Working with the appropriate functional offices (e.g., Admissions, Office of the Registrar, Graduate Division, Payroll/Personnel), IPA also has implemented edit processes to help ensure data integrity, accuracy and consistency.

Serving as the primary source for official campus statistics, especially historical and projected enrollments and employment of faculty and staff [454], IPA integrates and analyzes campus and external data and makes the information and analyses available to administrative and faculty operational and planning committees. Examples include the campus' Long Range Enrollment Plan (LREP) [417] and the establishment of a detailed UC Merced Enrollment Projection Model [449]; the development of a prototypical model to project classroom and class labs for capital and facility planning [455]; faculty workload analyses [456] to inform resource allocations; and analyses of student applications, admissions [439, 440], and enrollment trends to support recruitment and financial aid strategies [41]. Routine and specialized reports are shared with the Campus Planning Group (Budget, Capital Planning, IPA), the EVC Coordinating Committee, Faculty Senate committees (CAPRA, UGC), the Council of Deans, and other ad hoc and permanent committees. Preparing for its role in academic program reviews, IPA analyzes and shares enrollment, retention, survey and other institutional data by School and program areas.

IPA also has spearheaded the establishment of a campus survey infrastructure. The Director chairs the Survey Coordinating Committee (SCC) [457], which is charged with establishing guidelines for safeguarding quality of survey practices so that students/faculty/staff are not over-surveyed, response rates are maximized, contact information and survey results are protected and secured, and results are disseminated and used on campus to improve services. The SCC also helps develop a campus survey assessment plan. The campus already has used results from NSSE and UCUES surveys that indirectly assess student learning and engagement, and benchmark UC Merced student responses against other institutions (both UC and others).

IPA supports a campus-wide online survey application (SNAP) and helps other units gather information via surveys. IPA has partnered with the Graduate Division to do an annual survey of graduate students [224], with Career Services and the Alumni Office to conduct both senior exit surveys [240] and alumni surveys [241], and has helped the Library and the Writing Program obtain information via surveys to help them evaluate their services/programs.

CFR 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 takes responsibility for evaluating the effectiveness of the teaching and learning process and uses 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. The institution has clear, well established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.*

Our approach to inquiry, evaluation and assessment has been incremental, starting in 2005 with select co-curricular programs such as service learning, and student advising and learning, and academic programs in general education, writing and mathematics.

These initial efforts have established a firm foundation for development of a campus-wide culture of evidence and improvement at course and program levels. The program review policies for undergraduate [29] and graduate programs [30] will help ensure that assessment plans are implemented and evidence of student learning is gathered and analyzed each year. Annual learning results will be submitted to the appropriate Dean whose office, working in partnership with the Center for Research on Teaching Excellence, will provide constructive feedback to strengthen the quality of this assessment work.

To ensure that annual learning results also inform processes at an institutional level and to improve integration of curricular and co-curricular assessment, the university's WASC Steering Committee will coordinate a campus-wide level of assessment until permanent institutional infrastructure in the form of a University Assessment Committee with broad campus representation is established as expected in 2009-2010. This Committee will consolidate the results of academic and co-curricular assessment reported by School deans and Student Affairs and facilitate campus-wide review, discussion, and integration of conclusions into institutional planning. Working closely with the Academic Senate, the Executive Vice Chancellor/Provost will also support development and implementation of policies for data collection with Institutional Planning and Analysis serving as clearinghouse for this information.

Under shared leadership of senior faculty and senior administrators, the University has initiated course- and program-level assessment with two thematic foci for the improvement of academic programs. Specifically, through annual assessment of program learning outcomes, faculty of each undergraduate major are responsible for demonstrating how its program aligns with our institutional mission as a student-centered research university and our eight guiding principles for general education. This campus-wide attention to the scholarship of teaching and learning will not only guide curriculum reform within individual undergraduate programs but also inform broader objectives for institutional planning, with particular emphasis on evidence-based reform of the curriculum.

Other planning occurs under the leadership of the Dean of Graduate Division in collaboration with the Graduate Research Council. Similarly, the Vice Provost for Undergraduate Education, appointed in 2008, provides administrative leadership for the general education curriculum [429; see Appendix 2.2.3], supports student engagement in research through the McNair Scholars program [34] and promotes faculty-development initiatives through the Center for Research on Teaching Excellence [261]. The Vice Provost for Academic Personnel, also appointed in 2008, works closely with [431] the Senate Committee on Academic Personnel to ensure that appropriate evidence and procedures are used in evaluating faculty for their teaching, research and service. Each unit of Student Affairs also undertakes regular assessment of its programs and services [273].

The Division of Student Affairs undertakes a range of approaches to assessment depending on the unit and activity involved. Units within the Division have been using the outcomes of their assessments to modify, expand, or initiate programs and services. For instance, the Director of the Student Advising and Learning Center collects information every semester from freshmen who must attend Success Workshops. These data [219] were procedurally reviewed by the Faculty Senate's Undergraduate Council resulting in its decision [218] to extend our mid-semester grade policy.

Through coordination provided by Institutional Planning & Analysis (IPA), the campus has participated, in alternate years, in the National Survey of Student Engagement (NSSE) and the University of California Undergraduate Experience Survey (UCUES). These surveys focus on student engagement in academic and co-curricular activities and provide benchmarks with various comparison groups. IPA shares analyses of these data with the campus community (EVC Coordinating Committee, Deans meetings, VC Student Affairs directors) and online [268] in summary reports [42, p. 5-6]. UCUES data also constitute part of the UC system-wide Accountability Framework [44] and in our campus contribution [43] to the framework. In 2008, IPA facilitated the 2008 Graduate Student Survey to assess graduate perceptions of the quality of our academic and co-curricular environment. Results [224] are being shared with resource providers to improve service to this clientele (see CFR 2.5).

CFR 4.7 *The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The*