Enclosure 1

Relationship of WASC Criteria for Review to UC Merced's Initial Educational Effectiveness Report Topics

UC Merced's Educational Effectiveness Report did not make direct connections between the topics discussed and WASC's Standards and associated Criteria for Review (CFR). This table, presented as a component of UC Merced's Supplement to the EE Report, remedies that omission.

The Table contains only those CFRs that are directly related to UC Merced at this point in time. For each CFR, we indicate with an **X** in the relevant columns the EE Report topics to which it is especially relevant. In the right-hand section entitled "UC Merced Comments on Key WASC CFRs" we provide the full text of the CFR along with discussion of how it pertains to UC Merced at this time in its evolution.

	Enrollment Growth Mgmt	Teaching/ Learning Ctr	Teaching Evaluation	Learning / Assessment	Student Success	Stakeholders	Data for Improvement	Pausing to Reflect	Experimental Curr	Writing Program	Grad Program Progress	Student Affairs	Student Eval of First Year	UC Merced Comments on Key WASC Criteria for Review
	PART II: PROGRESS								**PART III: INITIAL RESULTS**					
Standard 1														**Institutional Purposes**
	X			X	X		X	X			X			1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives. *COMMENTS: This is characteristic of UC Merced and drives our efforts on Standards 2 and 4. Each case study in the Educational Effectiveness Review speaks to UC Merced's commitment to creating a learning organization and acting on the results of what is learned.*
	X							X				X		1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability. *COMMENTS: Succession planning and alignment of responsibilities is key at this stage of our development.*
														Integrity
	X								X	X		X		1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices. *COMMENTS: Diversity of people and programs is foundational to all of UC Merced's efforts and continued emphasis is essential or momentum will be lost. UC Merced is very proud of the remarkable diversity of its first two classes: the current student population has the highest proportion of Hispanic and African American students of any campus in the University of California. The campus culture, curricular and co-curricular, fully reflects this diversity. Academic programs discussed in the Educational Effectiveness Report include demonstrate diversity in the curriculum, notably among CORE 1 and Writing Program topics and texts, as do such currently offered courses. A new baccalaureate in Comparative Ethnic and Cultural Studies, planned for the 2007-2010 timeframe will expand the welcoming atmosphere. Beyond the curriculum, various events and groups, such as the Cesar Chavez Day celebration, the student folklorico dance group, and a literary reading series by noted Chicano authors infuse diversity into the life on campus.*

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														Teaching and Learning
Standard 2		X		X	X				X	X	X	X	X	2.3 The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum. COMMENTS: This is done well at the undergraduate level, but more work needs to be done with graduate programs, and this is part of the planning for III.C.
		X		X	X	X			X	X				2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.*COMMENTS: This is tied to our ongoing work to establish sustainable assessment processes.*
					X				X	X				2.5 The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.*COMMENTS: In the first year, we recognized that freshmen and junior transfers would find no sophomore or senior role models to emphasize good study habits and presage classroom and exam experiences. Faculty added extra mid-term exams to gauge progress, and we held workshops for parents of first-generation college students (nearly 50% of the Fall 2006 freshman class were from homes where neither parent had a 4-year degree) to prepare them to encourage students' hard work and persistence.*
				X	X		X		X	X				2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.*COMMENTS: It is too early to gauge our graduation effectiveness, so initial efforts are tied to retention.*
			X					X	X	X		X		2.7 In order to improve currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews. *COMMENTS: Program review is a long-standing UC tradition. The Senate and the administration are committed to building a robust system of program review that will be initiated on a five-year basis. In these early days, course assessment (Section II.D) is a precursor to full-scale program review. UC Merced's policy on Program Review will can be found in the Preparatory Review Exhibit 2.7-1 (http://accreditation.ucmerced.edu/Portfolio/Exhibits/Exhibits_S2/Program_Review_Procedures_November 2005.pdf)*

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Standard 2														**Scholarship and Creative Activity**
		X	X											2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service. *COMMENTS: Already, many students are doing research with faculty (via employment and personal initiative). Faculty want to be sure they convey how to do significant scholarship. Ensuring that this occurs in an organized way will be a responsibility of the new Vice Provost for UG Education.*
														Support for Student Learning
		X	X		X		X					X	X	2.10. Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success. *COMMENTS: We do this well, but capacity for relevant analysis is key to the substantive areas we pursued in the EE Report.*
	X											X		2.14. Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements. *COMMENTS: UC Merced faculty agreed on transfer standards the meet both general education and major preparation requirements. Going forward, this area will require further attention and refinement, and we will seek ways to improve information and advice for transfer students*

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Standard 3														**Faculty and Staff**
														3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutiona and educational objectives.
	X	X	X					X	X	X	X	X		3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.
														3.4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.
														COMMENTS: *We do have the basic capacity in this area but we need to be vigilant to assure that resources, procedures, and planning are effectively deployed because this CFR is ultimately tied to student success.*
														Fiscal, Physical, and Information Resources
	X				X			X			X	X		3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kinds to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.
														3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions. COMMENTS: Same as 3.6
														COMMENTS: *We do have the basic capacity in this area but we need to be vigilant to assure that these resources are appropriate for the stage and scale of our students and faculty.*
														Organizational Structures and Decision- Making Processes.
														3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision making.
		X	X	X				X			X			3.10. The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.
														3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.
														COMMENTS: *We will benefit from further refinement and clarity about administrative lines of authority and from continued evolution in the role of the Senate vis-à-vis the administration.*

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Strategic Thinking and Planning															
4.1. The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess it strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate.	X			X		X	X	X			X				*COMMENTS: During its developmental stages and continuing into the first and second year with matriculated students, UC Merced's planning, implementation, and review processes have demonstrated the principles inherent in these standards. Moving forward, Provost Alley is planning a new phase of strategic planning that is discussed in his letter.*
4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.	X	X	X	X	X		X	X			X	X			
4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.	X						X	X							
4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures, and processes, curricula, and pedagogy.			X	X			X	X	X	X	X	X	X		
Commitment to Learning and Improvement															
4.5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of institutional research function is the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution's purposes and educational objectives.	X			X	X		X	X					X		*COMMENTS: As with Std 4's CFRs on Strategic Thinking & Planning, UCM's process of inquiry, assessment, and improvement of academic programs reflects these principles. This is evident in our work on teaching evaluation, outcome assessment, and student success. The Senate and the administration are committed to maintaining the robust system of program review set forth in the campus policy for which course assessment is the precursor at this early stage.*
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.		X	X	X	X		X	X	X	X		X	X		
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 outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.		X	X	X	X		X		X	X					
4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of the educational programs.				X											

UC Merced Supplement to the
Educational Effectiveness Report for Candidacy

Note: "Standard 4" label appears in the leftmost vertical margin spanning all rows.