

May 15, 2008

To: Cynthia Mertens

From: Diane Jonte-Pace

Here's a draft proposal for how we might proceed with the writing of the CPR. I haven't had a chance to share this with the other WASC chairs – your feedback will be appreciated.

- I'll draft the "SCU Overview: Four Standards" showing that we meet the standards. I'll briefly introduce the three themes. (See the CPR "Planned Structure" document.)
- Each Subcommittee chair, with one or two partners from the subcommittee, will draft the "Reflective Essay" for the relevant theme.
 - Reflective Essays will provide strong context/background sections for each theme, with substantial historical context for the development of the emphasis at the University, tracing changes over time, emphasizing highlights, showing links with Future Directions, etc. [Highlights]
 - Reflective Essays will offer reflective analysis/analytic discussion of the ways we want to strengthen the University by deepening our capacity to support the theme. (How DO we want to strengthen CCC? Integration of CC&C? Clearer ways of measuring CC&C? Expanding opportunities for immersion trips?)
 - These Reflective Essays may refer to CFRs, but will not use the CFRs as organizational structures.
 - These Reflective Essays will refer to the "Executive Summaries" written by the subcommittee members (see below).
 - We might use USF's CPR Section 2 as a model for the essays.
- Subcommittee members will draft "Executive Summaries" of materials they've reviewed, especially the materials we've posted on our "reports/data" website. The Executive Summaries could be fairly short – two pages or so. These "Executive Summaries" will be part of the "Exhibits and data displays, chosen by SCU" mentioned on the "Planned Structure" document.
- These "Executive Summaries" and materials could be organized according to the "Research Questions" we posed in our Institutional Proposal, but they need not address every item we mentioned in the IP in the column of the table we called "evidence/methods/indicators." (Please recall that WASC asked us to be selective about this.) See "Evidence Reviewed and/or Discussed" for a sketchy and incomplete first draft of a table we might provide to WASC showing what we've done.

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Evidence Reviewed and/or Discussed During Preparation of CCC CPR

Note: These “research questions” are drawn directly from our 2007 Institutional Proposal. In the “evidence reviewed” section we could sort the items on our website according to the IP research questions.

<i>Research questions and selected CFRs</i>	<i>Evidence Reviewed (these are simply examples)</i>	<i>Executive Summary</i>
Is the goal of educating for CCC clearly defined? 1.1, 1.2, 2.2, 2.3	<ul style="list-style-type: none"> • Strategic Plan • Mission Statement • etc 	<ul style="list-style-type: none"> • www.scu.edu/wasc/... • (post summaries written by subcommittee members)
Is the goal of educating for CCC clearly understood? 1.1, 1.2, 2.4	<ul style="list-style-type: none"> • Insert here highlights we've been gathering? 	<ul style="list-style-type: none"> •
Is the goal of educating for CCC expressed in curricular and cocurricular learning objectives 2.2, 2.3, 2.6	<ul style="list-style-type: none"> • Core Curriculum • Graduate Curricula • Campus ministry • 	
What resources does the University provide to support educating for CCC 2.13, 3.5, 3.6, 3.7	<ul style="list-style-type: none"> • Ignatian Center • Ethics Center • RLCs • Curricular support • etc 	
How does the University support educating for CCC in faculty and staff incentive, evaluation, development? 3.3	<ul style="list-style-type: none"> • Faculty Development • Faculty Publications • Etc. 	<ul style="list-style-type: none"> •
How does program review, learning assessment & new program approval take goal into consideration? 4.1, 4.4	<ul style="list-style-type: none"> • Academic Affairs Committee • Core Assessment plan, etc. 	