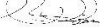


November 3, 2017

To: Dylan Rodríguez, Chair
Riverside Division

From: Tim Paine, Chair 
Committee on Educational Policy

Re: Draft WASC Institutional Report

The Committee on Educational Policy (CEP) reviewed the draft WASC Institutional Report at their November 3, 2017 meeting and was generally supportive of the report but did note several concerns.

The Committee noted concern with the following statement in #3 “Since our last WASC visit, assessments and learning outcomes have continued to be a central focus of undergraduate education” as it implies that assessment is a central focus of undergraduate education. The Committee recommends that the sentence be revised so that it does not imply that assessment is the central focus of undergraduate education.

The Committee noted concern with a statement in #23 that notes “most colleges have their own teaching awards” as only 3 of the 7 colleges and schools on campus have their own teaching awards. The Committee recommends that the statement be revised so that it does not imply that the majority of colleges and schools on campus have their own teaching awards.

In #32, the Committee recommends that the first sentence be revised to either list all of the interdisciplinary programs in CHASS or identify those programs listed as a selected group of interdisciplinary programs. The Committee also recommends that the acronym for the Lesbian, Gay, Bisexual, Intersex, and Transgender Studies program be updated to LGBT Studies. Lastly, the Committee noted concern that Sustainability Studies was included as an interdisciplinary program as the major is not listed as an interdisciplinary program in the catalog and is instead listed as a program offered by the Department of Gender and Sexuality Studies.

The Committee noted concern with #42 as it identifies the issue of General Education assessment as an area for improvement on the campus but does not detail what is being done on to address the issue. The Committee recommends that more detail be provided in this section to document the plan to address the issue.

The Committee noted concern with the data table presented for #54 as the data for the Native American ethnicity drops off after Fall 2009, implying that retention rates for Native American Students have not exist since that year. Additionally, the Committee recommends that the set of data be updated to include retention for first generation students to further highlight campus diversity.

The Committee noted concern with the last sentence of #77, which states that graduate program reviews include meetings with groups of students. This statement implies that undergraduate program reviews do not include meetings with students of the programs being reviewed when they do as detailed in the [CEP's Undergraduate Program Procedures](#). The Committee requests that this statement be updated to include that both graduate and undergraduate program reviews include meetings with groups of students.

Lastly, the Committee noted concern with the statement in #78 that states the final undergraduate program review report is sent to "all appropriate committees for review". No committees other than CEP review undergraduate program review reports and all review reports are finalized by the CEP. The Committee requests that this statement be revised to reflect this. Additionally, the paragraph references an Implementation Plan, which CEP refers to as the Action Implementation Plan in their Procedures. The Committee requests that the name of this report be updated to the Action Implementation Plan in the report.