

Educational Effectiveness Taskforce Description and Guidelines

Chaired by the Academic Dean, the Educational Effectiveness Taskforce, often working through the governance structure, will coordinate and supervise implementation of student learning outcomes, Program Reviews protocols, pedagogies, programs, and other initiatives related to our service and conversation themes. (Institutional Proposal p13)

WASC's (and Our) Two Core Commitments:

The Commitment to Institutional Capacity:

The Institution functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures to fulfill its purposes.

The Commitment to Educational Effectiveness:

The institution evidences clear and appropriate educational objectives and design at the institutional and program levels, and employs processes of review, including the collection and use of data, that assure the delivery of programs and learner accomplishments at a level of performance appropriate for the degree or certificate awarded. (WASC Handbook, p. 5-6)

The Educational Effectiveness Taskforce (EET) is one of three campus bodies created to implement PUC's Institutional Proposal and to prepare for both WASC's Capacity and Preparatory Review (CPR; due in the Fall of 2009) and its Educational Effectiveness Review (EER; due in the Spring of 2011). A detailed time-table and work plan for all accreditation activities can be found on the PUC WASC Accreditation Page at: <http://www.puc.edu/PUC/accreditation/>.

Unlike the other taskforces, the EET will contribute to both the CPR and the EER. It will contribute to the CPR by identifying and preparing for the capacity implications of the Service and Conversation themes, and it will be the primary coordinator for the EER. It will remain active until the EER is completed.

Taskforce Members (as approved by Administrative Council, August 26, 2007).

- Nancy Lecourt, (Chair, WASC ALO), Academic Dean
- Roy Ice, Chaplain
- Thomas Morphis, Professor of Visual Arts
- Robert Kurtz, Residence Hall Dean
- Greg Schneider, Professor of Religion and Social Science
- Student Association Executive VP

The EET will

- report periodically to the WASC Planning Committee (WASC-PC), which is responsible for coordinating campus accreditation planning and work;
- work closely with the WASC-PC writer to prepare working drafts of two of the five essays that are part of the CPR Report, supplying information related to capacity and preparatory aspects of Themes Three and Four;
- work closely with the WASC-PC writer to prepare working drafts of two of the three essays that are part of the EET Report.
- coordinate work on Theme Three of the Institutional Proposal
- coordinate work on Theme Four of the Institutional Proposal:

Theme Three focuses on establishing service as the primary characteristic of a PUC education. This is the kind of service that emerges from a mindfulness of the pain and injustice in the world, and a commitment to doing something about it.

Outcomes for work on Theme Three will include:

- providing multiple service opportunities, both curricular and extracurricular, and persuading more and more students to participate in them;
- graduating students that define their careers and professions in the context of service and social justice;
- preparing students to both perceive and usefully serve the needs of an increasingly diverse constituency and world.

Theme Four focuses on preparing students for, and stimulating them to engage in, vigorous conversations about their faith and Adventist identity in the context of rigorous learning. These conversations are based on our belief that academic freedom, challenging assumptions, and honest expression of doubts are conducive to mature faith and authentic spirituality in the context of a loving, supportive environment.

Outcomes for work on Theme Four will include:

- Teaching and assessing critical thinking skills more intentionally, to prepare students for thoughtful conversations;
- Encouraging these conversations in and out of our formal curriculum, by incorporating elements into our formal learning outcomes and by arranging our living and dining spaces and religious and public programs to make them more likely;
- Building programming and curricula that will help welcome students of other faiths into campus life and these conversations;
- Connecting students to religious communities that they can join after graduation to continue practicing lifelong conversations about their faith, learning and identity.

More specifically, the EET will coordinate research and campus discussion of several questions identified in the Institutional Proposal. For theme 3, these are:

1. To what extent are PUC students serving our local and global neighbors, both within and outside the curriculum?
2. To what extent are we educating our students for a life committed to justice and compassion?
3. To what extent are we preparing students to serve thoughtfully in a diverse world?

And for Theme 4, these are:

1. To what extent are our desired conversations occurring on campus?
2. How can our buildings and living spaces be arranged to encourage such conversations?
3. To what extent do we prepare our students to participate effectively in conversations on these topics by giving them a strong liberal arts background and good critical thinking skills?
4. To what extent do we educate our graduates to become thoughtful, active members both of local church communities and of a diverse global church?

Five tasks should take center stage as the EET does its work: 1) Assessing commitment to justice and compassion, engagement in service, critical thinking skills and participation in conversations, among students; 2) ensuring that service, conversation and diversity learning outcomes are included as appropriate into departmental program reviews; 3) creating multiple opportunities for students of all faiths to engage in service and social justice projects, and conversations about faith, learning and identity, in and out of the curriculum; 4) implementing a program to connect students and recent graduates to specific church communities around the country; 5) compiling, analyzing, and responding to required academic data exhibits.

* * *

As each body at PUC prepares for the Capacity Review, its members should continually ask these three questions:

1. Have we established clear objectives?
2. What evidence will help us determine the degree to which these objectives are being achieved?
3. What actions are we taking to improve performance based on this evidence?