

WSCUC Review Team Report – Recommendation 2
Updated 10/19/2023

| RECOMMENDATION 2: Develop a formal deliberative body, independent of the Faculty Association Policy Boards, to establish shared governance that will improve lines of communication and ensure participatory decision-making. CFR(s): 2.4, 3.10, 4.3, 4.6 POINT PERSON: Eileen Fung, Interim Provost and Vice President of Academic Affairs | | | | | |
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| TASKS List the steps that will lead to accomplishment of the recommendation | INDIVIDUAL(S)/ GROUP(S) RESPONSIBLE | INDICATORS THAT THE SPECIFIC TASK HAS BEEN ACCOMPLISHED | DESIRED OUTCOME(S) | STATUS Work Not Yet Started, In Progress, or Complete? | DUE DATE (EXP) |
| Meet with Policy Board leadership to form a plan for information gathering | Donald Heller | Plans are discussed | The development of a clear plan that guides the development of this formal deliberative body | Complete | Spring 2019 |
| Form University Budget Advisory Committee | Tyrone Cannon | Structure is determined and committee is formed | Shared governance and clearer lines of communication regarding budget decisions | Complete | Fall 2019 |
| Consult with and/or visit universities with relevant structures | Eileen Fung | Universities have been consulted with or visited | Information is gathered about the structure of these groups at other universities | In Progress | Spring 2021 |
| Meet monthly with the President and Vice President of the USFFA | Eileen Fung | A structure for this deliberative body is determined | Structure is determined | Complete | Fall 2020 |
| Form Joint University Curriculum Committee | Eileen Fung | Bylaws and membership structure approved and committee formed | Shared governance and clear lines of communication regarding curricular decisions | Complete | Spring 2021 |

2.4 The institution’s student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution’s faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.

GUIDELINE: Student learning outcomes are reflected in course syllabi.

3.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.

GUIDELINE: The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.

4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

GUIDELINE: The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.

4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.