Summary of WSCUC 2017 Special Visit Expectations

Visiting Team focus	Visiting Team comments	WSCUC expectations[1]
Making consistent use of assessment data for improvement across all departments	The team expressed concern about the "small percentage of programs" that are able to determine whether learning outcomes have been achieved. The team found that "most programs lack well-articulated plans of assessment." While several departments were exemplary in the use of assessment data to improve student learning, other departments were not as advanced.	UC Davis is expected to address this disparity and ensure that *all departments consistently gather, analyze, interpret and use data* for improvement. (CFRs 2.6, 4.4)
Enhancing program review	Though UCD has "well-established" procedures for the review of its undergraduate and graduate programs, the team noted two areas for improvement: **making greater use of direct assessment of student learning in the program review process and making greater use of the results of program reviews in the budgeting process.** Student learning outcomes have been established for all programs, not all departments have assessment plans. As a result, assessment of student learning is not regularly part of the program review process.	The Commission expects *departments to assess student learning and expects the program review process to include the results of those assessments.* UCD is moving towards an incentive-based budgeting process. The university anticipates tying the results of program reviews more closely to the allocation of resources. The Commission endorses this effort and expects UCD to use the findings from program reviews to help inform budget decisions. (CFRs 1.8, 2.5-2.7)
Continuing the implementation of the 2020 Initiative	UCD's plans for enrollment growth, as the team reported, bring associated new costs: increased student support services, construction of new classroom and research facilities, additional student housing, and other costs associated with any process of change.	The Commission urges UCD to be mindful of the morale of staff members as the 2020 Initiative is implemented. Their workloads in many areas have already increased significantly because of retrenchment and layoffs and could continue to grow to meet the needs of an expanding and diverse student body. Enrollment growth also brings new opportunities. Planned faculty hiring, to accommodate enrollment growth and faculty retirements, provides a window of opportunity to diversify the faculty to better represent the population the university already serves. The Commission expects UCD to take full advantage of this opportunity. (CFRs 3.1, 3.2, 3.4, 3.6, 4.1- 4.3)

---

[1] *Emphasis added*

What the Special Visit team will expect

Systematic, intentional, and consistent collection, analysis, and application of *multiple and varied* lines of evidence of learning.

Educational Effectiveness

Characteristics	What the Special Visit Team will expect
Shared vision & goals	- Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved (CFR 1.2) - Clearly articulated expectations about participation in assessment as part of regular functioning of programs, colleges / divisions. - Equitably distributed and appropriate resources to support academic assessment across programs, colleges / divisions
Clear processes and structures	- Learning outcomes and standards of performance are developed by faculty, who take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards (CFR 2.4) - Learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level (CFR 2.3) - Learning outcomes should be measurable and reflective of higher level thinking skills - Readily available documents that demonstrate alignment among PLOs and program curricula
Continuous inquiry	- Assessment activities in all programs. - Regular collection and analysis of evidence of student learning - All programs offered by the institution undergo systematic program review, which includes analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations (CFR 2.7).
Intentional application of results	Application of outcomes assessment analyses to inform curricular review and planning, and budgeting