

## **C. Demonstrating a Feasible Plan of Work and Engagement of Key Constituencies**

We have one goal for the Capacity and Educational Effectiveness Reviews: the continuing maturation of our research-based culture of evidence. We use three indicators to measure our achievement of this goal, all of which are based on the maxims of anthropology: (1) New Champions--People, (2) Research Artifacts -- Products, and (3) Reflective Change--Practices.

First, people conduct research. We see evidence of growth of our research-based culture in the increasing population of individuals who carry out the research process. We can count over 100 faculty and administrators who have been and continue to be champions for the value of research when it comes to improving their program work and student learning.

Second, research of the highest value generates artifacts, i.e. visible evidence in the form of data and analyses. We have created a digital Institutional Portfolio to house these artifacts. We plan to make the entire contents of this portfolio available to the WASC visiting teams for each of its site visits. This portfolio contains an exhaustive collection of artifacts, reflecting the culture of evidence that has begun to flourish at our institution, including such items as our university and school strategic plans, course evaluation data, results from the National Survey of Student Engagement, alumni survey, staff climate survey, all program review reports, peer/aspirational school benchmarks, specialized accreditation reports, and student focus group data.

Third, with the financial and human resource support of the university President, we have seen a substantive systemic shift toward research and intentionally measuring and reflecting on student learning. Each of the following groups or project areas has undergone significant transformation with regard to the use of data and the research process: Office of Educational and Institutional Research, University Academic Council, University Planning Committee, Course Evaluations, Peer/Aspirational Benchmarking, Alumni Leadership Council, General Education Reform, Strategic Planning, and data driven decision making at the Board of Regents level.

This sea change has brought about a major shift in the use and interpretation of data and in the assignment of university resources, particularly with respect to academic programs, diversity initiatives, faith and learning programs, and the support of faculty scholarship. We look forward to sharing these and other stories with you in the upcoming events of our reaccreditation experience.

