

4.6. Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.

Guideline: The institution has clear, well established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.

Evidence:

Evidence that leadership is committed to improvement based on the results of assessment is reflected in many areas, including the university's [Program Review Policy](#), the [annual assessment](#) reports using a variety of measurement tools, the GE reform efforts discussed in the [General Education Initiative](#), and the faculty Retention, Tenure, and Promotion process (see link: [Reappointment, Tenure, and Promotion Procedures, Criteria, and Standards for Tenured and Probationary Faculty Policy](#)). The RTP process, for example, relies on a variety of indicators of faculty performance in the classroom, including student evaluations of teaching effectiveness (SETE's), peer evaluations in the classroom, and a self-assessment of teaching effectiveness. RTP indicators of research and service performance include publications and creative projects, as well as the scope of service activities. The Associate Vice President for Academic Programs is responsible for working with departments to conduct assessment of student learning. The support includes a periodic series of workshops on the [Assessment Process - SSU Assessment](#) process, and the assistance of a faculty member who is the designated Faculty Assessment Coordinator. The university's [Program Review](#) website also offers a range of resources to assist departments with assessing student learning, including sample assessment tools, sample reports, and links to articles discussing various assessment approaches and tools.

The [Student Affairs Committee](#) has primary responsibility for the development of policies regarding student affairs, including both academic issues such as advising and the broad area of "quality of student life." Standing subcommittees of the SAC include the Academic Advising Subcommittee and the University Scholarship Subcommittee.

An example of evaluating a crucial aspect of the student experience is the 2005 **Advising Survey** conducted by the Student Affairs Subcommittee. This survey found that most students reported positive feedback about the effectiveness and accuracy of their advising sessions, but many students said that they wanted more help with advising. The data suggested that students who contacted their advisors more frequently were more satisfied with advising. As a result, the SAC recommended that efforts be made to encourage students to meet regularly with their academic advisors, and suggested ways this might be accomplished.

Some of the co-curricular aspects of the Sonoma State environment are also represented by the **Associated Students Inc.**, which has a mission to promote students' interests through advocacy and representation, and to support a variety of programs, clubs, services, and organizations. These include Associated Students Productions, which brings a variety of cultural, political, and social events to campus, the Children's School, which provides preschool education for students' children, the JUMP program (which organizes student volunteers to help work on social issues such as local hunger), and the student health insurance program.

An example of assessing the campus environment is the **Campus Climate Committee** (see Diversity Vision **Statement**), which conducts period surveys https://www.sonoma.edu/aa/ir/annual_reports/0304/pdf/campus_climate_summary.pdf assessing the campus climate for diversity (also see report at: https://www.sonoma.edu/aa/ir/annual_reports/0304/pdf/campus_climate_report.pdf.) Another example is the university's Alumni Surveys, conducted every two years.