

APPENDIX 6.
PRELIMINARY WORK PLAN FOR USD WASC
REACCREDITATION

Research Questions	What do we need?	Where can we find it?
<i>Capacity and Preparatory Review</i>		
<i>Theme 1: Defining, Evaluating, and Enhancing Educational Effectiveness</i>		
Related CFRs: 1.2, 2.2a and 2.2b, 2.3, 2.4, 2.7, 2.11, 3.1, 3.3, 3.4, and 4.1-4.8		
RQ1: What human, financial, physical resources are currently invested in the assessment of student learning across curricular and program review?	Evidence of resources allocated and used by program to assess student learning outcomes.	Academic deans; Department chairs and program directors; Vice President and assistant/associate vice presidents for Student Affairs
RQ2: How are we integrating institutional and assessment data from these processes into our decision-making and planning processes?	Information on how institutional and assessment data are currently being used in our decision-making and planning processes (e.g., how have academic program review or external accreditation led to program improvement).	President; Vice Presidents; Academic dean; Department chairs and program directors
RQ3: How do we ensure input from appropriate stakeholders in institutional decision-making processes?	Information on how appropriate stakeholders are identified and how input is obtained from them.	President; Vice Presidents; Academic dean; Department chairs and program directors; representative samples of students, faculty, alumni, and staff; local community stakeholders
<i>Capacity and Preparatory Review</i>		
<i>Theme 2: Advancing Diversity in Campus Structure, Climate, and Curriculum</i>		
Related CFRs: 1.5, 2.2a, 2.2b, 2.3, 2.4, 2.10, 2.11, 2.13, 2.14, 3.2, 3.3, 4.2, and 4.7		
RQ4: How do we attract and recruit students, faculty, and staff from diverse backgrounds?	Information on how we attract and recruit students, faculty, and staff, particularly from diverse backgrounds.	Director of Admissions, Associate Director of Graduate Admissions, and graduate school admission officers; Associate Vice President of Human Resources; Provost, academic deans, and department chairs and program directors
RQ 5: How do we support the retention and success of students, faculty, and staff from diverse backgrounds?	Information on how we support the retention and success of students, faculty, and staff, particularly from diverse backgrounds.	Provost, academic deans, and department chairs and program directors; FYE/SYE Board; Vice President for Student Affairs; Dean of Students; Associate Vice

		President for Human Resources; Director of Financial Aid; PABID; Associate Provost for Internationalization; various student support services/programs
RQ6: How is the development of cultural competence as a student learning outcome supported by our curricula?	Information on where cultural competence is addressed in graduate and undergraduate curricula.	Core Curriculum Committee; academic deans and department chairs and program directors; undergraduate and graduate curricular committees; Associate Provost for Internationalization; Director of Community Service Learning
Capacity and Preparatory Review Theme 3: Creating and Sustaining Learning Spaces Related CFRs: 2.8, 2.13, 3.4, 3.6, 3.7, and 4.2		
RQ7: How is information technology currently used in student learning and what are its anticipated uses?	Information on how technology is currently used. Information on how we might anticipate using technology in the educational enterprise.	Vice Provost and CIO; Sr. Director of Academic Technology Services; Innovative Learning Spaces Committee; University Librarian; Director of the Legal Research Center; Information Resources Council; representative faculty and student users of information technology
RQ8: How does information technology in particular contribute to formal and informal learning spaces?	Audit of formal and informal learning spaces followed by information from faculty and student users about how information technology contributes to learning spaces.	Learning Spaces Audit Committee (to be created); Department chairs and program directors; Innovative Learning Spaces Committee; representative faculty and student users
Educational Effectiveness Review Theme 1: Defining, Evaluating, and Enhancing Educational Effectiveness Related CFRs: 2.2a, 2.2b, 2.3, 2.4, 2.6, 2.7, 2.11, 2.14, 3.1, 3.4, and 4.1-4.8		
RQ9: How do our investments of resources contribute effectively to the achievement of student learning outcomes?	Assessment results and information on potential gaps in resources needed to sustain a culture of evidence related to educational effectiveness.	Department chairs and program directors; academic deans; Provost, Associate Provosts; Vice President for Student Affairs
RQ10: How could institutional and student learning outcome data be used more effectively for improving our decision-making and planning processes?	Information from RQ2 that identifies potential gaps in incorporating data into institutional decision-making and planning processes.	Executive Council; Cabinet; Campus Master Planning Task Force; department chairs and program directors

RQ11: How could we more effectively ensure input from appropriate stakeholders in institutional decision-making processes to improve student learning?	Information from RQ3 that identifies potential gaps in processes to incorporate input from appropriate stakeholders.	Executive Council; Cabinet; academic deans; University Senate; Student Affairs; Associate Students; Graduate Student Council; representative stakeholders from student, faculty, alumni, and staff; department chairs and program directors
<i>Educational Effectiveness Review</i> <i>Theme 2: Advancing Diversity in Campus Structure, Climate, and Curriculum</i> Related CFRs 2.6, 2.10, 2.11 and 4.7		
RQ12: How can we enhance learning for students from diverse student backgrounds?	Information on achievement of student learning outcomes for students from diverse backgrounds.	Core Curriculum Committee; department chairs and program directors; academic deans; Student Affairs
RQ13: Do the curricular experiences related to diversity increase cultural competence among students?	Information on achievement of cultural competence among graduates.	Department chairs and program directors; academic deans; Associate Provost for Internationalization; Core Curriculum Committee
<i>Educational Effectiveness Review</i> <i>Theme 3: Creating and Sustaining Innovative Learning Spaces</i> Related CFRs 2.8, 3.6, 4.6 and 4.8		
RQ14: How does the use of information technology at USD enhance student learning?	Comparative data on technology use to enhance students learning.	Department chairs and program directors; participating faculty and students
RQ15: How can we improve the contributions of formal and informal spaces to student learning?	Comparative data on use of learning spaces.	Department chairs and program directors; participating faculty and students

MAJOR TASKS AND MILESTONES FOR USD WASC REACCREDITATION

YE AP	FALL	SPRING	SUMMER
AY 2006-7	<p style="text-align: center;"><u>2006</u></p> <ul style="list-style-type: none"> • Convene WASC Steering Committee. • Study new reaccreditation process. 	<p style="text-align: center;"><u>2007</u></p> <ul style="list-style-type: none"> • Build CE6 WASC reaccreditation electronic storehouse. • Engage campus community in theme development through focus groups and survey. • Convene WASC Learning Resource Group. 	<p style="text-align: center;"><u>2007</u></p> <ul style="list-style-type: none"> • Draft Institutional Proposal themes. • Develop strategies for self-review by four standards in Learning Resource Group subcommittees.
AY 2007-8	<p style="text-align: center;"><u>2007</u></p> <ul style="list-style-type: none"> • Refine Institutional Proposal themes based on campus feedback. • <i>Draft Institutional Proposal.</i> 	<p style="text-align: center;"><u>2008</u></p> <ul style="list-style-type: none"> • Refine and Submit Institutional Proposal to WASC. 	<p style="text-align: center;"><u>2008</u></p> <ul style="list-style-type: none"> • <i>Capacity & Preparatory Review Report outlined.</i> • Identify specific projects (existing and new) for Capacity & Preparatory Review.
AY 2008-9	<p style="text-align: center;"><u>2008</u></p> <ul style="list-style-type: none"> • Continue to identify existing and new projects with LRG input. • Collect and analyze evidence collection and analysis from identified projects for Capacity & Preparatory Review. • Establish centralized data collection and analysis systems. • Publish Institutional Proposal on website. 	<p style="text-align: center;"><u>2009</u></p> <ul style="list-style-type: none"> • Continue CPR data collection analysis. • Revise projects as needed. • Begin draft of Capacity & Preparatory Review Report. 	<p style="text-align: center;"><u>2009</u></p> <ul style="list-style-type: none"> • <i>Educational Effectiveness Review Report outlined.</i> • Integrate preliminary results from CPR analyses with RQs, and Outcomes for EER • Identify new and existing projects for EER. • Continue work on CPR Report draft.

	FALL	SPRING	SUMMER
AY 2009-10	<u>2009</u> <ul style="list-style-type: none"> Solicit feedback from campus community on draft Capacity and Preparatory Review Report. Continue to analyze data and interpret CPR results. Integrate CPR results with plan for EER projects. Revise Capacity & Preparatory Review Report. 	<u>2010</u> <ul style="list-style-type: none"> Revise Capacity & Preparatory Review Report. Collect and analyze preliminary data for EER. Revise projects as needed. 	<u>2010</u> <ul style="list-style-type: none"> Submit Capacity & Preparatory Review Report to WASC. Continue to collect and analyze data for EER.
AY 2010-11	<u>2010</u> <ul style="list-style-type: none"> Capacity & Preparatory Review Site Visit. Review site visit report in conjunction with data collection and analyses for Educational Effectiveness Review. 	<u>2011</u> <ul style="list-style-type: none"> Continue data collection and analyses for EER. Interpret EER results. Review alignment between CPR and EER. <i>Outline EER Report.</i> 	<u>2011</u> <ul style="list-style-type: none"> Educational Effectiveness Report drafted. Continue to review alignment between CPR and EER.
AY 2011-12	<u>2011</u> <ul style="list-style-type: none"> Solicit feedback from campus community on draft Educational Effectiveness Review Report. Revise Educational Effectiveness Review Report. 	<u>2012</u> <ul style="list-style-type: none"> Submit Educational Effectiveness Review Report to WASC. Educational Effectiveness Review Site Visit. 	