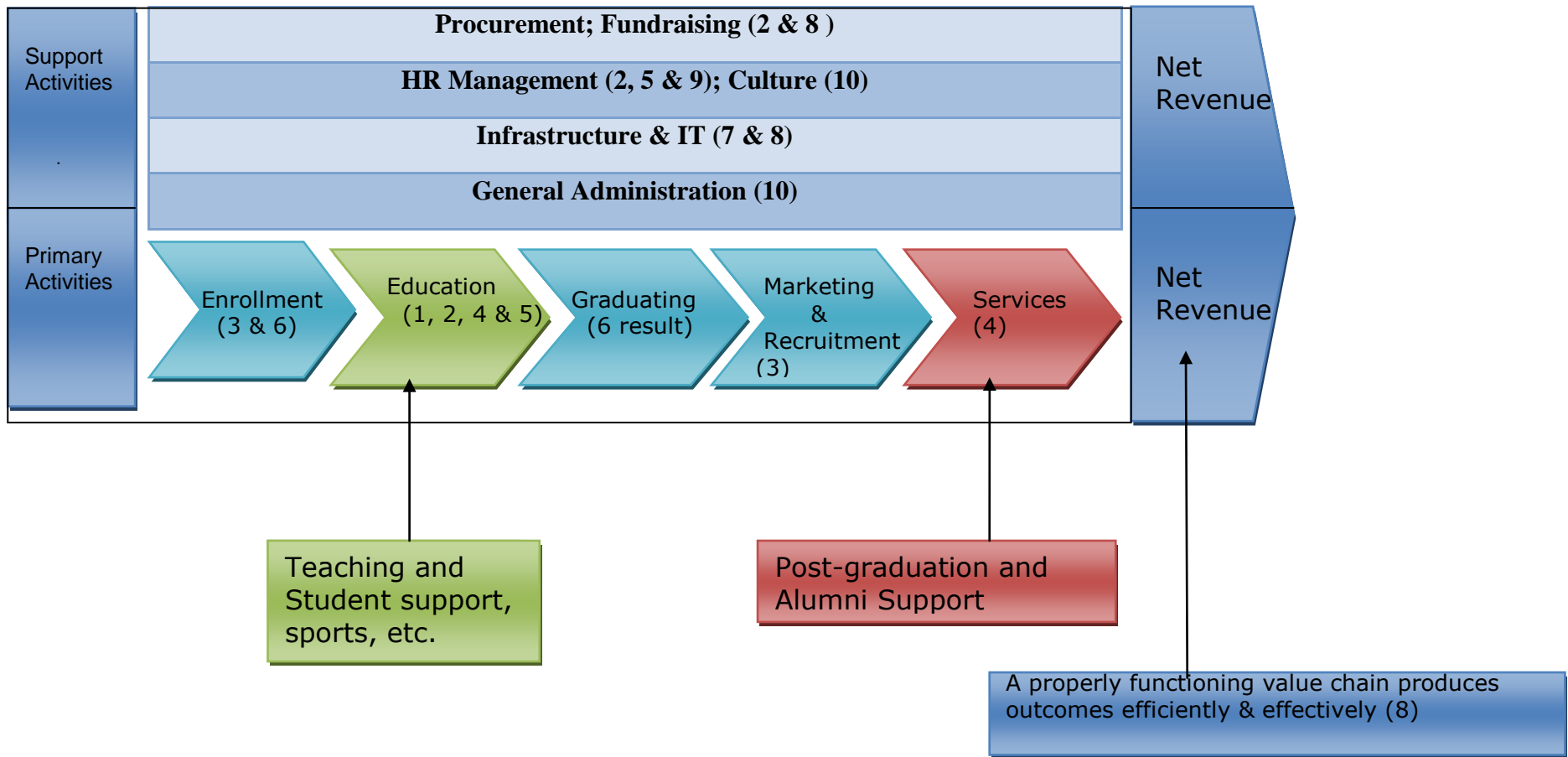
The University of La Verne is committed to:

1. Maintaining a strong **capacity** through "... High levels of institutional integrity, fiscal stability, and organizational structure to fulfill its purpose." (WASC Standards, 2008, page 2).
2. Educational **effectiveness** through "... clear and appropriate objectives and design at the institutional and program level... [by employing]...process of review, including the collection and use of data, which ensure delivery of programs and learner accomplishments at a level of performance appropriate for the degree or certificate awarded." (WASC Standards, 2008, page 2)

The Value Chain Model for the University of La Verne in the figure below represents the academic and administrative functions of the university and their role in generating value for the students and the larger community as the University lives out its mission. A purpose of the value chain is to understand the relationships and interconnectedness of the major activities that implement the *raison d'être* for an organization (the primary activities) with the activities that support them. The primary activities represent the work flow of the organization while the support activities represent those activities that help enable the primary activities to be as efficient and effective as possible. The overall purpose of the value chain is to have the organization work efficiently and effectively to produce outcomes important, meaningful and useful ("value") to the outside environment and society while producing positive net revenue for not-for-profit organizations (and net income for for-profit organizations). The outcome (be it net revenue or net income) allows the organization to have financial stability and sustainability. Ideally, every activity in the value chain adds value. It might not be obvious for some activities how they add value alone but it may become obvious when they work in concert with others. Assessment and program review activities in the academic areas and administrative and support units help continuously evaluate and improve the value that is generated.

Value Chain
for the
University of La Verne

(The numbers in parentheses below are objectives within the ULV strategic plan)



The following figure summarizes the global model of the assessment cycle: It identifies four stages that respond to four questions:

1. What do we do?

What we do is based on the Mission of the University and guided by four major values: Diversity, Values Orientation, Service, and Lifelong learning.

2. How do we do it?

We live out the mission and values of the University by generating institutional capacity through administrative and support services to deliver degree programs, general education courses, as well as degree and co-curricular programs.

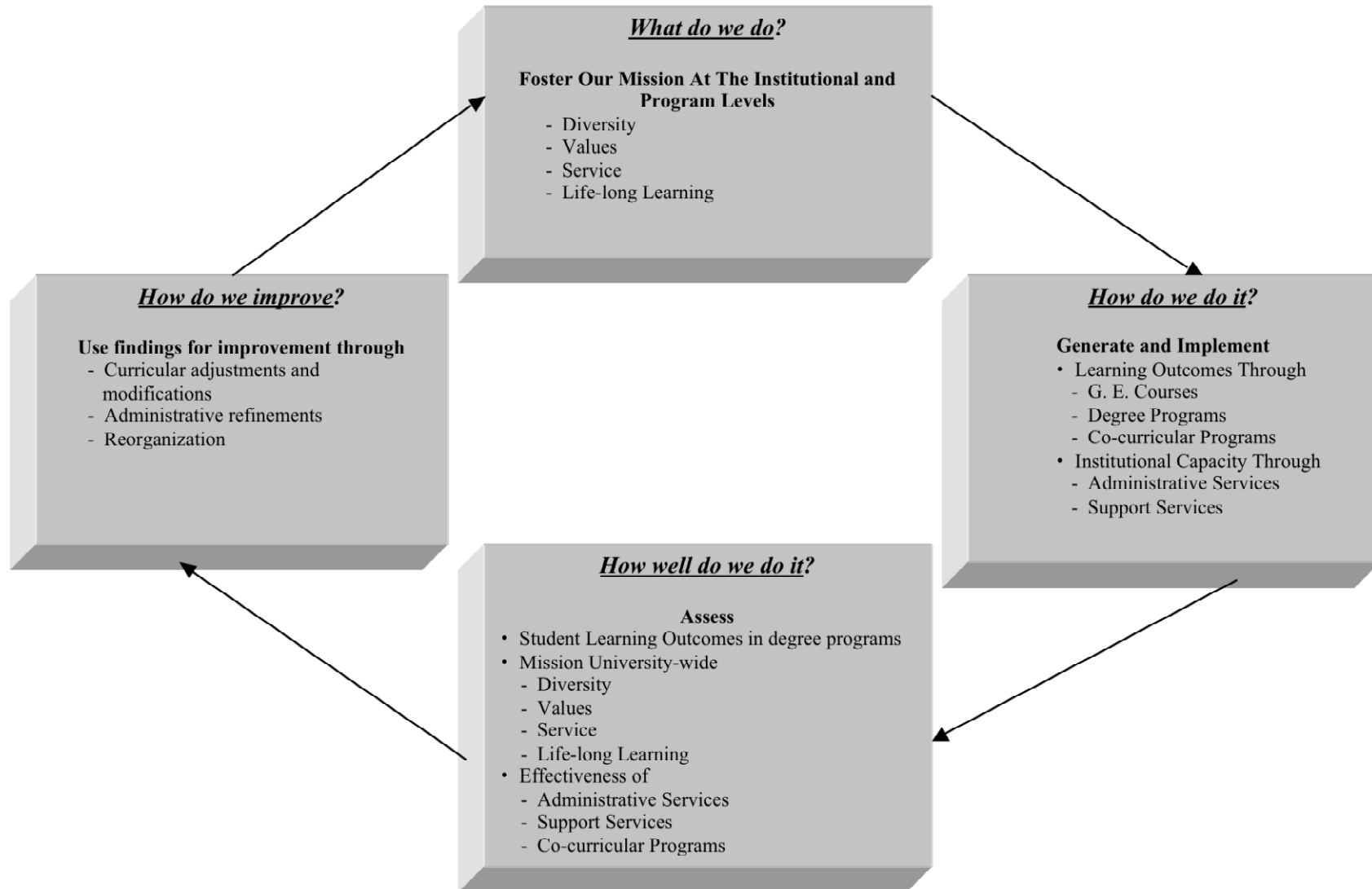
3. How well do we do it?

We assess student learning outcomes in general education and degree programs, and evaluate the effectiveness of co-curricular programs and administrative and support services.

4. How do we improve?

Assessment information is used for improvement through curricular adjustments and administrative refinements.

University of La Verne
LA VERNE EDUCATIONAL ASSESSMENT CYCLE



Institutional Capacity and Themes

The Capacity and Preparatory Review (CPR) document prepared for the WASC February 2010 accreditation re-affirmation visit describes the overall capacity of the University as an educational institution, as well as the capacity to evaluate the effectiveness of its academic programs, co-curricular, service and administrative units (http://faculty.laverne.edu/facgov/private/ulvwasc/LaVerne_CPR_12-4.09.pdf). Three themes and accompanying questions identified in the 2007 proposal guided the CPR report, and will guide the University's efforts to prepare for the Educational Effectiveness Review; they will also inform the on-going work to establish and maintain a culture of evidence through academic program reviews and evaluation of administrative and service units. Appendices A to C provide the alignment of the three themes, respectively, with La Verne's 2007 strategic goals, WASC's Criteria for Review (CFR), and assessment activities related to each accompanying question. The three themes and accompanying questions are as follows:

Theme 1: Improve student achievement through assessment

- Question 1:** How well are our students learning the knowledge and skills required in majors and graduate programs?
- Question 2:** How effective is our new General Education in educating the whole person and preparing world citizens?
- Question 3:** How successful are we in retaining and graduating the students who we recruit at all levels?

Theme 2: Building on quality in campus climate

- Question 1:** What are the components of the University of La Verne campus climate and how does it foster teaching, learning and research?
- Question 2:** How does campus climate encourage the retention of students, faculty and staff?
- Question 3:** How successfully do all the areas contribute to the University of La Verne's culture of educational effectiveness?

Theme 3: Building on excellence through Strategic planning and implementation

- Question 1:** How effective is the institutional research that the University conducts in providing policy makers with information needed to make decisions informed by culture of evidence?
- Question 2:** How effective is the University's strategic planning in identifying appropriate strategic goals, guiding strategic objectives, and fulfilling strategic initiatives for the University?
- Question 3:** To what extent has University's institutional research and strategic planning succeeded in creating a culture of evidence?

Domains of Assessment

The University of La Verne examines its educational effectiveness by engaging in assessment efforts in multiple domains throughout the campus community (See chart below). The **first domain** includes program reviews of (a) academic programs and departments, (b) co-curricular programs, and (c) administrative units on rotation cycles that vary somewhat across colleges and units (Theme 1). The **second domain** includes assessment of General Education learning outcomes and University Mission Values (Theme 1). The **third domain** of assessments include periodic climate surveys: (a) students (graduate and undergraduate), (b) full-time faculty, (c) part-time faculty, (d) classified employees, (e) administrative and professional employees, (f) non-returning students, (g) alumni (conducted at program level and alumni office), and (h) evaluation of courses every semester or term on-line (Theme 2). The **fourth domain** addresses planning efforts that includes (a) tracking of strategic goals at the university level as well as at the unit levels, (b) effectiveness of data generation and utilization in decision making and program improvements, and (c) reflections on the overall assessment efforts (Theme 3).

Domains of Assessment

Domain 1 Program Review	Domain 2 General Education	Domain 3 Campus Climate	Domain 4 Planning
Theme 1: Assessment	Theme 1: Assessment	Theme 2: Climate	Theme 3: Strategic Planning
a. Academic Programs and departments b. Co-curricular programs c. Administrative programs	a. University Values b. Competencies c. Breadth Requirements	a. Students (Undergraduates and Graduates) b. Full-time faculty c. Part-time faculty d. Classified employees e. Administrative and professional employees f. Non-returning students g. Alumni h. Course Evaluations	a. Tracking strategic objectives b. Effective data generation and utilization c. Evaluation of assessment and program review efforts

Assessment Domain 1: Program Reviews (Evaluations) (Theme 1)

All academic programs, co-curricular and administrative units conduct program reviews.

Academic Programs

Every undergraduate and graduate program conducts reviews to assess student-learning outcomes using direct and indirect measures on a five-year rotation cycle. Degree programs accredited by independent professional bodies follow the timelines and guidelines determined by these bodies. All four colleges of the University, including Law, are responsible for coordinating and conducting reviews of their degree programs.

Normally, department or program chairs or their designees coordinate the program review and complete it within six months. Program review reports include descriptive information about the capacity of the program, assessment of learning outcomes based on program goals, and action recommendations. While these elements of the reports are common across college, their specific organization may vary from college to college. For the general academic program review guide go to: http://www.laverne.edu/institutional-research/assessment_academic/institutional-wide-plans.php, and click on “Academic Program Review Guide”)

After the program review draft is complete, an outside reviewer(s) unaffiliated with the University of La Verne is invited to visit the program and respond to the review document, with commendations and recommendations. The outside reviewer’s report and action recommendations become part of the program review document. This process varies across colleges. (For the general guideline go to: http://www.laverne.edu/institutional-research/assessment_academic/institutional-wide-plans, and click on “Guidelines for External Reviewer-Academic”)

The program reviews are presented to a college level committee by the chair of the degree program with prioritized action recommendations. The Office of University Assessment receives the report and informs the Educational Effectiveness Committee (EEC) of the completion of the program review. The EEC evaluates the document and makes suggestions for improvement, if necessary. The program review documents are posted on the University’s electronic assessment portfolio by college and program (http://www.laverne.edu/institutional-research/assessment_academic/academic-program-review/). Academic deans in collaboration with department chairs and the Provost make resource allocation to address the action recommendations.

Co-curricular and Administrative Units

The assessment (evaluation) of co-curricular and administrative units using direct and indirect measures addresses how effective they are in carrying out their charge of serving and supporting (as shown in the Value Chain) students, faculty, degree programs, and the teaching-learning process.

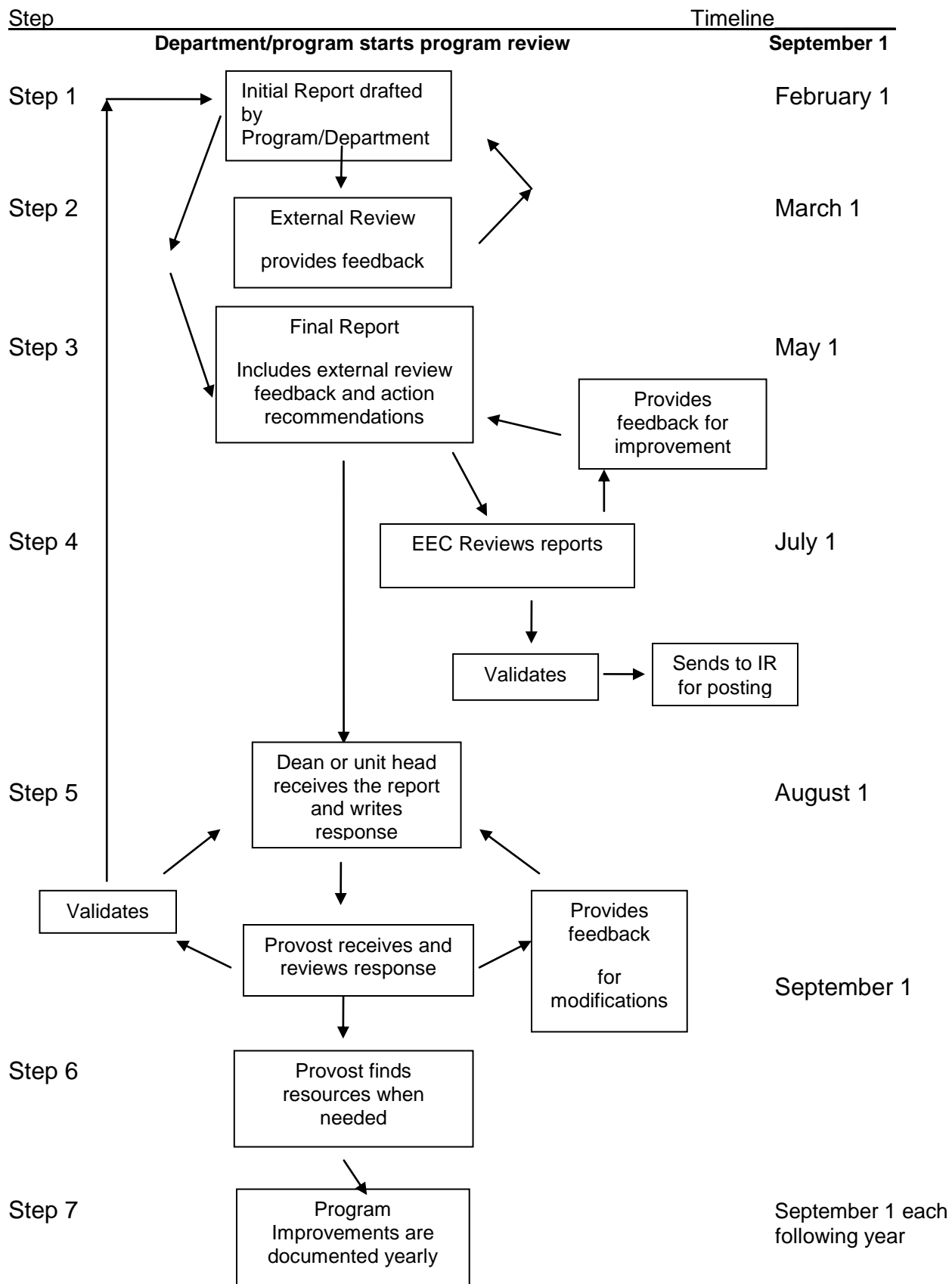
Co-curricular and administrative units that conduct program reviews (evaluations) on a five-year rotation cycle (<http://www.laverne.edu/institutional-research/evaluation-of-administrative-units>, click on “Rotation Cycle of Administrative Units”) include: President’s Office (Conducted by the Board of Trustees), Academic Affairs, Enrollment Management, Regional Campus Administration, Office of the Executive Vice President, University Advancement and Student Affairs.

Department heads or their designees coordinate the program reviews within each administrative unit. They invite one or more faculty members to consult in the planning and implementation of the review process. The review includes a description of department’s capacity, measurement of its performance effectiveness based on its goals and charges, effectiveness of processes utilized to accomplish its goals or to carry out its charges, input from stakeholders regarding effectiveness of its performance, and action recommendations for improvement (Go to http://www.laverne.edu/institutional-research/assessment_academic/institutional-wide-plans.php, and click on “Administrative Program Review Guide”). The Associate Vice President for Assessment works with administrative units to oversee and facilitate the review process. After a complete draft is prepared, an external reviewer (s) is invited to visit the campus and respond to the review document, and provides action recommendations that are incorporated in the final report. Office of University Assessment receives the report and informs the EEC that the report is ready, which then evaluates the report using a rubric, and provides feedback to the unit for improvements, if necessary. Completed reports are posted on the electronic portfolio by unit (<http://laverne.edu/institutional-research/evaluation-of-administrative-units>). Unit heads in collaboration with their senior managers make resource allocation to address the action recommendations.

Program Review (Evaluation) Steps

The following chart shows graphically the steps in the program review flow. What is involved in each step is further articulated below the chart.

Program Review Flow Chart – Draft 3/21/11



Program Review (Evaluation) Steps

Program Reviews generally start on September 1, but may vary depending on the program or unit conducting the review.:

Step 1. Initial report is drafted—February 1

- Department/program chair, designee, or committee drafts the initial report based on guidelines
- Assessment coordinator of college or unit provides guidance, input and support
- IR provides data packet and templates, and other data support as needed
- Dean or unit head provides input as appropriate, and provides resources as needed
- **Timeline: Five months**—starts September 1, and initial draft is ready by **February 1** including tentative action

recommendations

Step 2. External review is conducted before the final draft—March 1

- Extern reviewer(s) is recruited with input from the assessment coordinator while the report is being drafted
- Dean's office or unit head approves the external reviewer(s)
- External reviewer(s) reads the initial draft, and visits the campus during the first part of the month of March
- External reviewer(s) provides feedback in a report following the guideline, and makes recommendations regarding the content of the initial report, and makes further recommendations for action and/or affirms the initial action recommendations
- Office of Institutional Research and Assessment funds the external review (Stipends)
- **Timeline: One month**—external reviewer report is received by **April 1**

Step 3. Final report is prepared—May 1

- Final report incorporates feedback and recommendations of external reviewer(s)
- Final report may include action recommendations for program improvement that are **resource intensive** as well as ones that **do not involve direct cost**
- Assessment coordinator provides support and feedback to the writing of the final report
- External reviewer(s) report becomes an appendix in the report
- **Timeline: One month**—Final report with revisions based on the external review is prepared by **May 1**

Step 4. Educational Effectiveness Committee (EEC) reviews the final program review report—July 1

- With the approval of the dean or the unit head, the assessment coordinator submits the report to the Office of University Assessment that informs the EEC

- EEC evaluates the final program review report using a rubric based on the guidelines, and takes one of two possible actions:
 - a. **Validates** the quality of the report; provides written statement to that effect to the assessment coordinator, who then sends the report to the Office of Institutional Research and Assessment for posting
 - b. **Accepts the report but determines the report could be improved**; provides written feedback to the assessment coordinator to that effect with the expectation that the next report would incorporate the feedback for improvement; if appropriate and feasible, assessment coordinator makes adjustments to the report and sends the report to the Office of Institutional Research and Assessment for posting
 - **Timeline: Two months**—EEC provides response by **July 1**

Step 5. Dean or unit head receives and responds to the program review—August 1

- At the same time that the EEC receives the program review report the dean or unit head receives the report from the assessment coordinator
 - Dean or unit head **writes a response** addressing the action recommendations
 - The **written response** includes in some priority order how the dean or the unit head would support the action recommendations
 - Dean or unit heads consults with the department chair and provost while writing the response
 - The written response is addressed to the provost and the department chair
 - **Time line: One month**—Dean or unit head writes MOU by **August 1**

Step 6. Provost receives the written response from deans or unit heads and responds—September 1

- Provost reviews the written response and responds one of two ways:
 - a. **Validates** the written response and sends an acknowledgement to the dean or the unit head, with a CC to the department or program chair
 - b. **Determines the written response need modification** and sends it back to the dean or unit head for revision
 - Provost secures funding for recommendations that need resources as appropriate in consultation with the President's Executive Committee (PEC)
 - **Time line: One month**—Provost responds by **September 1**

Step 7. Loop Closing: Yearly action updates are provided by department/program chairs or unit heads—September of each year

- Department or program develops action plans to implement the action recommendations over multiple years as appropriate

- Yearly updates document the actions that have been taken to improve the department or the program
- The assessment coordinator submits the yearly updates to the Office of Institutional Research and Assessment for posting
- Deans and unit heads use yearly action updates to consult with the provost regarding resource allocations

Assessment Domain 2. General Education and University/Mission Values (Theme 1)

Assessment of GE learning outcomes and Mission values using direct and indirect measures addresses how well the Mission values are reflected in the learning outcomes at all levels of academic programs, and how well critical skill are learned in GE courses. These assessments are conducted on five-year rotation cycles (http://laverne.edu/institutional-research/assessment_academic/general-education-assessment/GE-Assessment-Rotation-2010.pdf).

The Mission values that are assessed are Values Orientation, Community and Diversity, Lifelong Learning, and Community Service. The critical skills that are assessed are Interdisciplinary Thinking, Written Communication, Oral Communication and Quantitative reasoning. In General Education the Breadth Areas that are assessed are Social and Behavioral Sciences, Humanities, The Natural World, Creative and Artistic Expression, Lifelong Fitness.

The Office of University Assessment creates task forces of faculty across the University at all levels to plan and conduct assessments of GE learning outcomes and Mission values using direct and indirect measures, including nationally standardized instruments such as the NSSE and the CCS, rubric-based evaluation of authentic student work, such as culminating projects, papers and performances, and internally prepared self-report measures and surveys. The Office of University Assessment receives the report and informs the EEC who then evaluates the quality of the report. The task force presents its findings to the General Education Committee for feedback and action recommendations. Deans in collaboration with faculty and the Provost allocate resource when needed to address the action recommendations. Reports from the task forces are posted on the University's electronic assessment portfolio (http://laverne.edu/institutional-research/assessment_academic/general-education-assessment/).

Assessment Domain 3: Campus Climate (Theme 2)

Assessment of campus climate is conducted to evaluate the perceptions and experiences of the following constituencies: undergraduate and graduate students and alumni, full-time faculty, part-time faculty, classified staff, administrative and professional staff, and non-returning students. Every course is evaluated every semester/term electronically.

The Offices of Institutional Research and University Assessment in collaboration conduct climate surveys, using national surveys such as the NSSE, as well as locally developed surveys. Input is obtained from the appropriate offices and constituencies, such as the faculty in the EEC, Classified Committee, Professional/Administrative Committee, Deans, Academic Advising, etc. These surveys are conducted electronically. Alumni are surveyed by academic programs and departments during their program review, and also by the Alumni Office with support from the Office of University Assessment. Focus groups are also used, when appropriate. Office of University Assessment usually prepares the reports, and the constituencies are informed about the completion of the reports and provided with links to access them. Respective offices and committees also provide input regarding action recommendation suggested by the findings. Periodic updates of actions taken in response to action recommendations emerging from the survey are compiled and posted (http://faculty.laverne.edu/facgov/private/ulvwasc/AppendixTempJ_LoopClosingOnClimateSurveys.pdf). Campus climate reports are posted on the University's electronic assessment portfolio (http://www.laverne.edu/institutional-research/assessment_academic/learning-environment).

Domain 4: Strategic Planning (Theme 3)

Each academic and administrative unit in 2007 developed a five-year strategic plan that reflected the University-wide strategic goals. The University-wide strategic plans developed in 2007 with 10 broad goals and accompanying strategic initiatives can be viewed at <http://www.ulv.edu/facgov/private/strategicplan.html>, under "ULV Strategic Plan (5/5/07)." Strategic plans of the separate units can also be viewed on that page, along with updates and related documents. With a new president on board, starting fall 2011, the University will engage in developing a new strategic plan.

Each unit assesses the effectiveness in achieving its strategic initiatives in its yearly updates. The gathering and documentation of updates of accomplishments is coordinated by the office of the provost, and is posted online (link above). These updates are available for viewing by the entire university community. Examples of actions and accomplishments connected to the 2007 university-wide strategic initiatives may be viewed at http://faculty.laverne.edu/facgov/private/ulvwasc/AppendixTempK_UniversityWideStrategicInitiatives.pdf.

Committees and Workgroups

Assessment and Educational Effectiveness Committees: A Brief History

The move to start using assessment systematically at the institution level to improve programs began in the mid-1990s. The Assessment Committee of faculty was formed in the fall of 1996, and in the spring of 1997 faculty adopted an "assessment

framework.” Subcommittees were formed to develop assessment methods, tools, and rubrics to assess GE outcomes such as writing, interdisciplinary thinking, and service learning, and provided guidelines for assessment of undergraduate and graduate programs that went beyond the University’s quality management systems in place at that time. These efforts are documented in the self-study report prepared for the full re-accreditation visit by WASC in 2000, just before the new WASC guideline, based on outcomes rather than inputs, officially became the norm.

After the 2000 visit the focus of the Assessment Committee shifted more vigorously to outcomes based assessments of academic programs, and continued to refine the assessment of General Education skills and values areas. In 2006 the Assessment Committee changed its name to the Educational Effectiveness Committee, and continued its efforts to refine the program review guidelines, started implementing external reviews, and began to oversee the quality of the program review process as well as track the follow-up actions taken for program improvements. The Educational Effectiveness Committee played a key role in the development of the institutional proposal in preparation for the CPR and the EER visit, and formed subcommittees to address issues under each of the three selected themes.

Each of the colleges, and the co-curricular programs in Student Affairs has a dedicated person that co-ordinates assessment activity, with ongoing support from the Office of University Assessment and the Office of Institutional Research. Credential and nationally accredited programs, such as Teacher Training, School Counseling, Legal Studies, Athletic Training, Public Administration, and PsyD, continue to follow the standards of their respective associations and accrediting agencies to conduct program reviews. In all program review and assessment efforts faculty are leaders, with support provided from deans and the Office of Institutional Research and Assessment.

A. Educational Effectiveness Committee

Chair: Richard Simpson, Faculty member in the College of Business and Public Management

Meeting times: Monthly

Current EEC Members:

(All faculty are voting members; administrators are non-voting resources except one)*

Faculty Members (Constituency/Year Term Ends):

Richard Simpson, Chair (CBPM; 2012)

Kent Badger (CBPM; 2013)

Carolyn Bekhor (CAS; 2011)

Sean Dillon (CAS; 2011)

Kathy Duncan (CBPM; 2011)

Jay Jones (CAS; 2011)
 Mark Matzaganian (CEOL; 2011)
 Lanney Mayer (CEOL; 2013)
 Cindy Olivas (CEOL; 2013)
 Shelley Urbizagastegui (New Faculty; 2010)

Administrative/Professional Members:

Felicia Beardsley (Assoc. Dean, CAS)
 Leeshawn Moore (ex officio; Dir., Institutional Res.)
 Al Clark (ex officio; Assoc. V.P., Acad. Affairs)
 Aghop Der-Karabetian (ex officio; Assoc. V.P., Assessment)
 Sammy Elzarka (ex officio; Dir., Assessment, CEOL)
 Steve Lesniak (RCA voting member)
 Juan Regalado (ex officio, Asst. Dean, Student Affairs)
 James Schirmer (ex officio; Research Analyst)
 Rita Thakur (Assoc. Dean, CBPM)
 vacant (ex officio; Dir., Teaching & Learning)

Current Charge of the EEC

The primary charge of the EEC currently is to evaluate the quality of academic and administrative program reviews, as indicated in the program review steps above, and provide feedback to programs.

Earlier Charge of the EEC

This was a standing committee of the Faculty Assembly, formerly called Academic Assessment Committee, and the chair represented the committee on the Faculty Senate. There were three subcommittees organized around the three themes of La Verne's Institutional Proposal: 1) Improve student achievement through assessment; 2) Building on quality in campus climate; and 3) Building on strategic planning and implementation. Subcommittees met separately once a month and reported their activities to the full committee

The charge of the EEC was much broader prior to the establishment of the Office of University Assessment, and the embedding of assessment coordinators within colleges, and student affairs, who took on many of the former tasks. The list of earlier tasks was:

- a. Provide oversight and review of the academic assessment activities across the University.
- b. Help in the preparation of the Educational Effectiveness Review for WASC.
- c. Coordinate the assessment of General Education learning outcomes by creating specific task forces that engage faculty across the University.

- d. Provide support, when asked, to academic programs conducting reviews.
- e. Provide oversight on material posted on University's electronic assessment portfolio.
- f. Assess the academic assessment processes.
- g. Track the assessment milestones in the WASC Institutional Proposal.
- h. Oversee and help with the implementation of the three themes in the WASC Institutional Proposal.

B. Capacity and Preparatory Review (CPR) Workgroup:

Chair: Co-Chaired by a faculty member and the Associate Vice President for Academic Affairs (ALO).

Meeting schedule: biweekly or as needed.

This work group was formed after the WASC proposal for re-affirmation of accreditation was accepted to prepare the CPR report for submission. This workgroup having completed its task was disbanded.

CPR Team Members

Name	Title	Position
Jack Meek, Co-Chair	Professor of Public Administration, CBPM	Faculty
Al Clark, Co-Chair	Associate Vice President, Academic Affairs	Administration
Jeffrey Kahan	Professor of English	Faculty
Richard Simpson	Professor of Strategic Management; Chair of the Educational Effectiveness Committee	Faculty
Vitonio San Juan	Assistant Dean of Students, College of Law	Administration
Zandra Wagoner	Assistant Dean of Undergraduate Studies	Administration
Adeline Cardenas-Clague	Associate Vice President for Academic Support and Retention	Administration

Barbara Polling	Associate Dean, CEOL	Administration
Steve Lesniak	Dean, Regional Campus Administration	Administration
Aghop Der-Karabetian	Associate Vice President for University Assessment	Administration
Judi Stillwell	Director of Property, Budget, and Financial Information	Administration
Yingxia Cao	Director of institutional Research	Administration
James Schirmer	Senior Research Associate	Administration
Alden Reimonenq	Professor of English	Team Advisor

Committee Charge

- a. Prepare the report for the Capacity and Preparatory Review (CPR) visit by WASC.
- b. Review the data collection by various data generating units and assemble the data exhibits for the CPR.
- c. Provide oversight and support regarding the nature and effectiveness of data gathered for decision-making and assessment of institutional capacity.
- d. Provide oversight regarding the content and structure of the institution's electronic assessment and effectiveness portfolio.

The role of CPR workgroup in the flow of information was as follows:

- a. Receive information from the various data generating administrative and management units as requested for purposes of the CPR visit.
- b. Receive updates from the Educational Effectiveness Committee regarding its work.
- c. Receive informational reports from and provide support to the ALO as needed.
- d. Report to the Provost regarding its progress and make action recommendations for resource allocation.
- e. Receive feedback and direction from the Provost.

C. Educational Effectiveness Review Workgroup

Chair: the Greg Dewey, Provost

Co-chair: Al Clark, Associate VP, Faculty

Meeting times: Biweekly and as needed

This workgroup is responsible for drafting the EER document for submission to WASC.

Members

Faculty

Carolyn Bekhor, EEC member, CAS

Sean Dillon, EEC member, CAS

Kathy Duncan, EEC member, CBPM

Mark Matzaganian, EEC member, CEOL

Richard Simplson, EEC Chair, CBPM

Administrative/Professional

Felicia Beardsley, Associate Dean, CAS

Adeline Cardenas-Clague, Associate VP, Academic Support

Al Clark, Associate VP, Faculty

Aghop Der-Karabetian, Associate VP, Assessment

Greg Dewey, Provost

Steve Lesiak, Dean, RCA

Barbara Poling, Associate Dean, CEOL

Zandra Wagoner, University Chaplin

Workgroup Charge

- a. Draft the EER report
- b. Share the information with the University community
- c. Seek input from the University community

Roles of Deans and Provost/Vice Presidents

Members

There are four deans who head the four colleges: College of Arts and Sciences, College of Business and Public Management, College of Education and Organizational Leadership, and College of Law. There is also a dean of Student Affairs and a dean of Regional Campus Administration. There are four vice presidents: Executive Vice President, Vice president for University Advancement, Vice President for Enrollment Management, and the Provost and Vice President of Academic Affairs.

Assessment Related Tasks

Deans and Vice Presidents have ongoing assessment related tasks:

- a. Academic deans provide support and oversight over academic program reviews.
- b. Administrative deans, vice presidents and the provost provide support and oversight over administrative program reviews under their jurisdiction.
- c. Receive and review program review reports from their respective departments and programs.
- d. Provide feedback to departments and programs regarding the review process.
- e. Provide suggestions about the prioritization of action recommendations.
- f. Provide input to the content and process of institutional climate surveys.
- g. Oversee the development and updating of strategic plans and initiatives in their respective units.

The role of Deans and Vice Presidents in the flow of information is as follows:

- a. Receive department and program reviews from academic and administrative units with prioritized action recommendations.
- b. Receive reports of institutional climate surveys with action recommendation from task forces conducting surveys.
- c. Receive yearly updates of strategic initiatives from their respective programs and departments.
- d. Make budget and resource allocation to support action recommendation pertaining to their departments and programs.
- d. Forward, as appropriate, action recommendations to the President's Executive Council for input, prioritization, and resource allocation

Resource Allocation

Action recommendations that emerge from program reviews and climate surveys, and strategic initiatives identified in the strategic plan receive consideration when the budget is in development (See Appendix D for the budget development flow char).

- Step 1: Deans and unit heads identify action recommendations and strategic initiatives that they would support and would like to fund for the coming academic year.
- Step 2. The provost works with the deans to identify budget priorities based on action recommendations and strategic initiatives deans and other unit heads bring to the table for funding. Other Vice presidents work with their unit heads to identify action recommendation and strategic initiatives they would like to fund.
- Step 3. The Provost and the other vice presidents, who comprise the President's Executive Council, bring their prioritized action recommendations to the meeting for discussion and further prioritization.
- Step 4. Based on enrollment and revenue projections for the overall budget, recommendations are made to the president to allocate resources.
- Step 5. The president makes further prioritization of the funding recommendations, and presents them to the Board of Trustees for approval as part of the total budget.
- Step 6. The Board of Trustees deliberates and makes the final decision regarding the total budget.

Appendix A

Alignment of Theme 1: Assessment with questions, CFRs, strategic initiatives, and assessment activity

Theme	Questions	Criteria for Review (CFR)	La Verne Strategic Objectives	Methods	Indicators	Status Update
Theme I: Improve student achievement through assessment	Theme I Question 1: How well are our students learning the knowledge and skills required in majors and graduate programs?	1.1, 1.2R, 2.1, 2.2, 2.2ab, 2.3, 2.4, 2.5, 2.6, 2.7R, 3.1, 4.1, 4.3, 4.4R, 4.6, 4.7	1.2, 1.3	A. 5-year cycle of Program reviews of academic degree programs and majors will be conducted	a. Complete program reviews on a five-year cycle based on learning outcomes b. Document actions to show program improvements in majors and degree programs	A. a. Ongoing progress in all colleges through the cycles of program reviews A. b. Found in on-going yearly updates documented with the deans, and on the IR web page
		2.4, 2.5, 2.7R, 4.1, 4.3, 4.4R, 4.5R, 4.6, 4.7, 4.8	10.4	B. University will determine the effectiveness of the program review cycle in planning and budgeting	a. Documents that show changes and improvements in the program review process in the planning and budgeting process	B. a. CAS dean has tied program and department action recommendations to budget requests directly. Other colleges are working on it. Budgeting and program review cycles need better alignment
	Theme I Question 2: How effective is our new General Education in educating the whole person and preparing world citizens?	1.1, 1.2R, 2.2a, 2.3, 2.4, 2.5, 2.6, 2.7R, 4.1, 4.4R, 4.6, 4.7, 4.8	1.2, 1.3, 7.1	A. Selected GE learning outcomes will be assessed using standardized surveys and authentic student work	a. Completion of the assessment of 2-3 GE learning outcomes per year using NSSE and/or CSS self-report measures b. Completion of the assessment of 2-3 learning outcomes	A. a. <ul style="list-style-type: none"> • Reports from NSSE 2004 can be found on the IR web page • Data from NSSE 2008 has been gathered and reports have been prepared • Reports from the NSSE 2010 are in preparation • Data from CSS 2007 has been tabulated and reports prepared

					<p>periodically using authentic student work in capstone experiences and GE designated courses</p> <p>c. Documents that show actions to improve GE learning Outcomes</p>	<ul style="list-style-type: none"> • GE committee will evaluate data as baseline for new GE <p>A. b.</p> <ul style="list-style-type: none"> • In Summer of 2009 capstone courses have been used to assess <ul style="list-style-type: none"> • Writing • Diversity • Life-long Learning <p>and the report is posted on the IR webpage</p> <ul style="list-style-type: none"> • Service Learning course-based assessment was completed in spring 2010 and report was posted on IR webpage • Humanities Area learning outcomes have been assessed using course-based authentic student work and self-reports from spring 2010 and report posted on IR webpage • Quantitative (Math) learning outcomes was completed in spring 2011 using authentic student work (Exam papers) collected in fall of 2010 <p>A. c.</p> <p>GE committee minutes will document improvements when implemented, and will be posted online as action updates. No such document has been generated yet</p>
		1.1, 1.5, 2.6, 4.3, 4.4	5.2	B. The curriculum of majors and degree programs	a. Curriculum maps of majors and degree programs indicating the	B. a. In fall of 2010 the census of multicultural courses has been identified in CAS and

				will be assessed for the extent to which multiculturalism and diversity is included and taught effectively	<p>extent of the coverage of multicultural and diversity issues</p> <p>b. Responses to questions on NSSE, CSS for seniors and on specially designed surveys by graduating students regarding satisfaction with and personal impact of coverage of diversity issues in program specific course work</p> <p>c. Documents that show actions to improve programs regarding coverage of multicultural and diversity related issues in major and degree programs</p>	<p>CEOL, and CBPM and the report is posted</p> <p>B.b.</p> <ul style="list-style-type: none"> • Reports from NSSE 2008 and 2010, and CSS 2007 and 2009 have been compiled • Senior exit survey in specific programs address multicultural coverage in the curriculum • Survey of graduate students in spring 2011 assessed satisfaction with coverage of diversity issues in course <p>B. c. Action recommendations and action updates in program reviews report program improvements regarding multicultural issues when actions have taken place</p>
	Theme I Question 3: How successful are we in retaining and graduating the students who we recruit at all levels?	1.2R, 2.5, 2.6, 2.7R, 2.10R, 4.1, 4.4R, 4.6 2.12, 2.14	1.1, 5.1, 5.3	A. Student retention, completion and/or graduation rates at all level will be assessed.	<p>a. Retention and graduation rates over 4, 5, and 6-year periods or as appropriate for different levels, discipline, class standing, ethnicity, GPA and financial aid status</p> <p>b. Responses of</p>	<p>A. a.</p> <ul style="list-style-type: none"> • Such disaggregated data are produced yearly for inclusion in the Fact Book • Supplemental data tracking retention and graduation over ten year by gender, ethnicity, program, and major has been developed and available on the IR webpage with the Fact Book <p>A. b.</p>

					<p>students at all levels to surveys dealing with impediments and barriers to successful completion</p> <p>c. Documents that show actions to improvements to the advisement process</p>	<ul style="list-style-type: none"> • Data have been obtained from NSSE 2008 and CSS 2007 regarding satisfaction with support services • Survey of graduate students in spring 2011 assessed satisfaction with support service • Survey data from non-returning students was collected in summer of 2010 and report is posted on the IR webpage <p>A. c. Procedural changes and plans are described in documents in the advisement office, and as part of their program review to be completed in fall of 2010</p>
				<p>B. Comprehensive assessment of the effectiveness of academic advising</p>	<p>a. Responses of student to items in standardized (i.e. CSS) and locally developed surveys regarding satisfaction with academic advising</p> <p>b. Administrative program review of academic advising using direct and indirect</p>	<p>B. a.</p> <ul style="list-style-type: none"> • Data from CSS 2007 and 2009 have been reported to the Academic Advising office • CIRP 2010 freshman supplemental survey questions also address satisfaction with advising • Survey of graduate student in spring 2011 assessed their satisfaction with academic advising <p>B. b. Advisement office ihas completed its program review in spring 1011, with input from students and faculty</p>

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**Appendix B:
Alignment of Theme 2: Climate with questions, CFRs, strategic initiatives, and assessment activity**

Theme	Questions	Criteria for Review (CFR)	La Verne Strategic Objectives	Methods	Indicators	Status Update
Theme II: Building on quality in campus climate	Theme II Question 1: What are the components of the University of	1.4, 1.7, 2.10R, 4.4, 4.7	4.1, 4.2, 4.4, 5.1, 5.2	A. Survey of undergraduate seniors to assess quality of services, learning and research opportunities	a. Responses to the CSS College Senior Survey items and supplemental questions regarding <ul style="list-style-type: none"> • Satisfaction with various university services 	A. a. CSS Survey Completed <ul style="list-style-type: none"> • May 2007 • May 2009 <ul style="list-style-type: none"> • Service departments have received student responses from the 2007 and 2009 CSS

	La Verne campus climate and how does it foster teaching, learning and research	2.5, 2.10R, 2.13,4.4, 4.6	5.1, 5.2, 5.3		<ul style="list-style-type: none"> • Opportunities for learning • Freedom of expression • Academic freedom <p>b. Responses to NSSE-National Survey of Student Engagement items and supplemental questions regarding</p> <ul style="list-style-type: none"> • Supportive campus environment • Faculty-student interactions • Academic challenge • Grievance procedures • Diversity services • Diversity of faculty and staff • Clearly defined programs (units, courses, etc) 	surveys A. b. <ul style="list-style-type: none"> • Findings form the NSSE 2008 and 2010 have be compiled and distributed to service departments and faculty
		1.4, 2.5, 2.10R, 3.3R, 4.6, 4.7	1.4	B. Analysis of course evaluations to assess perception of the quality of teaching environment	<p>a. Analysis of the quantitative course evaluation data disaggregated by college and degree levels</p> <p>b. Qualitative analysis of comments by students on course evaluations disaggregated by college and degree levels</p>	B. a. Completed in spring 2011 B. b. Completed in spring 2011 <ul style="list-style-type: none"> • Content analysis of a random sample of 30 students comment-forms from each level in each college.
		1.4, 1.5, 1.7, 2.5, 2.10R, 3.3R, 3.4, 4.4, 4.6, 4.7	1.4, 1.5, 2.1, 2.2, 5.1, 5.2	C. Conduct focus groups and/or climate surveys to identify barriers to and opportunities for good teaching, learning and research	<p>a. Quantitative analysis and thematic summaries of open ended comments and/or focus group transcripts for subgroups of</p> <ul style="list-style-type: none"> • Students • Faculty 	C. a. To be coordinate with other sub-committees on this so not to duplicate efforts <ul style="list-style-type: none"> • Climate surveys of all constituent groups have been completed and posted

					<ul style="list-style-type: none"> • Staff • Cultural and ethnic groups • Campus committees • Affiliated groups 	<ul style="list-style-type: none"> • Non-returning student climate survey was completed and posted on the IR webpage 2010 • Focus group may be planned in the future to address deeper issues arising from the climate surveys
	Theme II Question 2: How does campus climate encourage the retention of students, faculty and staff	1.2R	9.3, 9.4	A. Analysis of exit interview/withdrawal forms completed by students, faculty, staff and administration at the time of separation	a. Summary of reasons given for leaving or withdrawing from U. of La Verne disaggregated by <ul style="list-style-type: none"> • Students • Faculty • Clerical staff • Administration 	A. a. Data is available now. Completed December 2009 <ul style="list-style-type: none"> • See also non-returning student climate survey 2010 (Theme II, Q1, C.a. above)
		2.5, 2.10R, 2.11R 2.12, 2.13, 4.6	4.1, 4.2 1.5. 4.1,4.2, 5.1	B. Assessment of student engagement in co-curricular and curricular areas	a. Responses of student to engagement items on the College Student Survey and NSSE <p>b. Student utilization rates of academic support services such as:</p> <ul style="list-style-type: none"> • Learning Enhancement Center for tutoring • Academic advising • Career Services • Student support networks. • Access to technology • Diversity services/programs <p>c. Student participation in co-curricular services such as:</p> <ul style="list-style-type: none"> • Clubs and organizations • Study Abroad 	B. a. Completed. See 1.A.a. <p>B. b.</p> <ul style="list-style-type: none"> • Collected as program reviews are conducted in the co-curricular areas • <p>B. c. Collected as program reviews are conducted in co-curricular programs</p>

					<ul style="list-style-type: none"> • Campus Times • Theatre • Greek organizations • Diversity services 	
		1.4, 1.5, 1.8, 2.4, 3.2R, 3.3R, 3.4R, 3.10R, 3.11R, 4.7	1.5, 2.1, 2.2, 3.2, 5.2, 7.4, 9.3, 9.4, 10.1	C. Conduct faculty climate survey	<p>a. Summary of responses of faculty disaggregated by ethnicity, gender and discipline to survey questions on:</p> <ul style="list-style-type: none"> • Teaching support • Research support • Professional development • Collegiality of peers • Relationship with senior management • Shared governance • Effective administration • Satisfaction with promotion and tenure policies and procedures • Campus diversity • Technology support • Academic freedom • Grievance procedures • Responsibility for review and attainment of learning outcomes • Authority over curriculum • Grant writing support • Internal communication • Faculty, student, staff diversity 	C. a. Complete in the spring of 2010 and reports have been prepared for both adjunct and full-time faculty and posted on the IR webpage
		1.5, 1.8, 3.3R	3.2, 5.2, 9.3, 9.4, 10.3	D. Conduct staff climate survey	<p>a. Summary of responses of staff disaggregated by department, ethnicity and gender to survey question on:</p> <ul style="list-style-type: none"> • Professional development • Staff-supervisor relations • Satisfaction with policies and 	<p>D. a.</p> <ul style="list-style-type: none"> • Classified climate survey completed summer 2009 and report was prepared and posted on the IR webpage • Admin/Professional climate survey was

					<p>procedures</p> <ul style="list-style-type: none"> • Campus diversity programs • campus and Staff diversity • Governance procedures • Evaluation process • Internal communication 	<p>conducted in the summer of 2010 and report was prepared and posted on the IR webpage</p>
		<p>2.1, 2.2b, 2.10R</p> <p>3.1, 3.2R</p>	<p>5.2, 6.1</p>	<p>E. Demographic analysis of students, faculty and staff</p>	<p>a. Disaggregated demographic information of incoming and graduating students by age, gender, ethnicity, and first generation status</p> <p>b. Disaggregated demographic information of newly hired, tenure track and adjunct faculty by gender, ethnicity, degree, and teaching degree level</p> <p>c. Disaggregated demographic information of classified and administrative/professional staff by gender, ethnicity and highest degree</p>	<p>A. a.-c.</p> <ul style="list-style-type: none"> • Fact Book updated in 2010 fall includes disaggregated data by demographic information. • In spring 2011 supplemental data on the Fact Book webpage provides ten-year tracking of retention, graduation and time to degree by major, gender, ethnicity and campus.
	<p>Theme II Question 3: How successfully do all the areas contribute to the University of La Verne's culture of educational</p>	<p>1.1, 1.2R, 2.1, 2.5, 2.6, 3.1, 3.2, 4.1 4.3, 4.7</p>	<p>1.2, 1.3</p>	<p>A. Program reviews by academic programs and departments guided by learning outcomes</p>	<p>a. Development of a 5-year cycle of program reviews by each of the colleges</p> <p>b. Electronic and hard copies of program review documents</p> <p>c. Yearly documentation of improvements made based on action recommendations emerging from program reviews</p>	<p>A. a. 5 year cycles have been developed-summer 2009</p> <p>A. b. I.R. and Assessment web page maintains on-going documentation</p> <p>A. c. On-going yearly updates are documented on the I.R. and Assessment web page</p>

	effectiveness					
		1.3, 2.11R, 2.12, 2.13, 3.1, 3.10R, 4.1, 4.7	4.3, 8.2, 9.0, 10.2	B. Program reviews by non-academic departments including co-curricular programs of the University based on goals and institutional effectiveness indicators (Organizational Chart, effectiveness map, 5-year rotation cycles)	a. Development of a 5-year cycle of program reviews by each of the non-academic departments including co-curricular programs and the library b. Electronic and hard copies of program review documents c. Yearly documentation of improvements made based on action recommendations emerging from program reviews	B. a. 5-year cycles have been developed-summer 2009 B. b. I.R. and Assessment web page maintains on-going documentation B. c. On-going yearly updates are documented on the I.R. and Assessment web page

Appendix C

Alignment of Theme 3: Planning with questions, CFRs, strategic initiatives, and assessment activity

Theme	Questions	Criteria for Review (CFR)	La Verne Strategic Objectives	Methods	Indicators	Status Update
Theme III: Building on Excellence Through Planning and Implementation	Theme III question 1: How effective is the institutional research that ULV conducts in	1.1, 1.2R, 4.1, 4.2, 4.3, 4.4R, 4.5R	8.3	A. Survey of stakeholders who need to utilize information generated by the office of	a. Responses disaggregated by academic department chairs, non-academic department heads and senior managers	A. a. <ul style="list-style-type: none"> • The survey is in planning stage • data to be gather late spring 2010 through fall 2010

	providing policy makers with information needed to make decisions informed by culture of evidence?			Institutional Research (IR) and other data generating unit for decision making	(Deans, VPs, etc.) to questions about information generated regarding: <ul style="list-style-type: none"> • Timeliness • Usefulness • Dissemination methods of the information • Reliability of the information • Actual utilization of information for decision making • Adequacy of staffing • Specific data needs not being met 	
		4.1, 4.5R	8.3	B. Survey of staff who generate information for decision making	a. Summary of themes generated by the focus groups in response to questions regarding: <ul style="list-style-type: none"> • Adequacy of resources (Staffing, Budget, etc.) • Software systems available to them • Communication among data generating units and staff • Communication between data generators and data users • Satisfaction with supervision • Guidance received 	B. a. <ul style="list-style-type: none"> • One focus group was conducted in spring of 2009. • Examples of data generated have been gathered • Survey was conducted in spring 2011 and the report is posted

					from users of data	
		1.1, 1.2R, 2.4, 4.4R, 4.5R, 4.7		C. Creation of a comprehensive portfolio of institutional research	<p>a. Expanded Fact Book available electronically to the university community</p> <p>b. Expanded Fact Book available in hard copy to the university community</p> <p>c. Organization of the Fact Book into segments tailored to different sectors of the university</p>	<p>C. a. Fact Book is available on line on the IR webpage with updates every fall</p> <p>C. b. Available upon request</p> <p>C. c.</p> <ul style="list-style-type: none"> • Organizational changes have been completed in fall 2010 • Retention, graduation and time to degree has been tracked for ten years and posted on the IR webpage broken down by major, ethnicity, gender and campus
	Theme III Question 2: How effective is University of La Verne’s strategic planning in identifying appropriate strategic goals, guiding strategic objectives, and fulfilling strategic initiative for the University?	1.1, 2.11R, 3.5R, 3.6R, 3.7, 4.1, 4.2, 4.3	3.1, 6.1, 6.2	A. Develop strategic plans in every division, college and department of the University, academic as well as non-academic.	<p>a. Yearly updates of progress in implementing the strategic initiatives by all units, documented electronically on their web pages</p> <p>b. About one-fifth of the strategic objectives would be completed or be well underway to completion each year</p> <p>c. Document the effectiveness of the strategic plan by having each unit</p>	<p>A. Strategic plans by all units have been developed and posted on line</p> <p>A. a and b. Updates will show strategic objectives are being addressed by all units</p> <p>A. c.</p> <ul style="list-style-type: none"> • Budget requests have yet to make direct reference to strategic objective • Updates note improvements and accomplishments

					demonstrate how it has been tied to budgeting and program or department improvement in their yearly updates	
	<p>Theme III Question 3: To what extent has University of La Verne's institutional research and strategic planning succeeded in creating a culture of evidence?</p>	1.1, 2.11R, 3.8R, 4.1, 4.4R, 4.5R, 4.7	1.3, 9.0, 10.4	A. Survey every two or three years the university community regarding their awareness of and engagement with the culture of evidence	<p>a. Responses, disaggregated by divisions, colleges and departments (academic and non-academic), to questions regarding:</p> <ul style="list-style-type: none"> • Knowledge of assessment activities • Knowledge of the strategic planning and implementation process • Participation in assessment activities as part of program reviews • Evaluation of the extent to which there is linkage between assessment, strategic planning and budgeting-resource allocation 	<p>A. a.</p> <ul style="list-style-type: none"> • Part-time and full-time faculty climate surveys (2010) have addressed questions regarding awareness and participation • Program reviews of administrative and academic units engage faculty and staff on an ongoing basis
		1.1,4.1,4.3, 4.4R, 4.5R, 4.7	1.2, 1.3	B. Evaluate ever two or three years program review documents generated by departments and	<p>a. Based on specially developed rubrics determine the extent and/or the quality of:</p> <ul style="list-style-type: none"> • Assessment activity and data generation 	<p>B. a.</p> <ul style="list-style-type: none"> • A global rubric and an articulated rating form have been developed as of fall 2009 • Evaluation of program review documents of 33 programs was

				administrative units	involved in the program review process • Utilization of data in developing action recommendations for program improvement • Progress in the implementation of action recommendation for program improvement • Assessment plans for continuous data collection and utilization	completed in the spring of 2011 and the report has been posted
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Appendix D
Budget Development chart

Budget Development Flow Chart

Note: Full-time faculty positions approved by Provost's Office. RCA relationship denoted by dashed line. -----

