

WASC Taskforce Membership and Description

Theme Taskforces: (as approved by Administrative Council, August 26, 2007). The following taskforces were assigned primary responsibility to research and reflect on questions and issues related to each of our reaffirmation themes. Chaired by a vice-president (or the president), all taskforces reported to WASC-PC, which coordinated all reaffirmation work, and was responsible for writing and preparing all documents.

Learning Community Taskforce¹

- Heather Knight (Chair), College President
- Ed Moore, (ex officio) IR Director (half-time)
- Aubyn Fulton, Chair, WASC-PC; Professor of Psychology
- Marilyn Glaim, Writer; Professor Emerita of English
- Tammy McGuire, Assistant Professor of Communications
- Lisa Paulson, Vice-President Student Life
- Leo Ranzolin, Professor of Religion
- Jan Wood, Associate Dean of Students
- Janet Ivey (Secretary), Administrative Assistant
- Student Association President

Educational Effectiveness Taskforce²

- Nancy Lecourt, (Chair, WASC ALO), Academic Dean
- Marilyn Glaim, Writer; Professor Emerita of English
- Amy Wyrick, Professor of Biology
- Jean Sheldon, Professor of Religion
- Steve Waters, Professor of Mathematics
- Tom Lee, Professor of Education
- Warrie Layon, Student Association Executive VP

Stewardship Taskforce

- John Collins (Chair), Vice-President for Financial Administration
- Adu Worku (WASC-PC), Librarian
- Lary Taylor, Associate Professor of Business Administration
- Bruce Bainum, Professor of Psychology
- Dale Withers, Facilities
- Debbie Stewart, Administrative Assistant
- Student Association Financial VP

¹ Previous LCT Members: Richard Osborn (Chair), President;

² Previous EET Members: Roy Ice, Chaplain; Thomas Morphis, Professor of Visual Arts; Robert Kurtz, Residence Hall Dean; Greg Schneider, Professor of Religion and Social Science

Process for Addressing the Educational Effectiveness Review

The WASC-PC will continue to oversee the reaffirmation process and write/edit the report. Marilyn Glaim will serve as the writer for the EER.

Three Taskforces, each reporting to WASC-PC, will be responsible for specific components of the EER:

- **The Learning Community Taskforce** will still be chaired by the College President, and will continue its work on issues related to campus-wide assessment and Program Reviews. An important focus will be to ensure that Student Learning Outcomes at each level (Institutional, Program and Course) are adequately tied to direct and indirect evidence, including the development of electronic learning portfolios. Another important focus will be an integrated and cooperative curricular and co-curricular program to meet important Student Learning Outcomes. More specifically, the LCT will:
 - Develop an Assessment Plan for the Institutional SLOs. The LCT will also implement a process to ensure that evidence relating to I-SLOs is reviewed annually, and appropriate changes recommended for improvement.
 - Work with ASGE to ensure that the GE assessment program is working smoothly, and that any needed revisions based on appropriate evidence is being made.
 - Work with CASPR-COM to make sure that the CASPR Guidelines are leading to adequate evidence to evaluate departmental outcomes. By May of 2010 all changes to CASPR Guidelines needed to ensure adequate assessment of Departmental SLOs will have been made.
 - Work closely with CECOM to make timely changes to Program Review Guidelines for 2009-10. By May of 2010 all changes to Program Review Guidelines needed to ensure adequate assessment of Program level SLOs will have been made.
 - Work with the Director of Institutional Research to ensure that the Key Performance Indicators web page (<http://www.puc.edu/about-puc/key-performance-indicators>) is updated and appropriately expanded, including data relating to I-SLOs, and GE SLOs and Program SLOs
 - Work with the VP for Student Life to enhance PUC's Culture Weeks of Emphasis, integrating an overall emphasis on multi-cultural inclusiveness and cooperation, as discussed in PUC's CPR Report.
 - Work with the College President and the Vice President for Student Affairs to implement and support the Ethnic Club Council
 - Work with the Vice President for Student Life to implement and support training and education of residence hall worker and the campus community in the recognition and prevention of harassment based on sexual orientation
 - Work with the VP for Student Life to review and implement recommendations from the Housing Taskforce, including gender equity issues
 - Work with the President to ensure that a robust Strategic Planning process is in place for the 2009-10 Academic year, and a Strategic Plan approved by the Board during the Fall of 2010.
 - Work with the President and CFO to ensure that a meaningful Multi-year Budget process, informed by strategic planning, is in place.

Timeline for LCT: Begin meeting Winter Quarter, 2010 and develop timeline and schedule.

- **The Educational Effectiveness Taskforce** will still be chaired by the Academic Dean, and will:
 - Continue its work with themes three (Culture of Service) and four (Conversations on Faith, Learning, and Adventist Identity) by monitoring new initiatives such as the Office of Service, Justice, and Missions, the Spiritual Film Festival, and the new Diversity events;
 - Address core educational effectiveness issues by:
 - Integrating assessment with teaching at the course level;
 - Asking the Faculty Development Research and Honors Committee to work with the Dean and the President on a faculty development seminar on assessment;
 - Encouraging faculty to form Faculty Learning Groups based on this seminar and the book, *Using Assessment Techniques*;
 - Leading out in a Faculty Meeting on 10/13 to explain the purpose of the EER and begin a conversation about the “learning paradigm”³ and “high-impact educational practices”⁴;
 - Creating an Educational Effectiveness Master Plan, to be approved by Academic Senate, with a goal of ensuring that all students experience at least one high-impact educational practice (active learning) each year.
 - Enhancing institutional support for scholarship of teaching by faculty, encouraging publication or presentation at professional conferences (as recommended in the WASC Commission Action of March of 2000). This may include such things as:
 - Targeted summer sabbatical or grant program
 - Maintaining a Detailed breakdown of faculty scholarship by teacher and/or department
 - Modifying RATC guidelines for promotion and tenure decisions to reflect greater importance of scholarly activity, as appropriate for PUC’s mission.
 - Work with the College Chaplain, the Vice President for Student Affairs and the Vice President for Advancement on getting the “Beyond PUC” up and running, as discussed in the PUC CPR Report.
 - Work with the College Chaplain and Vice President for Student Affairs on getting the Office of Service, Justice & Missions up and running, as discussed in the PUC CPR Report.

EE Taskforce members will meet with each academic department (alone or in clusters) and lead discussions about which of the high-impact practices they would like to see us emphasize. The taskforce will use this data from the departments to focus on a few practices. The EET would then create small subgroups of faculty, chaired by EET members, to develop implementation strategies. This material will be used to create an Educational Effectiveness Master Plan, to be approved by Academic Senate, accepted by Ad Council, and implemented beginning in the Fall of 2010.

Timeline for EET:

- October, 2009: EE Taskforce members meet with academic departments
- November, 2009: EET decides which practices to implement.
- December, 2009: Subcommittees are formed.
- March, 2010: Subcommittees report back to EET with implementation recommendations.
- April, 2010: Educational Effectiveness Master Plan goes to Academic Senate.
- June, 2010: Ad Council approves recommendations, to be implemented in Fall of 2010

³ See “From Teaching to Learning: A New Paradigm for Undergraduate Education” by Robert B. Barr and John Tagg in the November/December 1995 edition of *Change* magazine.

⁴ See “High-Impact Education Practices” by George D. Kuh, a monograph published by the Association of American Colleges and Universities in 2009.

- The Stewardship Taskforce will still be chaired by the Chief Financial Officer, and will be responsible for addressing any remaining financial issues for the EER identified by the Commission after the CPR.
 - NOTE: Stewardship issues were addressed in the context of responding to the concerns identified by the WASC Commission in its Action Letter. Given the transitions in the office of the vice-president for financial affairs, these issues were addressed directly with the President, the new Chief Financial Officer (when he took office in September of 2010) and WASC-PC.