

Appendix 6

Table B: Addressing New 2008 Requirements of the Institutional Review Process

New Required Coverage	When	Discussion and Analysis
STUDENT SUCCESS	CPR	
A study and analysis of student success, drawing from, but not limited to, data on retention and graduation rates, disaggregated by student type and by program. To the extent possible, the study should include comparisons with similar institutions and, where appropriate, recommendations for improvement.		N/A
Further development of student success efforts. Based on the findings of the institution and the team at the CPR review, the institution will be expected to further its analysis of student success, deepening its analysis of its own and comparative data on graduation and retention rates, year-to-year attrition, campus climate surveys, etc.	EER	<p>Institutional Research performs systematic analysis of data on retention and graduation rates, including 6-year graduation rates by ethnicity and gender.</p> <p>Data on student achievement is tracked as follows:</p> <ul style="list-style-type: none"> • The Voluntary System of Accountability, of which SSU is a participant, requires prominent posting of the College Portrait, which includes information on graduation, retention, student characteristics, and student learning outcomes. It includes data on student self report from the National Survey of Student Engagement (NSSE) and data on student learning outcomes assessed by the Collegiate Learning Assessment (CLA), including analytical reasoning, written communication, and critical thinking. • Institutional Research makes public data on student achievement through the following: <ul style="list-style-type: none"> ➤ General Information about SSU ➤ Student Demographics <p>The University's Campus Climate Committee was charged to routinely survey the university. The most recent survey was conducted in Spring 2007 and a summary of the report is available to the WASC Visiting Team on the Institutional Research website (password protected). Visiting team members will be given access to the site before the team visit). The President has created a new committee, the President's Diversity Council, which replaces the Campus Climate Committee, but which will include survey of campus climate as part of its new charge (see EER Report Essay on Diversity for further information). Each program has developed student learning assessment strategies that are described in yearly Annual Assessment Reports (available in the WASC Team Room for review); departments are also required to describe their assessment strategies and results in the 5-year Program Review Process (see EER Report Essay on Academic Program Review and Program Review documents for each department in WASC Team Room). The General Educational Program has completed its program review (available</p>

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	<p>for review in WASC Team Room) and is developing a systematic approach to assessment of GE learning objectives, which were recently formulated (GE Learning Objectives).</p> <p>At the request of the President, a new task force was formed in the Spring of 2009 to address improving the retention and graduation rates of the University. Chaired by the Dean of Science and Technology, the task force was charged by the Provost to investigate the many factors that go into retaining our students from year to year and to make recommendations for improving retention and graduations rates of our first-time freshmen. At the end of the Spring 2009 semester, the task force prepared a draft of the Student Retention Task Force Preliminary Report (available in Team Room), which provides an in-depth analysis of retention rates.</p> <p>The following is a brief progress report of the work of the task force:</p> <ol style="list-style-type: none">1. The large group met every other week and a smaller focus group met on the off-weeks to focus on the survey instrument and secondary data analyses.2. The Retention Task Force examined SSU's retention data keeping in mind a number of retention models. From the beginning the Task Force conceived of SSU's retention profile as consisting of two different categories: Academic performance and institutional fit. As we got deeper into the data we came to focus on institutional fit as the key to unraveling SSU's own retention puzzle.3. Even though SSU is more or less in the middle of the pack among all CSU campuses when considering the six-year graduation rate, one characteristic of our students clearly sets them apart. 7.2 percent of those first-time freshmen beginning at SSU in the fall 2002 semester transferred out of SSU to another CSU campus and graduated from that second campus. We are slightly higher with respect to first-time, full-time freshmen who continue at another CSU campus (3.9% SSU, 2.1% CSU). And we are lower with respect to the percent of students who were continuing at SSU after 6 years (2.1% SSU, 8.6% CSU).4. We organized a campus-wide effort to collect new data before the end of the semester by distributing a new survey instrument which was constructed through consultations with some select groups of faculty, students and staff. The A&R members agreed to supplement Rose's data and are in the process of collecting existing data (2002, Fall 0X - Fall 0Y). The student response to the survey has been very good, close to 1,400 responses.5. Data on retention come from three sources for SSU and will be integrated into the final report in the Fall 2009. The three sources are primary data, secondary data from SSU and secondary data comparing SSU to the entire CSU system. The primary data flows from the survey instrument called "What Do You Like about SSU?", distributed to the student community. This survey was provided to the entire student body in May 2009, and the results will come in over summer. This data will show potential issues in the current environment by
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	<p>linking those students that suggest they are leaving SSU, or considering it, with other factors. Jeff Davis, Robert Eyler and Rose Bruce will work on providing feedback concerning the data collected, both primary and secondary, over Summer 2009.</p> <p>6. Over Summer 2009, the data will be synthesized and the initial analysis performed. From the analysis, a final report will provide recommendations as to what SSU can do to increase its retention rates, even in a time of shrinking budgets and fiscal uncertainty.</p> <p style="text-align: center;">Tentative Schedule for Completion of Report for SRTF</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Task</th> <th style="text-align: center;">Dates</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Receive Secondary Data from Campus Sources</td> <td style="text-align: center;">June 15, 2009</td> </tr> <tr> <td style="text-align: center;">Receive Survey Data from Campus Survey</td> <td style="text-align: center;">June 15, 2009</td> </tr> <tr> <td style="text-align: center;">Analyze both data sets</td> <td style="text-align: center;">August 15, 2009</td> </tr> <tr> <td style="text-align: center;">Draft report on data analysis</td> <td style="text-align: center;">September 1, 2009</td> </tr> <tr> <td style="text-align: center;">Meetings of SRTF in Fall</td> <td style="text-align: center;">Sept. and Oct.</td> </tr> <tr> <td style="text-align: center;">Final Report to Provost</td> <td style="text-align: center;">November 1, 2009</td> </tr> </tbody> </table> <p>7. Our conversations with all units of the campus regarding the importance and need to evaluating student satisfaction and perception regarding their experience at SSU have been quite encouraging and point toward everyone's desire to establish this activity as an annual exercise at SSU. The idea of designating one week during the Spring semester as "SSU Student Week" has emerged as an effective tool to engage the entire campus in evaluating student satisfaction. The annual survey could also serve as an assessment tool in measuring the degree of success of the campus in implementing remedies to problem areas as indicated in the survey.</p>	Task	Dates	Receive Secondary Data from Campus Sources	June 15, 2009	Receive Survey Data from Campus Survey	June 15, 2009	Analyze both data sets	August 15, 2009	Draft report on data analysis	September 1, 2009	Meetings of SRTF in Fall	Sept. and Oct.	Final Report to Provost	November 1, 2009
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PROGRAM REVIEW	EER	
An analysis of the effectiveness of the Program Review Process. Institutions should analyze the effectiveness of the program review process, including its emphasis on the achievement of the program's learning outcomes. It is expected that the process will be sufficiently implanted for the institution and the team to sample current program review reports (self-studies, external review reports) to assess the impact of the program review process and alignment with the institution's quality improvement efforts and academic planning and budgeting		As one of its themes, the University has selected "Curriculum and Roles of General Education and the Major." As part of that theme, the University committed to completing an academic program review cycle by the time of the Educational Effectiveness Review visit in the Fall of 2009. Please see the EER Report Essay on Academic Program Review for an in-depth analysis of the program review process at Sonoma State University.
SUSTAINABILITY OF EFFECTIVENESS PLANS	EER	
A plan, methods, and schedule for assessment of learning outcomes beyond the Educational Effectiveness Review		See the EER Report Essays on Academic Program Review, General Education and the Concluding Essay, Looking to the Future at SSU. Also, see the EER Report Essay on the University's Planning Efforts for a deeper analysis of the Academic Affairs Strategic Plan.