



Educational Effectiveness Report – 2006
Submitted to the Western Association of Schools and Colleges

Dr. Richard R. Rush, President

December, 2006

17 December 2006

Mr. Ralph Wolff
Executive Director
Western Association of Schools and Colleges
985 Atlantic Ave., Suite 100
Alameda, CA 94501

Dear Ralph:

On behalf of our students and my campus colleagues, I am pleased to convey to you our self-study detailing CSUCI's efforts to meet our core commitment to educational effectiveness. This comprehensive study is the product of a yearlong, campus-wide effort. Indeed, the volunteer committee that prepared the report consisted of over 100 faculty, staff, administrators, students, and community members. Guided by the *WASC 2001 Handbook for Accreditation*, the Committee engaged the entire University community in a discussion and analysis of educational effectiveness at CSUCI. The Committee's findings are summarized in the following quotation from the report—CSUCI “is a young, vibrant, student-centered, mission-focused university that offers students an education that emphasizes disciplinary, interdisciplinary, multicultural and international perspectives.”

As you read our self-study, I would like to call your attention to two important attributes of the report. First, for the convenience of our reviewers, this report follows the same organization as our 2004 educational effectiveness report prepared in conjunction with our candidacy review. In fact, in preparing this document, I asked our Committee to think in terms of preparing a second edition of the original self-study. The Committee has done this and all sections of the original report have been updated to reflect the rapid growth that has occurred at CSUCI since the preparation of the 2004 report. However, in addition to documenting the changes in our campus, there is a shift in emphasis in this report relative to the original. While a primary focus of the original report was the alignment of campus programs and resources with the University Mission, the emphasis of this report is the assessment of student learning outcomes and how these assessments have been used to inform improvements to our curricular and co-curricular programs. A great deal has been accomplished in this important area and by the time of the site visit, all academic programs, including general education, will have completed the assessment of a program level student learning outcome and used the assessment to “close the loop.” It is our sincere hope that by organizing this study similar to our earlier report we will assist our reviewers in evaluating the evolution of the campus from 2004 to the present.

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Second, as we have continued along the path toward initial accreditation, the CSU system has embarked on an initiative to “facilitate graduation.” Upon reflection, we realized that there is a strong parallel between our efforts to fulfill our core commitment to educational effectiveness and our participation in the CSU Facilitating Graduation Initiative. We have reported on this parallel throughout the document.

Beginning with our 2005 capacity and preparatory report and continuing through this self-study, we have presented evidence of how we are meeting the WASC Standards of Accreditation from the perspectives of institutional capacity and educational effectiveness. I look forward to the visit from our WASC site visit team in March 2007, and I believe that the team will find that CSUCI is fulfilling its core commitments to institutional capacity and educational effectiveness and, therefore, warrants initial accreditation at this time.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Richard R. Rush". The signature is fluid and cursive, with a long horizontal stroke at the end.

Richard R. Rush
President

CSUCI

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
EDUCATIONAL EFFECTIVENESS REPORT—2006**

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CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS EDUCATIONAL EFFECTIVENESS REPORT—2006

PREFACE

California State University Channel Islands (CSUCI) is the newest member of the California State University System (CSU). With its twenty-three campuses, 405,000 students, and 44,000 faculty and staff, the CSU is the largest system of higher education in the United States.¹ The CSU prides itself on providing high quality and affordable college education to meet the needs of the diverse population of California.

In recent years, a top priority for the CSU has been a concerted effort to “facilitate graduation.” This student-centered initiative found its beginning in concerns raised by the governing body of the CSU, the CSU Board of Trustees, and has since been embraced and carried forward by the CSU Office of the Chancellor, along with the faculty, administration and staff of each of the CSU campuses.

CSU Channel Islands fully embraces the CSU initiative to facilitate graduation. Indeed, this initiative is particularly timely for CSUCI as the campus undertakes with WASC its initial accreditation review. During this review, as the campus has reflected on how it is fulfilling its core commitments to institutional capacity and educational effectiveness, it has become clear that many aspects of the facilitating graduation initiative are woven through both of these core commitments.

The process by which CSUCI has addressed the facilitating graduation initiative is also of note because it provides an illustration of the culture of continuous improvement that has been established at CSUCI. In the next section we describe in more detail the campus’ participation in the facilitating graduation initiative and then reflect on these efforts as they exemplify the culture of continuous improvement at CSUCI.

Facilitating Graduation—A Top Priority for the CSU

CSU Board of Trustees, the Office of the Chancellor, and the system campuses have collaborated on a series of projects and activities to facilitate degree completion known collectively as the “Facilitating Graduation Initiative.” One such project was initiated by the Board at its May 2005 meeting when it adopted a resolution directing each campus to assess its programs and activities to facilitate graduation and to prepare a report detailing its findings. These self-studies, in turn, formed the basis for site visits to each campus by teams consisting of CSU faculty, staff and administrators from other campuses. The teams were charged with reviewing, assessing and evaluating campus policies, procedures, programs and activities to facilitate graduation, to make recommendations to the campus when appropriate, and to learn of outstanding campus practices that might be adopted by other campuses. These site visits were to take place over three semesters beginning with spring 2006.

As noted above, for CSUCI, this system-wide project was timely for several reasons. First, at CSUCI all campus policies, procedures, programs and activities are new. This project provided the campus with an opportunity to assess, reflect and report on its activities to facilitate graduation. Second, the campus received the benefit of outside reviewers who were willing to examine critically campus activities and make suggestions for improvement. Finally, as noted above, the campus response to the Trustees’ initiative dovetailed with CSUCI’s initial accreditation review activities. In particular, it became clear that those activities that facilitate graduation are indeed important elements in how the campus is fulfilling its core commitments to institutional capacity and educational effectiveness.

As such, CSUCI requested that it be among the first campuses to host a site visit. This request was granted and in April 2006 a six-member team visited the campus to conduct its review. During its visit, the team reviewed campus materials and met with many campus groups including students, faculty, staff and administrators. The team concluded its visit with an exit interview with President Rush and

¹ CSU Office of the Chancellor, Office of Public Affairs, “2006 Facts About the 23 Campuses of the CSU,” page 2.

members of the CSUCI Facilitating Graduation Steering Committee. Following its visit, the team prepared a report for the campus detailing its findings and recommendations.²

The report identified a number of “good practices” at CSUCI. These included:

- A campus philosophy of engagement
- A strong faculty commitment to student success
- Campus pride in the [University mission](#) and ownership of learning goals
- A strong collaboration among campus units, particularly the Divisions of Academic Affairs and Student Affairs and the cross-divisional [Enrollment Management and Student Success Committee \(EMSSC\)](#)
- A [first-year program for incoming students](#) with differentiated programs for freshmen and junior transfers
- Curricular design and a scheduling of course offerings that facilitate progress toward degree.
- The campus’ [dual advising model](#)
- The co-curricular portfolio
- The use of assessment to improve programs to facilitate graduation
- The high value that students place on the interdisciplinary approach that pervades the curriculum
- Mandatory advising for students on probation
- The location of the Advising Center in the main classroom building
- Student-centered library policies and procedures
- [Directed Self Placement for English composition courses](#)

The report also noted several areas of concern and suggested ideas for campus discussion. These included:

- A suggestion to consider the development of a UNIV 300 course for transfer students to match the UNIV 100 course for first-time freshmen.
- Earlier faculty involvement in the advising of new students.
- Integrating course prerequisites with the automated student record system to facilitate the evaluation of transfer courses.
- Concern about the “scalability” of campus programs.
- Concern about how data collected on students will be used to guide policy.
- Concern about faculty burnout.

The report concluded that “CSU Channel Islands has an admirable energy and commitment to student success, an engaged faculty and administration, an enthusiastic and proud student body, and the capacity to facilitate graduation using many tested and innovative practices.”³

The findings and recommendations from the report have been useful for the campus. For those items identified as “good practices,” the report provided validation that the campus is on the right path and encouragement to continue along this path. For those items identified as areas of concern or suggested ideas for campus discussion, the report provided a starting point for a campus conversations. These conversations have already led to changes and improvements to the campus. For example, the Division of Academic Affairs had not considered the development of a UNIV 300 course for transfer students at that point. Although transfer students could enroll in UNIV 100, the challenges and concerns of transfer students are distinct from those of freshmen. As such, the faculty created a new course, UNIV 101, which is tailored to the needs of transfers. The course will be offered for the first time in fall 2007 and enrollment will be limited to transfer students.

² Sandra Sutphen et al., “Report—Campus Activities to Facilitate Graduation,” Summer 2006.

³ Ibid.

Another recommendation from the Facilitating Graduation Site Visit Team was to involve the faculty earlier in the advising of new students. Reflection of this suggestion has led to several changes. First, it was agreed that early participation of the faculty in the advising process contributes to campus efforts to facilitate graduation. Second, the new student orientations were identified as key point for faculty contact with incoming students. The campus conducts two series of new student orientation, one series for freshmen and a second for transfers. Of these, there was already significant faculty participation as faculty advisors and program chairs met with the incoming transfers to explain the major curriculum and assisted with course selection and sequencing. However, the level of participation of the faculty in the freshman orientations has been more limited. Although the freshman orientations had already been planned for this year, adjustments were made to provide incoming freshmen and their parents with more opportunities to interact with the faculty. This was accomplished by inviting the faculty to orientation session meals hosted by the Division of Student Affairs and a reception for parents hosted by the Division of University Advancement. The faculty also made presentations for parents at a special session designed for this purpose. In addition, the Academic Advising staff, who present graduation requirements to the new students and assist them with course selection, provided time during their presentations for the faculty advisors and program chairs to address the students on their programs. Finally, the cross-divisional Enrollment Management and Student Success Committee (Enrollment Management Planning) took up the recommendations the visiting teams report and resolved to act on those with merit.

Still another recommendation from the Facilitating Graduation Team is the integration of course prerequisites within the automated student records system. Upon reflection the campus agrees with this suggestion and has since developed a system that will automate the evaluation of transfer courses.

While the CSU Facilitating Graduation Initiative represents an important priority for all CSU campuses, the initiative, and CSUCI's participation in it, also provides an example of the CSUCI commitments to a culture of evidence and a culture of continuous improvement. In the process of responding to the initiative, CSUCI:

- Collected evidence about and provided analysis of its programs that facilitate graduation across the University
- Reported its finding about these programs
- Hosted a team of visitors who read the campus report, reviewed campus materials and met with campus groups to assess these programs
- Received and reflected on the report from the visiting team
- "Closed the loop" by making changes to existing programs and developing new programs to address the concerns uncovered in this process

As such, the campus response to the facilitating graduation initiative provides an example of the culture of continuous improvement that has been established at CSUCI. Throughout this report, it is our intention to provide additional examples of how this culture pervades the campus and has led to assessment and continuous improvement in our curricular and co-curricular programs as well as other aspects of the University.

The Preparation of the Educational Effectiveness Report—2006

In 2004, CSUCI prepared its first Educational Effectiveness Report in conjunction with its Candidacy Review. Although this report was completed just two years ago, CSUCI has grown and evolved significantly in nearly all areas. To assist readers of this report in understanding the campus' growth and evolution, this new report is structured similarly to the original report. Specifically, both this and the 2004 report are organized around the Core Commitment to Educational Effectiveness as stated in the *WASC Handbook* and as quoted below.

“The institution evidences clear and appropriate educational objectives at the institutional and program level. The institution employs processes of review, including the collection and use of data, that assure delivery of programs and learner accomplishments at a level of performance appropriate for the degree or certificate awarded.”⁴

This report consists of two essays that describe how CSUCI is meeting this commitment. The first essay corresponds to the first sentence of the core commitment and is entitled “Institutional and Programmatic Educational Objectives at CSU Channel Islands.” In particular, we examine the alignment of our curricular and co-curricular programs, and University resources and support with a set of learning outcomes derived from our mission. We also examine how we have addressed other important campus objectives and values including our commitment to our students and student success, to diversity, to our region and to inclusiveness.

The second essay corresponds to the second sentence of the core commitment and is entitled “How CSU Channel Islands Employs Processes of Review, including the Collection and Use of Data, that Assure Delivery of Programs and Learner Accomplishments.” For this essay, we begin with the campus commitment to a culture of evidence leading to continuous improvement. We then look at the implementation of this commitment as it pertains to specific campus programs, including both curricular and co-curricular programs.

In both essays, we draw heavily on evidence identified, collected, analyzed and presented by the CSUCI WASC Accreditation Committee. As in previous years, President Rush identified our accreditation activities as a top priority for the campus and invited all members of the campus community to volunteer to serve on this committee. The response by the campus community has been strong as the roster for the 2006-07 AY committee has swollen to over 100 members and includes students, faculty, staff, administrators and community members. This committee addressed the challenge of providing a comprehensive response to the WASC Standards and Criteria for Review by assigning its members to a group of subcommittees charged with preparing individual reports that form the basis for this study. These reports, along with the evidence they cite, are included in [Appendix 2: CSUCI Sub-Committee Reports, Evidence and Exhibits](#). Finally, in the course of the essays, we have attempted a comprehensive response to the WASC Standards. An index to the report is provided at the end of the report.

While we have made a conscious effort to follow the organization of the 2004 report, the emphasis for this report has shifted. For the 2004 report, the primary focus was the alignment of the curriculum and co-curriculum with the mission while plans to assess these programs were described, but were less prominent. In this report, we will provide an update of alignment activities as these are ongoing, but a much greater emphasis will be placed on assessment activities and how these activities have led to continuous improvement across the University.

Although it has been our intention to prepare this report as a “stand alone” document, we are aware that many readers will want to make comparisons between the state of the University as described in this report with that of *CSUCI Educational Effectiveness Report—2004*. As noted above, to facilitate these comparisons, we have organized this report similarly to the 2004 report.

Finally, from its beginning, CSUCI has used the *WASC Handbook* as a roadmap for building the new University and has regarded WASC visitors as experienced mentors and critical friends. The campus has benefited greatly from this approach to the initial accreditation process. As a new university seeking initial accreditation, CSUCI has taken the “comprehensive approach” to the WASC Standards in preparing its self-studies. This has led the campus community to organize and participate in many conversations that, while focused on the WASC Standards, have been beneficial in establishing the identity and culture of the campus. In addition, the campus community has been able to use correspondence from WASC to great benefit. In those instances when our visiting teams and the Commission have offered praise and commendation, the campus community has used these comments as confirmation of the direction that it has taken with its new programs and has used the praise as motivation

⁴ WASC 2001 Handbook, pg. 5.

to continue in this direction. Similarly, those areas of concern raised by WASC have triggered discussions that have in turn led to changes in the form of “course corrections” in existing programs and, in some cases, new programs to address the concerns. Following the 2005 Capacity and Preparatory Review site visit, the WASC visiting team and the Commission raised a handful of concerns for our consideration. While our responses to these recommendations and concerns may be found throughout this report, for the convenience of the reader we have also prepared an appendix to the report entitled Appendix 1: The CSUCI Response to the Recommendations and Areas for Attention from the 2005-06 AY Preparatory and Capacity Review where each of the recommendations and concerns is listed and a specific response is provided.

PART 1. INSTITUTIONAL AND PROGRAMMATIC EDUCATIONAL OBJECTIVES AT CSU CHANNEL ISLANDS

The Mission of the CSU and the Mission of CSUCI

The CSU mission is to provide high-quality, accessible, affordable, student-focused higher education.⁵ CSUCI fully supports the mission of the CSU and in particular is committed to serving the educational needs of the citizens of this region with high-quality programs and services. As an individual campus in the system, CSUCI has crafted its own mission reflecting its unique character, objectives and values, and yet is at the same time aligned with the CSU mission. The CSUCI mission is as follows:

“Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.”



President Rush discusses the CSUCI Mission with new students and parents at the new student orientations during summer 2006.

Since its inception, CSUCI has been highly mission focused. The University community, including faculty, administrators, staff, and students, have embraced the basic tenets and values inherent in this mission and have attempted to design and implement excellent educational programs that support it. This essay documents ongoing efforts to align the development of our curricular and co-curricular

⁵ The full text of the CSU mission is too lengthy to reproduce here, and may be found at <http://www.calstate.edu/PA/info/mission.shtml>.

programs with the mission. In addition, the alignment of other programs that bear on educational effectiveness including faculty recruitment, faculty development, faculty rewards, incentives and support systems, organizational structure, resource and facilities planning and utilization with the mission is examined.

The CSUCI Institutional Mission-Based Learning Outcomes

To operationalize its mission, CSUCI developed the following mission-based learning outcomes:

CSUCI graduates will possess an education of sufficient breadth and depth to appreciate and interpret the natural, social and aesthetic worlds and to address the highly complex issues facing societies. Graduates will be able to:

- Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).
- Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.

These learning outcomes have been widely disseminated and may be found in the [University Catalog](#), and are presented to incoming students at the new student orientations.

CSUCI has provided institutional support for the primary elements of the mission through the creation of three mission-based centers. These are:

- The Center for International Affairs (CIA), created in 2004-05 AY.
- The Center for Integrative Studies⁶ (CIS), created in 2004-05 AY.
- The Center for Multicultural Learning and Engagement (CMLE), created in 2005-06 AY.

A fourth center, the Center for Civic Engagement and Service Learning (CCESL), is in the final stages of approval.

These Centers support key mission elements by:

- Supporting and facilitating mission elements in teaching and learning.
- Supporting and facilitating mission elements in scholarly and creative activities.
- Working with academic programs to develop appropriate assessments of the mission elements.⁷

The Alignment of the CSUCI Curriculum to the Mission

An important element of the *CSUCI Educational Effectiveness Report—2004*, prepared in conjunction with the campus' Candidacy Review, was an analysis of the degree of alignment of the CSUCI curriculum with the mission. To perform this analysis, the University developed an alignment model that related CSUCI courses to academic programs (including major programs and the general education program). The programs, in turn, were related to the mission. The 2004 analysis showed "a surprisingly high degree of alignment with our curriculum starting at the course level and extending to the mission."⁸

Although only a short time has passed since the 2004 analysis, the curriculum has experienced rapid growth as evidenced by the introduction of six new majors since the previous analysis. As such, the alignment analysis has been updated. The results of the updated analysis are summarized in

⁶ The Center for Integrative Studies was formerly known as the Center for Interdisciplinary and Integrative Studies.

⁷ Additional information on the role of centers may be found in Appendix 1, The CSUCI Response to the Recommendations and Areas for Attention from the 2005-06 AY Preparatory and Capacity Review, Recommendation 2.

⁸ *CSUCI Educational Effectiveness Report—2004*, p. 49.

Table 1: Alignment of CSUCI Curriculum with Institutional Mission-Based Learning Outcomes.⁹ Table 1 shows how each major program meets the institutional mission-based learning outcomes. The institutional mission-based learning outcomes are found along the top of the table while the major programs appear in the left column. Thus, each box in Table 1 shows how a particular mission-based learning outcome is met for a particular major. The symbols in the boxes indicate which part of the curriculum is meeting the mission-based learning outcome. The letters UG or G denote institutional mission-based learning outcomes met by the GE program. UG indicates that the learning outcome is met by an upper-division GE requirement. The upper-division GE requirement meets the first mission-based learning outcome, “Identify and Describe the Modern World and Issues Within and Across Disciplines” because of the interdisciplinary nature of upper-division GE courses. All CSUCI graduates are required to complete a minimum of three upper-division GE courses. G indicates that the outcome is met by GE requirements at either the lower or upper-division levels. GE requirements meet all institutional mission-based learning outcomes regardless of the major, indicating a high degree of alignment between the GE program and the institutional mission-based learning outcomes.

The letter A denotes institutional mission-based learning outcomes met by additional degree requirements. “Identify and Describe the Modern World and Issues Within and Across Disciplines” is met by the CSUCI language and multicultural graduation requirement. “Using the Methodologies, Tools and Techniques of an Academic Discipline, Convey Issues and Solutions to Others” is met by the writing proficiency requirement.

Institutional mission-based learning outcomes met by major requirements are denoted with the letter M. The degree to which the major program learning outcomes support mission-based learning outcomes varies by major. However, for most majors, the program-based outcomes meet the mission-based outcomes.

⁹ A full reporting of the updated alignment analysis may be found in the WASC sub-committee report entitled “The Alignment of the CSUCI Curriculum to the Mission.”

Table 1. Alignment of CSUCI Curriculum with Institutional Mission-Based Learning Outcomes						
DEGREE PROGRAM	Identify and describe the modern world from multiple perspectives			Analyze issues using the methodologies...of a discipline		
	Within and Across DISCIPLINES (1)	Within and Across CULTURES (2)	Within and Across NATIONS (3)	Analyze Issues (4)	Develop Solutions to Problems (5)	Convey Issues and Solutions to Others (6)
Art	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
Biology	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
Business	M, UG, G	G, A	G	M, G	M, G	M, G, A
Chemistry	M, UG, G	G,A	G	M, G	M, G	M, G, A
Comp. Science	UG, G	G, A	G	M, G	M, G	M, G, A
Economics	M, UG, G	G, A	G	M, G	M, G	M, G, A
English	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
ESRM	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
History	M, UG, G	M, G, A	M, G	M, G	M, G,	M, G, A
Liberal Studies	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
Math	M, UG, G	M, G, A	M, G	M, G	M, UG	M, G, A
Performing Arts	M, UG, G	UG,G,A	UG, G	M ,G	M,UG,G	M, UG, G, A
Political Science	M, UG ,G	M, G, A	M, G	M, G	M, G	M, G, A
Psychology	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
Sociology	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
Spanish	M, G	M, G	M, G	M, G	M, G	M, G

Legend: A – Additional Academic Requirements (Graduation requirements: Language and Multicultural Requirement & Writing Proficiency Requirement)
G – General Education Requirements
UG – Upper-Division General Education Requirements
M – Major Requirements

Alignment of the CSUCI Co-Curricular Programs with the Mission

CSUCI’s co-curricular programs have been designed and implemented to support student learning, to facilitate graduation and to promote personal development. As such, these programs bear directly or indirectly on educational effectiveness at CSUCI, and are well aligned with the mission. Co-curricular programs at CSUCI are delivered either individually or jointly by the Divisions of Student Affairs, Academic Affairs, and Finance and Administration.

Co-Curricular Programs Offered by the Division of Student Affairs

The Division of Student Affairs offers many programs that promote educational effectiveness. At the heart of these programs are the “Dimensions of Development” (hereafter referred to as the Dimensions).¹⁰ Grounded in Arthur Chickering’s “Theory of Identity Development,” the Dimensions teach students to engage in self-reflection and to strive for continuous improvement. They have been employed in the student housing and residential education program, student government planning, and student event planning.

Students can chronicle their leadership development, their use of the Dimensions, and how their out-of-class learning has deepened their in-class experience using the CSUCI Co-Curricular Portfolio. As such, the portfolio provides an opportunity for students to reflect on how their co-curricular involvement supports the mission.

The Division of Student Affairs also assists students with the development of multicultural and international perspectives. This is accomplished in several ways. First, the Division produces a series of cultural and international celebrations to introduce the campus community to other cultures and views. Second, the Division provides support for the Multicultural and Women’s & Gender Student Center (MWGSC). As its name suggests, this center provides a venue for discussion of issues stemming from differences in ethnicity, culture, gender and sexual orientation. Finally, the Division co-sponsors, with the Division of Academic Affairs, the Center for Multicultural Learning and Engagement (CMLE). The CMLE brings curricular and co-curricular education together that requires collaboration on student learning inside and outside the classroom.¹¹

An important element of the co-curricular education program is the opportunity for students to learn leadership skills through participation in student government. CSUCI students have formed and participated in numerous clubs and student government, attended leadership trainings and retreats, organized speech and debate tournaments, political forums, contemporary issues lectures, an annual student awards ceremony, and diversity programs under the guidance of the Student Affairs Division.

Finally, the Division of Student Affairs has assisted graduating students as they exit the University by providing résumé and interview skills workshops, and annual career and graduate school fairs.

Co-Curricular Programs Offered by the Division of Academic Affairs

The Division of Academic Affairs also provides mission-focused co-curricular activities notably through the University Library and the Advising Center. The University Library supports the mission through its services and programs. These include:

- Computer literacy courses—These assist students and faculty to present, interpret, and display information effectively with a variety of computer programs.
- Library Media Services—These assist students with presenting final capstone projects in poster format in lieu of a traditional term paper and with film editing and dubbing providing an innovative approach to foreign language acquisition.
- Library sponsored events—For example, the Art Walk (September 2006) where the campus community celebrated the tradition of Italian chalk-painting and the annual Children’s Reading Celebration and Young Author’s Fair that commends books, young authorship, and literacy and regularly draws about 125 people to campus.
- The “Book, Movie and Pizza” program—This is an educational outreach event to screen films for the campus that have been made from books and engages students in discussion of topics related to the film.

Also within the Division of Academic Affairs, the Advising Center offers learning assistance workshops throughout the year. Examples of workshop topics include time management and goal setting,

¹⁰ Formerly known as the “Nine Dimensions of Wellness.”

¹¹ For more information on CMLE, see also Appendix 1, The CSUCI Response to the Recommendations and Areas for Attention from the 2005-06 AY Preparatory and Capacity Review, Recommendation 2.

test taking strategies, and study strategies. In addition, the Division sponsors the Campus Reading Celebration, which invites all members of the campus community to read and discuss the same book throughout the academic year. By having the entire campus community read the same book everyone has a common intellectual experience that can generate shared discussions of the book.

In conclusion, CSUCI offers many co-curricular programs that both complement the curricular programs and support the University's mission.

Alignment of CSUCI University Resources and Support with the Mission

CSUCI is committed to aligning faculty and staff support and rewards with institutional purposes and educational objectives as evidenced by the fact that the alignment of faculty and staff support, assessment and rewards with institutional purposes and educational objectives is one of three strategic initiatives identified in the [CSUCI Strategic Plan](#).

In this section, the current state of the alignment of faculty support with the institutional mission-based learning outcomes is described. This includes analyses of faculty recruitment, faculty support for teaching, faculty support for scholarly and creative activities, and the retention, tenure and promotion policy. This is followed by a discussion of staff support. Finally, University planning and budgeting are addressed.

Faculty Recruitment

CSUCI has developed a unique faculty recruitment process to identify and recruit faculty with a high level of disciplinary expertise who embrace the CSUCI mission and values, and who will thrive in the challenging start-up environment. In particular, the recruitment reflects the mission and values through its collegial process, in its commitment to interdisciplinary development, and in its quest for diversity. Given that high-quality teaching and curriculum development within and across disciplines remains the central mission for the CSUCI faculty, the recruitment process includes:

- a review of instructional and teaching portfolios
- a focus on experience in curriculum development
- a process to assess candidates' ability to work collaboratively in an interdisciplinary environment

Faculty recruitment at CSUCI is highly collaborative. Faculty and administrators determine faculty position allocations together. Position descriptions are written by faculty, prominently feature the University mission, and are widely advertised. To date, the faculty recruiting committee has been a faculty committee-of-the-whole. Following campus interviews, candidates are recommended to the Dean of the Faculty, who adds his recommendations to the faculty's recommendations and then forwards them to the Provost and the President. Tenured faculty members conduct reference checks of candidates after telephone interviews with particular attention to collegiality and fit with the mission and campus culture.

This process has resulted in the successful recruitment of a diverse, highly mission-focused faculty.

Support for Faculty to Improve Teaching and Learning

The Office of Faculty Development

Providing faculty support for improving teaching and learning is central to educational effectiveness at CSUCI. To facilitate these opportunities the Office of Faculty Development (OFD) was established in summer 2002. OFD has its own budget and currently an interim director. A search is underway for a permanent Faculty Development Director for 2007-08 AY.

OFD takes the lead role in advocating, promoting and providing opportunities to support improved teaching and learning. It calls on the Faculty Development Advisory Committee, an elected standing committee of the Academic Senate, to provide direction and to make recommendations regarding grant and award funds. OFD programs and activities include:

- publicizing and providing support for on-campus and off-campus faculty development opportunities and events to improve teaching and learning
- creating and maintaining the faculty development resource reading room and library with materials on effective teaching
- fostering networks to support distinct groups of faculty (for example, lecturers and untenured faculty)
- assisting with and publicizing “brown bag lunches” for the purpose of sharing scholarly and creative activities
- offering research and travel grants
- supporting pilot assessment projects
- providing individual consultation services for faculty on the retention, tenure, and promotion (RTP) process
- assisting with the establishment of the faculty writing group
- sponsoring workshops
- matching individual faculty interests and needs with specific opportunities for faculty development
- assessing both individual and campus-wide efforts to improve teaching and learning
- creating a Faculty Mentor program for new tenure track faculty members
- supporting retreats for faculty to focus on scholarly activities

In addition to OFD, several other campus offices provide faculty development support, including the Office of Research and Sponsored Programs (ORSP), the University Library, and Information Technology (IT). OFD works with these offices to promote their faculty development support.

Making Teaching Public

In fall 2006, the Dean of the Faculty organized a series of meetings among interested faculty around the topic of becoming better teachers. The discussions from these meetings proved fruitful and have resulted in a new initiative that has become known as “Making Teaching Public” (MTP). Several new programs are planned under the banner of MTP, and these programs are described below.

Open Classroom Day

As the name suggests, the idea behind the “open classroom day” (OCD) is that participating faculty would open their classrooms to visitors, including faculty colleagues, community members, staff and others who would like to observe different teaching styles and techniques. OCD may be scheduled to correspond to a campus open house day or community college and high school “in service days.” This would afford the community the opportunity to see how CSUCI’s faculty teach, to note the range of classes offered, and may also generate excitement about attending CSUCI. To assess the value of the experience, visitors provide impressions to the instructor of the classes they visit. OCD would have the added benefit of reflecting campus pride in teaching, and how important teaching is at CSUCI.

Critical Friends Groups

A Critical Friends Group (CFG) is a professional learning community consisting of eight to twelve educators who come together voluntarily on a regular basis for the purpose of improving their practice through collaborative learning. This type of professional learning community is designed to:

- make teaching practice explicit and public by talking about teaching
- help educators to work collaboratively in democratic, reflective communities
- establish a foundation for sustained professional development based on a spirit of inquiry
- help educators help each other to turn learning theories into practice
- improve teaching and learning¹²

¹² For more information about Critical Friends Groups see <http://www.harmonyschool.org/nsrf/program.html>.

The name “Critical Friends Group” emphasizes the essential role that a good friend can play in helping group members think through dilemmas and issues in teaching and learning. Group members direct the focus of each CFG meeting. Given the reality that time to meet and discuss teaching practice is short and precious, activities are structured with a variety of “protocols” to guide and focus discussions. These protocols are facilitated by a group member who volunteers to lead the discussion, and they consistently convey the idea that the work of the group is not to “fix” each others’ problems, but to help each other to think more deeply and clearly about the issues that are brought to the table.

Teaching Circles

Teaching Circles (TC) are similar to Critical Friends Groups in that they consist of small groups of six to ten faculty who make a commitment to work together to address questions and concerns centered on teaching and student learning. TCs are different from CFG in that each TC focuses its work on a theme of interest to its participants. Examples of themes include nurturing student engagement in classroom activities, developing students’ writing prowess, welcoming and enhancing diversity in the classroom, and strengthening science students’ ability to apply specialized knowledge to “real” problems.

As with the CFG, the environment necessary to reflect critically on one’s own teaching practices requires trust, group stability, and assurance of confidentiality. TC members jointly determine the norms and practices of the group, and monitor adherence. TCs may decide to accept one member to serve as facilitator, to rotate this role, or to use an alternative scheme. Similarly, TCs determine the activities of the group, perhaps outside reading, sharing of ideas, materials or experiences, classroom visitations, and the like, as well as the structure or protocols they will use to make their meeting times as productive as possible.

MTP Electronic Journal

Imagine a website devoted to teaching at CSUCI. It includes a repository for extraordinary teaching materials, lessons, syllabi and assignments, a sourcebook for new ideas, proven rubrics, favorite activities, and ingenious heuristics, a multi-media site for sharing successful work in the classroom, complete with slideshows, video and sound, a discussion board or blog for posting ideas about teaching, a “Letters to the Readers” section for responding to what you see on the website, an “Ask the Professor” section for posting questions about teaching, and an electronic journal where articles about teaching could be posted, and responded to, until they are published in academic journals.

Such a site will be a rich resource for faculty, a bold advertisement for the campus, and a unique recruiting tool. The current plan is to launch the first incarnation of this dream—the ejournal and response websites. The MTP faculty hope this will grow into a much larger venture, one that both makes public and celebrates teaching.

Each of the programs under MTP is scheduled to begin in spring 2007.

Support for Faculty Scholarly and Creative Activities

To provide students with the best possible educational experience, the faculty must be active scholars and creative artists. CSUCI defines scholarship and creative activity broadly to include activities within the academic disciplines and in other areas including pedagogy, curriculum and assessment.

The University supports faculty scholarly and creative activities with reassigned time, mini-grants, retreats, travel funds, workshops, sabbatical leaves, and the programs and services offered through the Office of Research and Sponsored Programs (ORSP)¹³ and the Office of Faculty Development (OFD). All new tenure-track faculty received reassigned time during 2006-07 AY to support scholarly and creative activities and course preparation. In addition, OFD has continued its funding of the faculty mini-grant program. This is a competitive program open to all faculty. Interested faculty apply to the program for a grant that may be used to fund reassigned time, professional travel, student assistant support or other scholarly and research related expenses. The maximum grant size for the 2005-06 AY was about \$9,000 and a total of twenty-four grants were awarded. Funding has been provided for the 2006-07 AY mini-

¹³ ORSP supports faculty seeking extramural funding for research and creative activities. For example, ORSP offers regular workshops on SPIN. SPIN is an acronym for Sponsored Programs Information Network.

grant program and a call for proposals for this year's program has been prepared and distributed to the faculty.

CSUCI has continued to fund professional travel of all tenure-track faculty by allocating \$1,200 per faculty member for the 2006-07 AY. Most faculty have used these funds in past years to attend conferences in their disciplines. Some faculty have used the funds for travel related to research and scholarly projects, and a few for attending conferences such as the AAHE Assessment Forum.

The President appointed a University task force in 2003-04 AY to examine campus progress in supporting faculty teaching and scholarly/creative activities and the alignment of that support with the mission and [CSUCI Strategic Plan](#). The task force recommended actions to improve support for teaching and research and improve alignment of that support with the mission and [CSUCI Strategic Plan](#). Other activities on campus have proceeded on the initiative of the faculty. A brown-bag series of faculty presentations of their research and creative works has been underway since the faculty first arrived in 2001. Creative and artistic activities are also valued as evidenced by the numerous faculty and student exhibitions and concerts on campus..

The University Library provides support for scholarly and creative activities in several ways. For example, it has developed and maintains a CSUCI Faculty Accomplishments Database where faculty can enter their yearly scholarly and creative accomplishments. The database is used to create a [web page of faculty accomplishments](#) along with a camera-ready copy of the CSUCI Faculty Accomplishments booklet that is published annually. In addition, the Library maintains an institutional repository of faculty pre-prints, post-prints, data sets, and other scholarly and creative materials.

Alignment of the Retention, Tenure and Promotion Policy with the University Mission

The current Retention, Tenure and Promotion (RTP) policy closely reflects the University's mission.¹⁴ Under this policy each academic program develops a set of program standards in teaching, scholarly and creative activities, and professional, university and community service subject to approval by the University RTP Committee and the Provost.¹⁵ Each faculty member establishes a Professional Development Plan consistent with the program standards and sets an agenda for achieving the professional growth necessary for retention, tenure and promotion.

Staff Support

CSUCI is a four-time winner of the "Employer of Choice for Ventura County" award from the Ventura County Economic Development Association Workforce Investment Board. This annual award recognizes organizations that have provided outstanding support for employees. CSUCI has distinguished itself in this area through the staff activities and development opportunities that it provides, summer hours alternative work scheduling, family friendly benefits, and campus publications including *Current* and *Wavelength*.

CSUCI has aligned staff support and rewards with institutional purposes and educational objectives as evidenced in the [CSUCI Strategic Plan](#) by the creation of a University-wide task force to address this concern. The task force, chaired by the Associate Vice President for Human Resource Programs, solicited input from all University staff. It made recommendations regarding staff recruitment, leadership development, staff development, and communication and staff professional development.

¹⁴ The current RTP policy, Senate Policy 05-29, was adopted during the 2004-04 AY and has been amended in subsequent years.

¹⁵ Thus far, four programs have approved Program Personnel Standards. These are Business and Economics, Computer Science, English, and History. General Program Personnel Standards are used by faculty whose programs do not yet have approved Program Personnel Standards.

University Planning

As a fast growing campus, CSUCI places particular importance on University planning. In this section ongoing University planning efforts are described with a focus on how these processes relate to educational effectiveness. Planning processes addressed in this section include:

- strategic planning at the campus-wide, divisional and sub-divisional levels and the role of the University Planning and Coordinating Council
- academic master planning
- enrollment management planning
- facilities planning
- budgeting

Strategic Planning

The [CSUCI Strategic Plan](#) focuses primarily on educational effectiveness and student learning. Evidence of this focus is illustrated in several ways. First, the strategic planning model adopted by the University is anchored by the Mission, and the mission reflects the University's commitment to student learning. The University vision, where the University will be in the next five years, is derived from the mission. The vision consists of twenty-nine individual statements of which most bear directly on students, student learning, facilitating graduation, and educational effectiveness. Examples of statements from the University vision include:

CSUCI is a university that:

- Meets the needs/concerns/goals of students
- Continually assesses and improves student learning
- Assures that students proceed through the University in a timely manner
- Prepares high quality programs that attract students, faculty/scholars, and recognition from around the world
- Promotes teaching/learning across disciplines
- Teaches skills and provides opportunities to apply the skills on campus and in the community¹⁶

The general strategy describes the principal activities of the University. Of the five CSUCI general strategy statements, two speak directly to student learning and the support of student learning. These general strategy statements are:

- Encourage and support learning through teaching, inquiry, and scholarly and creative activities.
- Develop academic programs as well as support organizations and physical facilities.¹⁷

The latter statement emphasized the importance of academic master planning and facilities planning. These planning activities are discussed below.

Finally, the [CSUCI Strategic Plan](#) contains three strategic initiatives. Strategic initiatives are defined as projects, efforts and approaches used to implement the strategy. The three strategic initiatives are:

- To assess continually the effectiveness of and make appropriate modifications to University programs, services, activities and projects.
- To align faculty support, staff support, faculty and staff assessment and reward systems with our mission and strategies.
- To implement effective and comprehensive planning processes, organizational structures, and assessment and evaluation mechanisms.¹⁸

Each of these initiatives addresses WASC Criteria for Review and are taken up throughout this report.

¹⁶ "Vision," CSUCI Strategic Plan 2003-2008, 2003 Report, pg. 3.

¹⁷ "General Strategy," CSUCI Strategic Plan 2003-2008, 2003 Report, pg. 3.

¹⁸ "Strategic Initiatives," CSUCI Strategic Plan 2003-2008, 2003 Report, pg. 6.

In addition to the [CSUCI Strategic Plan](#), all University divisions and some programs have developed separate strategic plans. These include:

- Division of Student Affairs
- Division of Finance and Administration
- Division of University Advancement
- Extended Education
- University Library
- Office of Research and Sponsored Programs
- Public Relations

The University Planning and Coordinating Council

Coordinating and aligning planning activities across the University is a daunting task. In spring 2004, President Rush created a university planning committee to oversee and coordinate all planning for the University and to ensure that the allocation and distribution of campus resources are aligned with the mission and [CSUCI Strategic Plan](#). Co-chaired by the Provost and a faculty member, the University Planning and Coordinating Council (UPACC) meets monthly and routinely makes recommendations to the President. This committee identifies the strategic directions that drive budget development and is attempting to review the quantitative and qualitative alignment to strategic planning.

Academic Master Planning

The original CSUCI Academic Master Plan was prepared by a small group of “planning faculty” known as the Faculty Council before the arrival of President Rush and the original faculty.¹⁹ This Plan was based on needs assessments of the region with consideration given to the start-up nature of the campus. From fall 2001 to fall 2003, the campus implemented this original plan with a few modifications. In fall 2003, Provost Lucas charged the faculty with developing a new, long-range, Academic Master Plan that reflects the priorities of the University and supports to the needs of the region.

The faculty responded to this charge with several important documents. First, it became clear early in the planning process that a statement was needed about what is expected of our graduates. Thus, using source materials for the Greater Expectations Institute and the University mission the “Characteristics of CSUCI Graduates” were developed and adopted by the Academic Senate.²⁰ The “Characteristics” have been widely disseminated using a variety of vehicles including the University’s webpage and the [University Catalog](#).

Second, the faculty created a process by which the Academic Master Plan is amended and reviewed.²¹ Finally, the new process was used to update the Academic Master Plan. The most recent version of the Academic Master Plan was recommended to President Rush in fall 2006 and is shown in [Table 2: CSUCI Revised Academic Master Plan 2007-2014](#).²²

¹⁹ The CSUCI Faculty Council was composed of CSU faculty from other campuses. The membership of the Council was drawn from the CSU Statewide Academic Senate. Upon the arrival of the original CSUCI faculty, the Faculty Council was disbanded.

²⁰ Senate Resolution 03-03.

²¹ Senate Policy 05-04 and Senate Policy 05-05.

²² Senate Policy 06-07. A complete history of academic master planning at CSUCI from 2001 to the present may be found in the WASC sub-committee report entitled “Alignment of University Resources with the Mission.”

Table 2

Academic Program Master Plan, 2007-2014; Academic Senate Policy: 06-07, passed 11.28.06.

Year	2007	2008	2009	2010	2011	2012	2013	2014
Degrees	BA Communication	BS Applied Physics	BA Philosophy	BA Social Justice Studies	BA Geography & Urban Studies		MS Nursing	
	BA Early Childhood Studies	MA English	BA Anthropology	BS Computer Engineering		Masters of Public Administration		
	BS Nursing	BA Chicano/a Studies	MS Biology	MA History		EdD Education		
	MA Education		BA/BS Kinesiology/Wellness/Nutrition/Health	BS Info Technology		Bachelor of Social Work		
			MBA					
Special Sessions		MFA Art						
Credentials	Bilingual Credential		History/Social Science Single Subject Credential			Ed Specialist Moderate/Severe	Early Childhood Special Ed	Education Technology
Minors Without Majors			Criminal Justice					
Emphases	MA Education (Spec. Ed./Ed. Leadership)	Integrated Multiple Subjects Education (BA Liberal Studies)	MA Education (Curriculum and Instruction)	Accounting (BS Business)				
	Management – (BS Business)	Film/TV Studies (BA Communication/Performing Arts)						
		Special Education BCLAD (BA Liberal Studies)		Gender Studies (BA in Social Justice)				
		Finance (BS Business)						

Programs in **Red** are new programs or programs with new implementation dates; programs in **Blue** will move to State-support.

Enrollment Management Planning

President Rush created the Enrollment Management and Student Success Committee (EMSSC) in fall 2003. The committee, chaired by the Dean for Enrollment Services, includes representatives from the faculty, administration, staff and students. The charge of the committee is as follows:

“EMSSC will recommend to the president policies, procedures, practices and actions that will contribute to student success at CSUCI, including retention practices, student enrollment projections, targets, and enrollment caps as these relate to scheduling, facilitating graduation and other student success issues. Based on the Academic Master Plan, the committee will develop a five-year strategic enrollment management plan.”

The EMSSC’s recent accomplishments include:

- Developing and implementing the CSUCI Enrollment Management Plan.²³
- Reviewing of advising policies and practices with Academic Advising with the goal of facilitating graduation and student success.
- Targeting the recruitment of under-represented populations within the region.
- Opening the applications process to international students in Fall 2006.
- Initiating and supporting student surveys including the Cooperative Institutional Research Program (CIRP) Freshman Survey and the Higher Education Research Institute’s (HERI) Your First College Year (YFCY) Survey.

Facilities Planning

CSUCI is fortunate to have inherited the buildings and grounds of the former Camarillo State Hospital and Developmental Center. This rich inheritance also presents challenges as existing facilities are renovated and converted to University use and new facilities are added to the campus. The responsibility of planning these activities rests with the Physical Master Plan Committee (formerly the Campus Planning Committee). This committee was founded in 2000 and consists of twenty-five members with representation from students, faculty, administrators, and community leaders. The committee meets regularly to plan a safe, well maintained, state-of-the-art physical learning environment. The CSUCI Physical Master Plan is informed by the academic master planning process and the enrollment management planning process. All recommendations from this committee are forwarded to the University Planning and Coordinating Council.

Budgeting

The budgeting process at CSUCI has evolved each year to reflect the needs of the growing campus. Strategic priorities are identified by the University Planning and Coordinating Council (UPACC) and used to guide the budget development. Under the current process, each University division prepares a budget request and presents its request to the University Strategic Budget Committee. This committee includes representatives from each division and is chaired by the Vice President for Finance and Administration. Five faculty serve on the University Strategic Budget Committee and one of the faculty representatives serves as the vice chair of the committee.

Facilitating Graduation--The CSUCI Commitment to Students and Student Success

As noted in the preface, a high priority for the CSU system is the “Facilitating Graduation Initiative.” CSUCI was quick to endorse and embrace this initiative as it is closely aligned with a guiding

²³ An important element of the plan is that it establishes priority for applicants from the region (see also “The CSUCI Commitment to Serve the Region”).

principle in the early development of the campus—that CSUCI is committed to students and student success.

This commitment begins with President Rush who has reinforced this guiding principle in numerous speeches, interviews, and the print media, and has led by example through his open door policy for students, promotion of campus honor societies, establishment of the President’s Scholars Program, and the relationships he fosters with local high schools and community colleges to facilitate the matriculation of students from the region to CSUCI. Under his leadership, the campus has implemented first- and second-year experience programs to improve retention.

In recruiting faculty, administrators, and staff, President Rush has made clear the campus commitment to students and student success and has sought colleagues who share this commitment. There is substantial evidence that President Rush has been successful in promoting a campus culture that focuses on students (see also “[Faculty Recruitment](#)”).

In this section, programs and activities in four dimensions of our commitment to students and student success are detailed. These dimensions are:

- Facilitating Student Learning
- Facilitating Degree Completion
- Communicating with Students
- Enhancing Student Life

Facilitating Student Learning

An important element in student learning is the quality of the faculty. CSUCI has endeavored to put high quality tenure-track and adjunct faculty into the classroom by recruiting faculty dedicated to student learning and investing in its faculty to improve teaching and student learning.²⁴ The faculty use a broad range of teaching methods and techniques from traditional classroom lectures to methods that actively involve students in the learning process to address the varied learning styles of CSUCI students. These latter methods include (but are not limited to):

- Experiential and service learning (see also “[Service Learning and Civic Engagement](#)”)
- Student scholarly and creative activities including attendance and presentations at professional conferences and participation in CSU-wide academic competitions
- Student involvement and participation in faculty scholarly and creative activities
- Student classroom presentations
- Senior capstone projects and colloquia presentations
- Team projects and other group work
- Student peer reviews

In addition to using many teaching methods, the faculty have also championed and implemented several programs to facilitate learning. Several noteworthy examples are the English Composition Directed Self-Placement Program, the Office of Service Learning and Civic Engagement, the University Math and Writing Center, and the University Library.

English Composition Directed Self-Placement Program

Incoming students may opt to satisfy the first-year writing requirement with either a single course (ENGL 105, Composition and Rhetoric I) or a two-course sequence (ENGL 103 and 103, Stretch Composition I and II). Rather than testing students to determine which of these options best suits their needs, students select the option based on self evaluation, hence the name “Directed Self Placement” (DSP). The philosophy behind this innovative program is best summed up by its originator, Professor Jacquelyn Kilpatrick, who states, “At CSUCI, we believe that students should be in control of their educational choices. Students who decide which introductory courses are right for them tend to be more

²⁴ See *Capacity and Preparatory Report—2005* for a profile of the faculty. See also “Faculty Recruitment” and “Support for Faculty to Improve Teaching and Learning” earlier in this report.

motivated to succeed in those courses.”²⁵ This pilot program began in 2003 with the first cohort of incoming freshmen and an assessment of these students has shown that this statement is correct. In addition, the assessment has revealed that:

- DSP is a better method of placing students in composition than is the standardized English Placement Test (EPT).
- The Stretch Composition courses increase likelihood that students with limited writing experience or lack of confidence will succeed.

Based on this assessment, several other CSU campuses are considering replacing the EPT with DSP. DSP was cited by the CSU Facilitating Graduation Site Visit Team as a best practice in facilitating graduation. This resulted in a CSUCI presentation on DSP at the CSU Campus Practice for Student Success Conference.²⁶

Office of Service Learning and Civic Engagement

Providing students opportunities for experiential and service learning is part of the CSUCI mission. In concert with this mission element, CSUCI students can engage in internships allowing them to apply lessons learned in the classroom in real-world settings. CSUCI also provides opportunities for civic engagement as part of the learning experience through its service learning program. CSUCI has instituted policies governing service learning courses and established the Office of Service Learning and Civic Engagement²⁷ to support the development and offering of these courses. Since its establishment, the Office of Service Learning and Civic Engagement has been an effective advocate and supporter for service learning as evidenced by the following accomplishments from the 2005-06 AY:

- Nineteen service learning courses were offered. Four hundred CSUCI students enrolled in these courses and logged over 7,000 hours of community service with about \$140,000 of economic benefit to the community.
- Service learning degree requirements were added to the academic programs in Chicano Studies, Early Childhood Studies, Education, Environmental Science and Resource Management, Liberal Studies, and Sociology.
- Faculty mini-grants were awarded for collaboration with community partners in service learning course development.
- New University community partnerships were formalized bringing the total number of approved community partners to seventeen.

In addition to the service learning program, the campus promotes civic engagement through its participation in the American Democracy Project, the AASCU/Carnegie/New York Times Civic Engagement Project, and the Campus Compact, an organization dedicated to promoting community service, civic engagement, and service-learning in higher education.

The University Math and Writing Center

CSUCI established the University Math and Writing Center to meet the tutoring needs of its students. The Math Center offers individual and group tutoring for most mathematics course offerings. Individual sessions are offered by writing tutors with a philosophy that all students can benefit from strategies to improve their writing. In addition, learning assistance workshops designed to improve basic study skills and test preparation have been offered.

To evaluate the effectiveness of services offered, the coordinators of the Center regularly assess student satisfaction and track student utilization of tutoring services. These assessments led the Center to increase tutoring opportunities during peak periods. For example, in collaboration with the University Library, the Writing Center offered a tutoring program in the Library during finals week.

²⁵ “English 102/103 or English 105: A guide to Placing Yourself in the First-Year Course that is Right for You.”

²⁶ CSU Campus Practice for Student Success Conference, Spotighting and Sharing Effective Campus Programs and Practices, October 19-20, 2006, Los Angeles, CA.

²⁷ Formerly the Office of Service Learning.

During the 2006-07 AY, the University Math and Writing Center increased utilization by adding disciplinary tutoring to its activities. This reorganization provided a “one-stop shop” to meet student tutoring needs.

The University Library

The collections and services of the University Library support and enhance the quality of the academic programs, and, as such, are well aligned with the University mission. The Library is developing its collection with a primary emphasis of supporting undergraduate student learning. Library professionals and teaching faculty select appropriate course-related and research materials for students including books, electronic books and journals, DVDs, CDs, video tapes, digital images, and digital primary source collections. Students can find a wealth of information in print and digital format to conduct research for their assignments.

The Library provides access to information resources using on- and off-site to online catalogs, databases, electronic reserves, interlibrary loan, and locally created digital image databases through the [Library's Home Page](#). Students have access to the print collections of all CSU campuses.

The faculty place materials on reserve for students. Currently seventy-one faculty use the Electronic Reserve and Course Pack program. The use of this service has increased with each academic year—students used the service over 66,000 times during the 2005-06 AY. Internet access has made it easier for students to use reserve materials.

The Library has an active instructional program for both information and computer literacy that has increased over the past few years both due to enrollment growth and faculty awareness of the importance of finding, evaluating, and applying information. The Library Box Score contains instructional statistics, and application workshops offerings are available on LibClasses.

The Library provides support for students and student projects in several ways. First, the Library circulates digital cameras and video cameras, tape recorders, and laptop computers, and provides instruction in the use of this equipment. The laptop computers are available for in-library use and allow access to the campus wireless network. Second, the Library provides support for students with the creation of project posters (a requirement of several academic majors in capstone projects as well as in undergraduate student research presentations). Finally, the Library also assists students with various media projects using digital video editing, dubbing audio and sound effects.

The Library staff seeks regular input from students, faculty, and staff regarding services and collections. Through meetings with individual faculty and the Library Advisory Committee,²⁸ the Library has developed a clear understanding of faculty expectations for students and how the Library can assist students and faculty through its collections and services.

The Library's assessment plan consists of annual faculty and student surveys. The results of these assessments are used by the Library staff to determine areas for improvements and how strengths can be sustained. For example, as a result of recent assessments, the Library has increased study space, acquired additional computers that may be checked out by students, and provided specialized training sessions to assist faculty with their research. Additionally, the Library and English program received a two-year grant from the CSU to assess the effectiveness of information literacy instruction in English composition.

Finally, the Library is a welcoming and engaging learning environment conducive to inquiry and research and serves as a social and cultural focal point of the University. The Library co-sponsors poetry readings, the annual festival of one act plays, book readings, club activities, and receptions for students. Hours are extended during final exams week and refreshments are served to students studying for final exams.

²⁸ The Library Advisory Committee is a standing committee of the Academic Senate.

Facilitating Degree Completion

As noted in the preface to this report, facilitating graduation is a top priority for the CSU system. CSUCI began its participation in this initiative by reviewing practices and policies that bear on degree completion.²⁹ In this process, the campus identified three priorities related to academic readiness and degree completion. These are:

- to help students to matriculate as CSU freshman well-prepared for university-level work
- to assist community college students to matriculate to CSUCI as juniors by selecting appropriate courses in general education and in their majors at their community colleges
- to assist continuing CSUCI students to follow efficient paths to the degree during their time at CSUCI

These priorities are addressed by academic advising and a set of special programs that are described below.

University Publications that Facilitate Graduation

A key element of facilitating graduation is the accurate dissemination of degree requirements and academic policies. The University has demonstrated a commitment to represent accurately its academic goals, programs, and services to students and the larger public. Toward this end, it has produced an array of printed and online materials. Chief among these is the [University Catalog](#). This document, more than any other, represents the academic face of the University. It contains information about academic programs, policies and procedures and is updated annually. Both printed and online versions of the catalog are available to students and a copy of the catalog is provided without charge to all new students at the new student orientations.

Two additional widely circulated publications are the [Schedule of Classes](#) and the [Student Guidebook](#). Published each semester in both print and online versions, the Schedule of Classes provides students with vital information on course offerings and the semester calendar. It also contains information on many academic policies and procedures. As its name implies, the Student Guidebook is a guide to co-curricular life on campus. The guidebook is revised annually and contains information about student rights and responsibilities, support programs and services, and student activities. Together these publications, along with a host of supporting documents, convey accurate information about CSUCI's academic goals, programs, and services to students and the larger public.

Academic Advising

CSUCI is committed to facilitating student learning and success through academic advising. The advising model, advising strategies, tools and the pro-active approach to advising have all contributed to the likelihood that students will have the information and tools needed to graduate in a timely manner. A dual advising model with a centralized advising center was developed and implemented.

Students with declared majors are encouraged to develop mentoring relationships with program faculty advisors while the responsibility for conveying information about general education and graduation requirements lies with the Advising Center. The Center has the added responsibility of providing continuous monitoring of student progress until graduation. Professional advisors perform a preliminary graduation evaluation for all undergraduate students two semesters before the students' projected graduation dates.

This shared model for advising has worked well. Several aspects of shared advising strategies are described below:

- Faculty major advisors are provided with reassigned time to support their advising efforts.

²⁹ These included: the number of required units in for major programs and general education, student academic policies, student academic advising practices, technology-mediated instruction, student orientation and the first year experience, use of information technology, and articulation and community college transfer.

- The faculty mentors and professional advisors meet with all incoming CSUCI students at new student advising workshops and orientation sessions.
- The academic advising staff meets annually with all faculty advisors and program chairs to share relevant advising issues and to review changes to the curriculum.
- Contact information for all faculty major advisors is available in the [Advising Center](#), the [Schedule of Classes](#) and the [University Catalog](#).

Students are more likely to persist and graduate in settings that provide clear and consistent information about institutional requirements and effective advising about the choices they make regarding their programs of study. As such Academic Advising provides current advising materials that facilitate student understanding of all graduation requirements.³⁰

Serving First-Year Students

Many programs have been developed to assist first-year students in making the transition from high school to the University. Three of these programs are described below:

Freshman Orientation

The Divisions of Student Affairs and Academic Affairs offer mandatory, two-day orientation sessions for incoming freshman that introduce the students to the services, activities, and programs provided by the University to support their education, to introduce them to the academic programs and policies, and to assist them with academic program planning and course selection. Upon completion of the orientation, students are informed about the University mission, have met other students, and learned about curricular and co-curricular programs. They have met key staff in the Divisions of Student and Academic Affairs (including their academic advisors) and have enrolled in classes for the upcoming semester. Assessment of the orientations has revealed a 98 percent positive satisfaction rate.

University 100

UNIV 100, University Life and College Success Seminar, is a one-unit optional course that introduces first-year students to collegiate life, to CSUCI's structure and policies, and assists students with the development of student success strategies and study skills. UNIV 100 incorporates several assignments to facilitate student success and graduation including:

- Participating in three campus events and writing reflective essays on what they have learned from the events.
- Meeting with an advisor to set short and long term goals and to map out a plan for degree completion.
- Completing a research project on career paths.

These assignments encourage student involvement on campus and empower students to make decisions about their individual education and career plans.

The majority of entering freshmen have enrolled in UNIV 100. In addition, CSUCI has introduced a second freshman course, UNIV 110, Critical Thinking in an Interdisciplinary Context. Although courses such as UNIV 100 and UNIV 110 have been successful, in fall 2005, campus leaders envisioned a more coordinated effort would benefit students and a task force composed of faculty, and staff from the Divisions of Academic and Student Affairs was formed to study and implement a common intellectual experience for new students. In spring 2006, this task force submitted a proposal to strengthen the first-year and second-year experience for students. The University plans to implement this proposal fall 2007.

Be a Part from the Start

“Be a Part from the Start” is a program that is coordinated by the Division of Student Affairs. The ten-week program is based on the literature on student retention, and consists of activities and events designed to help students engage in the University from the moment they arrive at CSUCI. The program

³⁰ Examples of materials and services provided the Advising Center may be viewed in the exhibits supporting this section.

kicks off with Welcome Week and is followed by nine themed weeks based on each of the “Nine Dimensions of Development.”

Serving Community College Transfers

The majority of incoming students at CSUCI are community college transfers. A set of programs has been developed to assist them in making the transition from community college to the University. Three of these programs are described below:

Articulation with Community Colleges

To facilitate the transfer of community college students, the CSUCI faculty have consulted with the faculty at the local community colleges in the design of the curriculum. With few exceptions, the CSUCI lower division requirements can be taken at the local community colleges. In addition, the CSU has made lower division transfer a major component of the facilitating graduation initiative. This element is called the “Lower Division Transfer Program” (LDTP). Under LDTP, the CSU campuses have agreed on a common core of courses for a set of high enrollment majors that once taken can be transferred to any CSU campus and used as the foundation for the major. CSUCI has been a full participant in LDTP. Finally, CSUCI employs a full-time articulation officer to assist with the articulation of new courses as they are developed. In addition to these regular duties, the Articulation Officer also serves on an intersegmental committee that oversees a grant-funded program for Oxnard College Hispanic students to assist them with the completion of a baccalaureate degree.

Transfer Student Advising Workshops

CSUCI has implemented an early communication plan to inform transfer students about what to expect at CSUCI. This is accomplished with workshops organized by the Advising Center at which incoming students:

- Learn about the University mission
- Learn about the services offered the Advising Center
- Meet faculty advisors who provide and overview the students’ majors
- Meet with professional advisors who disseminate advising materials such as major and general education forms, the [University Catalog](#), the Schedule of Classes, registration forms and articulation guides
- Learn about degree requirements and are informed about the key steps to graduation

This program received the “Best in Region” award from the National Association of Academic Advising and was selected for presentation as a best practice to facilitate graduation at the CSU Campus Practices for Student Success Conference.³¹

University 101

The Facilitating Graduation Site Visit Team, while commending the efforts of the University to assist with the transition of freshman students, recommended that the campus provide a mechanism to assist transfer students with the adjustment to university life. Recognizing the need to provide transfer students with strategies and skills to assist with the transition from community college to a four-year institution a new course modeled on UNIV 100 entitled UNIV 101, University Life and College Success Seminar for Incoming Transfers, has been approved for offering in fall 2007.

Serving Part-Time and Non-Traditional Students

CSUCI serves many part-time and non-traditional students. The largest major programs, Liberal Studies and Business, schedule required major courses during the evening as well as during the day to facilitate degree completion by part-time students. Part-time and non-traditional students also benefit from the offerings of the CSUCI Office of Extended Education.

³¹ CSU Campus Practice for Student Success Conference, Spotlighting and Sharing Effective Campus Programs and Practices, October 19-20, 2006, Los Angeles, CA.

Communicating with CSUCI Students

An important element of our commitment to students and student success is providing channels of communication among students, faculty and staff so that students receive accurate and timely responses to their questions, feedback about their performance, safe and productive avenues for exchange of ideas, as well as notification of curricular and co-curricular activities.³²

Campus publications are an important form of communication with students. Most significant among these are:

- University Catalog
- Schedule of Classes
- Student Guidebook
- Various academic advising guides

All students are provided with a dolphin email account, which is used by campus departments to communicate important dates, events and other information. The campus self-service student information system, “MyCSUCI,” allows students to register for classes, maintain their contact information as well as view their final grades on-line. Additionally, students have free access to unofficial transcripts. Finally, the CSUCI homepage provides an events calendar that informs students on a daily basis about the many events that are taking place on campus.

Eighty percent of CSUCI faculty uses the course management system, Blackboard, in their courses.

Enhancing Student Life

The Division of Student Affairs supports and enhances learning through its activities, facilities, programs and services. While it offers an array of programs that address all aspects of student life, the focus here is on three programs that bear most directly on educational effectiveness.³³

Associated Students Incorporated

All CSUCI students are members of Associated Students Incorporated (ASI), the umbrella organization for student government. The ASI has grown rapidly since its inception and now comprises Student Government, the Student Programming Board, the *CI View* (the student newspaper), and the *Nautical*, the student yearbook. Each year ASI allocates funds to various departments and organizations to support the needs of students. ASI has assisted with equipment for students with disabilities, personal counseling materials and funds for multicultural awareness events. Other examples of ASI’s commitment to student success include raising \$10,000 for Hurricane Katrina victims, a mission trip to New Orleans for about fifteen students, and a student union feasibility study and referendum campaign. Representatives from ASI also serve on many University committees to provide student perspectives on campus issues.

Student Activities, Clubs and Organizations

Student activities, clubs and other student organizations provide educational and multicultural programs. They also provide leadership opportunities and the prospect for civic engagement through community service. Student organizations promote teamwork, peer mentoring, and communication skills as participants address the issues and challenges facing these organizations.

³² This is evident in CSUCI’s policies on communication with students including: SA.07.006 (Free Speech and Assembly), SA.07.003 (Distribution of Written Materials), and SA.07.004 (University Events Calendar).

³³ The Division of Student Affairs also offers programs and services in the areas of Admissions and Records, Student Recruitment, Veterans Affairs, Student Health Services, Recreation and Leisure Services, Disability Accommodation Services, Personal Counseling Services, Financial Aid, Judicial Affairs, Outreach and Educational Opportunity Program (EOP). These programs are addressed elsewhere in this report and in the *CSUCI Capacity and Preparatory Report—2005*.

Career Development Services

CSUCI offers a broad range of career development services to assist students in reaching their educational, career and employment goals. In addition to workshops and other services in such areas as career counseling and resume writing, several auxiliary organizations provide career development support. These organizations include:

- **The Alumni & Friends Association** (AFA) consists of alumni, students and friends. AFA provides students with access to networking events and other career development activities
- **The Business and Technology Partnership** (BTP), composed of fifty-nine regional businesses, contributes to student success by providing students with access to community leaders. The BTP and the University co-sponsor various events including the "Life after a Science Degree" program that invites science students to attend a panel discussion on various careers within the field of life sciences. This event gives students the opportunity to network with leaders in their prospective fields and learn about the paths to their future careers. The BTP has also been active in fundraising, identifying internships and career opportunities, and providing scholarships.

The CSUCI Commitment to Diversity

The CSUCI commitment to diversity begins with the University mission that states that CSUCI “graduates students with multicultural and international perspectives.” Supporting evidence provided here includes: (1) ethnic and racial diversity of the student body, faculty and staff; (2) attention to diversity in the curriculum; (3) the organization of mission-based centers; (4) events and activities that celebrate diversity (curricular and co-curricular activities); and (5) other ways the campus serves the needs of a diverse population.

Ethnic and Racial Diversity of CSUCI Students, Faculty and Staff

CSUCI is committed to serve the diverse population of the region. Currently, the student body is comprised of a variety of ethnic and racial groups. Such a diverse student population is an asset that contributes to the education of all students.³⁴ This is further enhanced by the diversity of the faculty. At present there are a total of 227 full-time and part-time faculty of whom twenty-eight percent are self-reported as non-White.³⁵ In addition, forty-three percent of the campus staff are self-reported as non-White.³⁶

Diversity Within and Across the Curriculum

All students who earn a degree at CSUCI must complete a language and multicultural graduation requirement. Currently, eight courses meet the language requirement, and twenty-six courses meet the multicultural graduation requirement. CSUCI offers a Chicano/a Studies Minor (with a B.A. degree planned for the 2008-09 AY), an Asia Pacific Minor, and a major and minor in Spanish. More broadly construed, students have many opportunities to take courses with significant ethnic and racial diversity content. A review of the curriculum reveals 227 such courses.

The Campus Reading Celebration demonstrates CSUCI’s commitment to diversity across the curriculum. The Celebration, now in its third year, invites all members of the campus community to read the same book and to talk with each other in both formal and informal venues about the book throughout the academic year. It culminates with the author speaking on campus. The 2006-07 AY Celebration features T.C. Boyle’s *The Tortilla Curtain*, on the questions of immigration, boundaries and belonging. Prior years featured work by Terry Tempest Williams and Victor Villasenor. Questions for discussion and ideas for themes to explore in class are posted at the CSUCI Library website, and many instructors incorporate the reading celebration in their classes.

³⁴ Statistics describing the racial and ethnic diversity of the student body may be found in Appendix 1, The CSUCI Institutional Portfolio, *CSUCI Capacity and Preparatory Report—2005*.

³⁵ Table 4.1, Appendix 1, The CSUCI Institutional Portfolio, *CSUCI Capacity and Preparatory Report—2005*.

³⁶ Table 4.3, Appendix 1, The CSUCI Institutional Portfolio, *CSUCI Capacity and Preparatory Report—2005*.

Two mission-based centers, the Center for International Affairs (CIA) and the Center for Multicultural Learning and Engagement (CMLE), offer programs and opportunities for students and faculty that directly speak to the commitment to diversity.

CIA promotes efforts to internationalize the campus through the curriculum, study abroad for students and faculty, recruiting international students, and supporting international faculty collaboration. The Center is headed by a faculty director (Professor Antonio Jimenez), and guided by an advisory board. An Associate Director joined the University in fall 2006 to recruit international students to CSUCI, and facilitate student study abroad. Through the CSU system, students can study abroad for one academic year. During the 2005-06 AY, five of six student applicants were selected to participate in this program.³⁷ These study abroad opportunities have been augmented by individual CSUCI classes offered outside the United States. To date, CSUCI faculty have taken classes to England, Mexico, Japan, China, Australia and France. In summer 2007, a class will go to Spain. Finally, a Global Studies Minor is under development through the center.

The Center for Multicultural Learning and Engagement (CMLE), led by Professor Julia Balen, is charged with assisting faculty to incorporate multicultural perspectives, to enhance research and teaching in multicultural studies, and to maintain a communication network for the exchange of scholarly and pedagogical information on multicultural study.

The mission of the Multicultural and Women's & Gender Student Center (MWGSC) is to educate students on issues of diversity and equality and to advocate for underrepresented groups on campus. This Center is a joint venture of the Divisions of Academic and Student Affairs, and illustrates how these divisions collaborate to support students.³⁸

Diversity and Co-Curricular Programs

CSUCI provides many co-curricular programs that underscore the role of diversity in enhancing the educational experience of our students. For example, in spring 2004 CSUCI co-sponsored and hosted the Southern California Forum for Diversity in Graduate Education. The Forum, now in its fourteenth year, is planned by a consortium of California public and private universities including the University of California and CSU systems. Over 1,000 students from colleges and universities across California attended information workshops on graduate school and met recruiters from eighty-three universities. The calendar of events for this year shows the strong component of diversity in the Division of Student Affairs programming. Several CSUCI student clubs and organizations promote diversity including: Movimiento Estudiantil Chicano de Aztlan (MEcha), the Gay/Straight Alliance and the Spanish Club. The Black Student Union and a Multicultural Club are currently under development.

Other Ways the Campus Addresses Forms of Diversity

The previous sections have highlighted curricular and co-curricular programs and activities that embrace racial and ethnic diversity to enhance the educational experience of CSUCI students. However, there are many other forms of diversity in such areas as gender, sexual preference, age and the like. The following are examples of the ways the campus is otherwise addressing diversity issues and constituencies:

- **Gender:** the Multicultural and Women's & Gender Student Center (MWGSC) (see above).
- **Sexual Preference:** SAFE (Students, Administrators and Faculty for Equality) is a program sponsored by the Lesbian, Gay, Bisexual and Transgender subcommittee of the Commission on Human Relations, Diversity and Equity. The SAFE On Campus program is offered once a semester and seeks to reduce homophobia and heterosexism at CSUCI through education, advocacy, and promoting awareness.

³⁷ In addition, Professor Jimenez has been selected to serve as the Resident Director for the CSU Study Abroad Center in Spain for the 2007-08 AY.

³⁸ For more information on CIA and CMLE, see also Appendix 1, The CSUCI Response to the Recommendations and Areas for Attention from the 2005-06 AY Preparatory and Capacity Review, Recommendation 2.

- **Seniors:** the Osher Lifelong Learning Institute (OLLI) (for additional information on OLLI see “CSUCI Commitment to Part-time and Non-Traditional Students).

The CSUCI Commitment to Serve the Region

CSU Channel Islands is a comprehensive, regionally-serving institution. As such, the University’s growth and development is inextricably tied to the local community. Since the 2004 Educational Effectiveness Report, the University has continued to strengthen its community ties in three primary ways:

- Academic programs provide university education to a new generation of local students.
- The University outreaches to the region.
- The region is a participant in the life of the University.

Academic Programs Provide University Education to a New Generation

Academic programs offered by CSUCI provide increasing pre-professional preparation and continuing professional education in response to local needs. These programs are graduating students whose employers range from local school districts to biotechnology companies. Academic programs receive input from advisory boards staffed with leaders from local education, business, science, technology, humanities and arts representatives described in detail in other sections of this report. Academic programs are viewed by faculty as growing from community needs. Responding to those needs with high quality programs and graduates is an important outcome stated on all academic program proposals.³⁹

The University Outreaches to the Region

The University provides direct outreach through its Office of Service Learning and Civic Engagement (OSLCE). As noted earlier in this report, service learning students provided over 7,000 hours of community service with an economic benefit to the community was \$140, 000. The Associated Students Inc., through clubs and organizations, also contribute to this relationship with the community. (see also [Enhancing Student Life](#) for additional information on ASI). The student honor society, Gamma Beta Phi, was awarded the national organization’s Distinguished Chapter Award for the third consecutive year

Extended Education

Extended Education reaches many non-traditional students through special sessions programs aimed at working adults and specific industries and populations, through professional certifications, and through non-credit enrichment programs such as the Osher Lifelong Learning Institute for senior citizens.

Special Session Programs

Extended Education offers degree and continuing professional development programs for the community based on learner needs. Some courses in the Bachelor of Science in Information Technology and Master of Computer Science are offered partially or fully online. Designed for working adults, the MBA program uses a mixed delivery of in-person and online courses.

In partnership with the Ventura County School District Migrant Education Program, CSUCI has offered a summer college program for children of migrant workers in the region. This innovative program couples a general education course with academic skills preparation. The courses have been taught by CSUCI faculty, and boast a 100 percent completion rate. Now in its fifth year, the summer college program motivates students to finish high school and pursue a college degree.

Osher Lifelong Learning Institute

CSUCI is addressing the needs of seniors through the Osher Lifelong Learning Institute (OLLI). The OLLI is a grant-funded program that offers courses to non-matriculated students aged fifty and over.

³⁹ For example see “Feasibility Study for Pre-licensure and RN to BSN Baccalaureate Nursing Programs.”

In fall 2004, eight courses enrolled 222 seniors. A year and a half later, in winter 2006, eleven courses were offered, and 374 seniors were enrolled.

The Region Participates in University Life

Increasing numbers of community members have attended university events, seminars and lectures with each year. The 2005-06 AY events included the Benjamin Franklin Distinguished Lecture Series, culminating with a commencement speech by Pulitzer Prize-winning author David McCullough, a World Affairs Council of Ventura County lecture on Africa, and a visit from Harvard economist Professor George Borjas. During the last year, CSUCI hosted more than thirty-five special events.

In summary, the University's contributions to the community and the community's contributions to the University have increased rapidly in recent years. University involvement is evinced by substantial increases in nationally and internationally-known speakers, sponsorship of both University and public events, direct services to individuals, organizations, and communities, reciprocal advisory relationships, and funded projects that serve the state and region.

The CSUCI Commitment to Inclusiveness

At CSUCI, inclusiveness is defined to mean that prior to a final decision on any issue facing the University, all stakeholders are invited to provide input and to participate in the dialogue regarding the issue. While this commitment is honored across the University, this section provides a description of how this commitment bears on educational effectiveness.

Stakeholder Involvement in the Development of Academic Programs and Policies

While acknowledging that the CSUCI faculty have the primary responsibility for the curriculum, President Rush has urged the faculty to engage the community and students in the development of academic programs and policies and they have done so. The faculty solicited and received community input in developing the Academic Master Plan. They also solicited input from stakeholders including faculty and staff from other CSU campuses, regional community colleges and high schools. In fact, CSUCI regards the regional community colleges as educational partners and have worked closely with the faculty, administrators and staff (particularly the counselors and articulation officers) to design and implement programs and policies that allow community college transfers to complete their baccalaureate degrees in two additional years. The immediate past president of the Santa Barbara Community College is a member of the University Planning and Coordinating Committee (UPACC). In addition, the Academic Planning Committee regularly consults with groups representing members of the general community and local high school districts. Finally, as noted earlier, the University also utilizes a number of advisory boards. These committees can be found at nearly every level of the University from advisory boards for individual programs to University-wide committees.

Stakeholder Involvement in Faculty, Administrator and Staff Recruitment

Faculty

CSUCI has developed a unique, highly inclusive model for tenure-track faculty recruitment. Faculty recruitment is aligned with the interdisciplinary mission of CSUCI. Disciplinary search committees consist of interdisciplinary members, after which the entire faculty serves as a recruiting committee-of-the-whole. Applicants must receive the support of a majority in the recruiting committee to be offered permanent appointment. Students are invited to observe applicant presentations (see also [Faculty Recruitment](#)).

Administrator/Staff

Administrative and staff positions are advertised on the [CSU web site](#), and specific information about the CSU, its individual campuses, and benefit programs are provided. CSUCI utilizes an electronic application system that allows potential employees to apply online. The University has developed a comprehensive [Staff Recruitment Handbook](#) that is a guide for administrators, managers, and staff

involved in the recruitment process. The handbook outlines the importance of appointing diverse stakeholders to search committees so a wide variety of perspectives are represented.⁴⁰

Summary and Conclusions

In this far-reaching essay we have made a comprehensive study of whether CSUCI has established clear and appropriate educational objectives at the institutional and program levels. At this point, we believe that we have done so. CSUCI is highly mission focused and the focus of the mission is on students and student success. There is a high level of awareness, acceptance, and commitment to the mission, and this has led to high degree of alignment of the curriculum and co-curriculum, planning and resource allocation with the mission. Although we expected the curriculum to be well aligned with the mission, the high level of alignment is surprising. Our analysis revealed that the design of the curriculum is such that CSUCI graduates will meet all of the University's mission-based learning outcomes regardless of major.

As a new university, planning efforts are especially important. Our planning efforts at the University, division and program levels are well aligned with the mission. The campus has adopted a mission centric strategic planning model and developed its first strategic plan. As this plan is implemented, other University divisions and programs have prepared strategic plans that are consistent with and aligned to the [CSUCI Strategic Plan](#). Other planning efforts are also aligned with the University mission. Particularly important at this time are the Academic Master Plan, Physical Master Plan, Enrollment Management Plan and the Budget.

In addition to learning outcomes that can be gleaned from the mission, the mission also expresses many values, objectives, and commitments that reflect the unique character of the campus and bear directly on educational effectiveness. We have identified many of these values, objectives and commitments in this essay. In particular, we have addressed our commitment to:

- [Students and Student Success, and Facilitating Graduation](#)
- [Diversity](#)
- [The Region](#)
- [Inclusiveness](#)

We believe that we are meeting each of these commitments.

In the next essay, we examine the second element of our core commitment to educational effectiveness. That is, how CSUCI employs processes of review, including the collection and use of data that assure delivery of programs and learner accomplishments at a level of performance appropriate for the degree or certificate awarded.

⁴⁰ CSUCI Staff Recruiting Handbook, p. 9.

PART 2. HOW CSU CHANNEL ISLANDS EMPLOYS PROCESSES OF REVIEW, INCLUDING THE COLLECTION AND USE OF DATA, THAT ASSURE DELIVERY OF PROGRAMS AND LEARNER ACCOMPLISHMENTS

The CSUCI Commitment to Continuous Improvement

In the early years, the campus' primary focus was on launching forward-looking, innovative programs. As these programs have grown and matured, the focus has shifted to their systematic review to determine the extent to which they are meeting their objectives, and what steps can be taken to improve performance. President Rush has set the tone for the campus by declaring that campus decisions will be based on consultation with all stakeholders, on relevant evidence, on their alignment with the mission, and finally, on whether they benefit students. He has been clear in his desire to establish a culture of evidence leading to continuous improvement for all CSUCI divisions.

This essay describes the steps taken to date to establish a culture of evidence leading to continuous improvement. It begins with a review of the CSUCI policy on continuous improvement and the role of assessment in the University strategic planning model. Next, existing and planned processes for review of the curriculum are examined with particular attention on the assessment of student learning outcomes at all levels of the curriculum. The focus then shifts to an examination of existing and planned processes for review of the co-curriculum with an emphasis on those programs that bear directly on educational effectiveness.

CSUCI Policy on Continuous Improvement

CSUCI has developed a policy on assessment and it is as follows:

“The assessment process will be a continuous effort that will involve faculty, staff and other concerned stakeholders and will directly inform University activities. Each division of CSUCI will be asked to define its goals and methods of assessment and to explore new methods of evaluation. Each division will collect and analyze data on effectiveness on an annual basis and respond with changes to improve effectiveness.”⁴¹

In addition to this policy, the campus commitment to assessment and continuous improvement is found in the [CSUCI Strategic Plan](#). The campus strategic planning model calls specifically for the “Assessment of Results.” This is defined as “The compilation and analysis of activities based on the strategy. All plans must have a mechanism to capture results. All plans must have performance measures (often called expectations) built into the plan. The strategy must be formulated and articulated in a way that allows for an accurate measurement of results.”⁴² The planning model goes on to show a feedback loop whereby the assessment results are used to modify various aspects of the plan.

These documents, along with other CSUCI planning documents are evidence of the commitment to assessment in continuous improvement. The next section, describes how these ideas have been realized at CSUCI.

Institutional Structure and Support for Assessment of Student Learning Outcomes

A concern raised by earlier WASC site visit teams is the need for CSUCI to establish clear roles and responsibilities for assessment and a plan of support for assessment, as without these important elements, ongoing assessment activities may not be sustained. Upon reflection, the CSUCI faculty and administration found that it agreed with this concern and has since worked on developing a comprehensive plan for the assessment of student learning outcomes from the course to the baccalaureate levels. To facilitate the preparation of its comprehensive plan, CSUCI enlisted the aid of two experts in

⁴¹ AA.04.001, Policy on Assessment.

⁴² [Strategic Plan: 2003-2008, 2003 Report](#), p. 4-5.

the field of assessment, Dr. Trudy Banta, Vice Chancellor, Planning and Institutional Improvement, Indiana University-Purdue University Indianapolis, and Dr. Mary J. Allen, Professor Emeritus, CSU Bakersfield and former director of the CSU Institute for Teaching and Learning. More information on the outcome from these visits is described below. This section details the roles, responsibilities and relationships among each of the participants in the assessment of student learning outcomes.⁴³

The CSUCI Model of the Structure of the Assessment of Student Learning Outcomes (SLOs)

The CSUCI model for the structure of the assessment of student learning outcomes is shown in Figure 1.

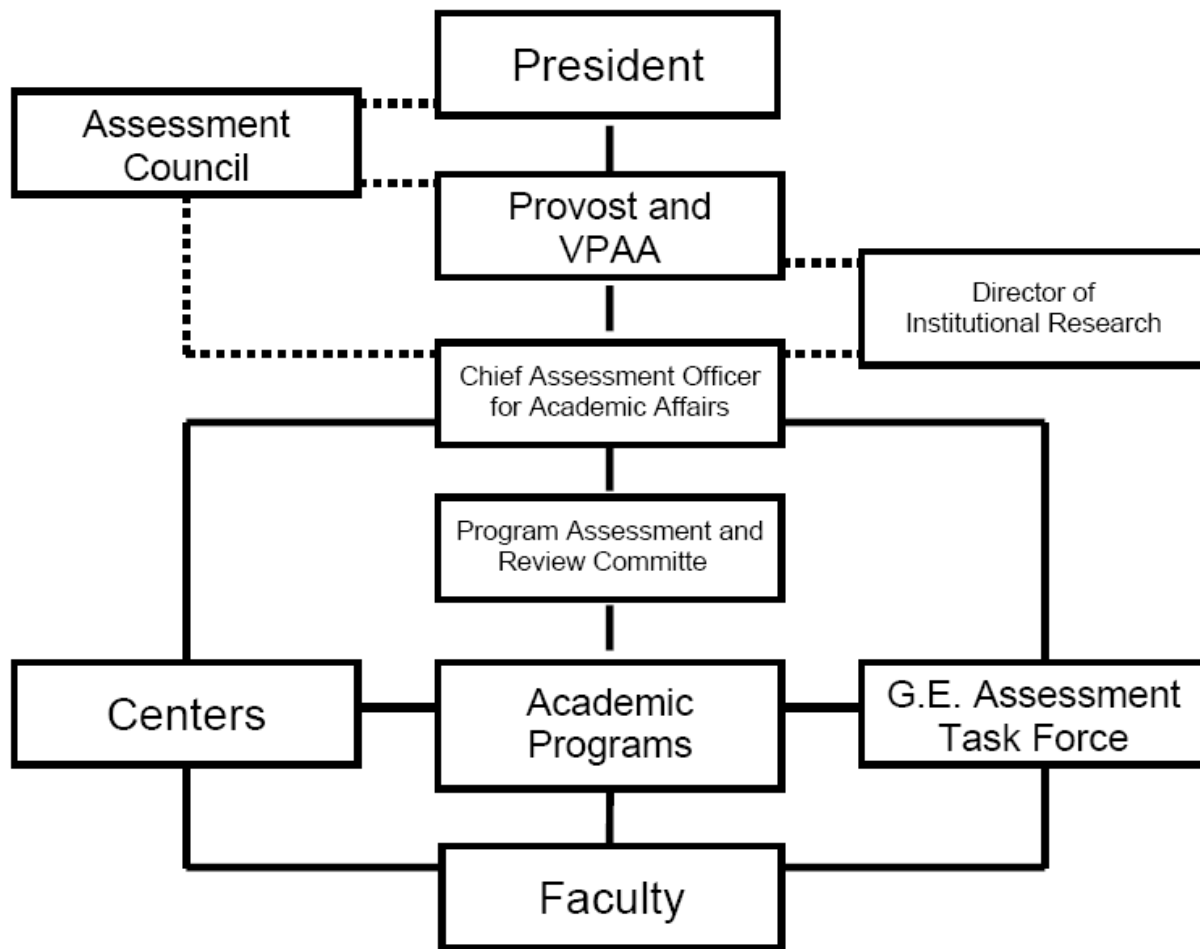


Figure 1. CSUCI Structure for the Assessment of Student Learning Outcomes

The Roles and Responsibilities of the President in the Assessment of SLOs

At the top of Figure 1 is the President. The President is responsible for all assessment activities at CSUCI including the assessment of student learning outcomes. Within the Office of the President, the Special Assistant to the President for Institutional Effectiveness oversees University-wide quality

⁴³ As will be noted above, CSUCI is committed to assessment leading to continuous improvement across all of its activities. In this section, we will focus on the assessment of student learning outcomes in the Division of Academic Affairs. Other assessments that bear directly on educational effectiveness are discussed in later sections.

improvement efforts through the Assessment Council, and coordinates assessment-related data collection initiatives, with special attention to those in the Divisions of Academic and Student Affairs.

The Roles and Responsibilities of the Assessment Council in the Assessment of SLOs

In fall 2004, President Rush directed the creation of the Assessment Council to provide support for assessment activities across the campus and called upon each division to designate one or more assessment officers to participate on the Assessment Council and to oversee and coordinate assessment activities within their respective divisions. The President added the Director of Institutional Research and the Associate Vice President for Academic Programs and Planning to the Assessment Council to provide the council with expert advice on cross-divisional data collection needs and access to data and reports collected by the Director. Finally, President Rush designated the Special Assistant to the President for Institutional Effectiveness as the Assessment Council chair. The charge of the Assessment Council is as follows:

“CSUCI is committed to continuous improvement in the fulfillment of its mission. In the spirit of this commitment, the President of CSUCI directs the creation of the CSUCI Assessment Council. The role of the Council, with broad cross-divisional representation, is to support the mission of the University by promoting and coordinating the on-going assessment of institutional effectiveness.

Specifically the Council shall:

- Examine existing practices and programs, recommend new and different strategies as warranted, and provide counsel aimed at improving and enhancing the effectiveness of institutional assessment activities.
- Provide support for systematic campus-wide participation in assessment through workshops, training, and resource development.
- Provide support to the campus community through development, planning, implementation, and coordination of assessment efforts.
- Provide support to the campus community through the interpretation and analysis of findings, the reporting of findings, and the integration of those findings into further program development and assessment.
- Prepare an annual report on the activities of the Assessment Council and other reports as needed.
- Engage in other assessment and institutional effectiveness projects as directed by the President.”

To date, the Assessment Council has developed three policies under this charge.⁴⁴ The first policy directs all campus units conducting institutional research to provide completed studies to the Office of Institutional Research (OIR) thereby establishing the OIR as the official repository of all CSUCI institutional research. The second policy requires all campus units intending to conduct surveys on campus for institutional research purposes to declare this intent to the Assessment Council for the purpose of ensuring that the campus is not “over surveying” the campus community and to schedule surveys. Under the third policy, the Assessment Council, oversees a periodic review of each division’s assessment plan. Operating on a five-year cycle, the Assessment Council will provide summative feedback to the President about the scope and adequacy of the assessment, the effective measurement of defined outcomes, and how successfully results are used to inform divisional goals and objectives.

⁴⁴ The first two of these policies have been recommended by the President’s Council and adopted by President Rush. The third policy is in the final stages of approval.

Since its inception, the Assessment Council has met monthly to provide mutual support and resources for divisional plans. During its 2005-06 AY meetings, the Assessment Council hosted each of the divisional vice presidents to engage in conversations about assessment activities within the divisions. During the 2006-07 AY, the Assessment Council is hosting each of the center directors for similar conversations.

The Assessment Council maintains a [website](#) that includes information about the Council, agendas and minutes from Council meetings, Council-developed CSUCI policies, and other assessment related information.

Under the leadership of the Chancellor's Office, the CSU holds regular meetings of the CSU Assessment Council. Representatives of the CSUCI Assessment Council are active members of the CSU Assessment Council. Indeed, CSUCI hosted the fall 2006 meeting of the CSU system-wide group.

The Roles and Responsibilities of the Provost and Vice President for Academic Affairs in the Assessment of SLOs

The Provost and Vice President for Academic Affairs (VPAA) is responsible for assessment activities in the Division of Academic Affairs and conducts a periodic review of these assessment activities under the oversight of the Assessment Council. The Office of Institutional Research and the Chief Assessment Officer for Academic Affairs report directly to the Provost and VPAA.

The Roles and Responsibilities of the Office of Institutional Research in the Assessment of SLOs

To assist in the collection and analysis of evidence, CSUCI created the Office of Institutional Research (OIR) in fall 2002. This office, headed by Dr. J. E. Gonzalez, Director of Institutional Research, is the primary source of statistical reports pertaining to the campus and reports directly to the Provost and VPAA. In addition, the OIR conducts studies and prepares special reports for the campus and serves repository for all official reports for campus-wide accessibility. The [OIR website](#) is the main tool used for dissemination of timely information to both internal and external audiences. The accessibility of data is critical to University planning, review and decision-making processes, therefore, "Institutional Research" is highlighted as the first sidebar heading on the website.

The OIR is a resource that serves the entire campus as evidenced by the fact that its Director serves on many committees including the Assessment Council, the Program Assessment and Review Committee (PARC), the General Education Assessment Task Force, the Enrollment Management and Student Success Committee, and the WASC Accreditation Committee.⁴⁵

The Roles and Responsibilities of the Chief Assessment Officer for Academic Affairs in the Assessment of SLOs

The Chief Assessment Officer (CAO) is the center of assessment activities in the Division of Academic Affairs. Reporting directly to the Provost, the CAO provides guidance and assistance to each academic program, and prepares an [annual report on assessment activities](#) in the Division of Academic Affairs including the assessment of student learning outcomes and assessment activities in other areas (library, academic advising, faculty recruitment and the like).

The CAO is a member of the Assessment Council, the General Education Assessment Task Force, and is co-chair of the Program Assessment and Review Committee (PARC). Finally, the CAO communicates with other divisions that assess SLOs (for example, co-curricular activities in the Division of Student Affairs), and using these assessments, as well as assessments conducted within the Division of Academic Affairs, coordinates the assessment of the baccalaureate.

⁴⁵ Note that these relationships are not depicted in Figure 1.

The Roles and Responsibilities of Program Assessment and Review Committee in the Assessment of SLOs

PARC consists of the assessment officers from each of the academic programs. These officers are recommended by the program areas and appointed by the Provost and VPAA to their posts, and receive reassigned time for their service to their program areas and the Division through their participation on PARC. PARC is co-chaired by the CAO and the Associate Vice President for Academic Programs and Planning. PARC has been charged with the development of the guidelines for periodic program review and a handbook conveying these guidelines to academic programs.⁴⁶ PARC will oversee the periodic program reviews when they commence in the 2007-08 AY.

The Roles and Responsibilities of the Mission-Based Centers in the Assessment of SLOs

The mission-based centers will play an important role in the assessment of student learning outcomes. First, each center will develop guidelines for the assessment of its mission focus. Second, each center will work with academic programs on the development of specific assessment tools at the academic program level of the mission focus. The Academic Program will conduct the actual assessment and will report the results in its periodic review. It will also report the results to the center, which will in turn prepare a report for submission to the CAO. The CAO will include the findings from these reports in the annual report on assessment of SLOs.

The Roles and Responsibilities of the General Education Assessment Task Force in the Assessment of SLOs

The General Education Assessment Task Force (GEATF) is responsible for the assessment of the general education program. Using the recently developed student learning outcomes for general education, the GEATF will develop a set of assessment tools and then conduct the assessments. The first of these assessments is underway (see also [Assessment and Review of the General Education Program](#)).

The Roles and Responsibilities of the Academic Programs in the Assessment of SLOs

Every Academic Program is responsible for the assessment of its program level SLOs. To facilitate these assessments, each Program nominates a faculty member to serve as the assessment officer for the program and represent the academic program on PARC. The assessment officer receives six units of reassigned time annually for serving in this capacity.

It is CSU and CSUCI policy that every major program conduct a five-year periodic program review. Important elements of these reviews are the preparation of a self-study and the hosting of external reviewers. The periodic reviews are overseen by PARC.

Academic Programs are also responsible for the assessment of mission-based student learning outcomes as they pertain to their program. The guidelines for these assessments are the responsibility of the centers. The assessment plans for the mission-based elements are prepared by the Academic Programs in accordance with guidelines outlined by the centers. The assessments are conducted by the Academic Programs and are used by the program in its periodic review. They are also reported to the corresponding center and to the General Education Assessment Task Force when appropriate.

The Roles and Responsibilities of the Faculty in the Assessment of SLOs

In the final evaluation, the faculty conduct the assessment of student learning outcomes through their service within their own programs or through their service on other committees.⁴⁷ Specifically:

- The faculty conduct course level assessments.
- The faculty conduct the assessment of major programs. These efforts are led by the faculty member serving as the program assessment officer.

⁴⁶ For additional information on PARC, see Appendix 1, Concern B, Program Review.

⁴⁷ Faculty are credited in the Retention, Tenure and Promotion guidelines for assessment activities in the category of service.

- The faculty conduct the assessment of the general education program through their service on the General Education Assessment Task Force.
- The faculty conduct the assessment of mission-based learning outcomes from within their academic programs and through their service in the centers.

The Office of Faculty Development (OFD) provides support for faculty assessment activities. OFD maintains the Faculty Resource Room that includes a collection of books on assessment that are useful for faculty assessment projects, and coordinates faculty participation at many assessment conferences and workshops. These include:

- the CSU General Education Assessment Conference
- the AAHE Assessment Forum
- an all-day workshop on assessment held at CSU Northridge led by Professor Lynda Harding, CSU Fresno
- an all-day on-campus workshop on assessment and improving student learning led by Professor Emeritus Mary J. Allen, CSU Bakersfield. All faculty attending this workshop received a copy of her assessment handbook.
- an all-day on-campus workshop on classroom assessment techniques led by Professor Renee Curry, CSU Monterey Bay

The Provost and Vice President for Academic Affairs has also provided support for faculty assessment activities by inviting assessment experts to campus to consult with faculty on assessment. These include:

- A multi-day visit from Dr. Trudy Banta, Vice Chancellor, Planning and Institutional Improvement, Indiana University-Purdue University Indianapolis, in spring 2006. During her visit, Dr. Banta consulted with individuals and units across campus on assessment activities, and provided information and advice on assessment. She concluded her visit with an exit meeting with President Rush and prepared a report on her [findings and recommendations on the assessment of the baccalaureate degree](#).
- A multi-day visit from Dr. Mary J. Allen, Professor Emeritus, CSU Bakersfield and former director of the CSU Institute for Teaching and Learning, in summer 2006. As noted above, Dr. Allen had previously assisted the faculty by providing a workshop on assessment. During this visit, Dr. Allen met with campus units that participate in the assessment of SLOs. Although she met with many groups during her visit, a particular emphasis of this visit was several meetings with the General Education Assessment Task Force. These meetings proved to be highly productive as she facilitated the drafting of a set of SLOs for general education based on the CSUCI general education criteria, the selection of one of these outcomes for assessment during the 2006-07 AY, and the development of an assessment plan for this SLO (see also [Assessment and Review of the General Education Program](#)).

CSUCI Curriculum Assessment, Review and Continuous Improvement

The main topic of the previous section is an overview of the structure of assessment of student learning outcomes. This included a description of the roles and responsibilities of the campus units that undertake the assessments, as well as the support provided to these units. This section describes the current state of the assessment of SLOs at the course, academic program (including the general education program) and degree levels.

Assessment and Review of CSUCI Courses

The Curriculum Committee, a standing, elected committee of the Academic Senate, is responsible for reviewing and evaluating all courses and academic programs. Courses that are approved by the Curriculum Committee must either support the mission of the University or provide foundational

knowledge in a recognized discipline. Each course proposal must include a set of SLOs that are carefully scrutinized by the Curriculum Committee to ensure that they are assessable, are appropriate for the course level, and are reasonable in number.

The faculty are required to include the approved course-level SLOs in their syllabi, and program chairs are responsible to see that their faculty adhere to this rule. To date, compliance with this rule, while good, has not been at desired levels. Accordingly, a concerted effort was made in fall 2006 to increase the percentage of syllabi with SLOs. This effort was successful as evidenced by an assessment of course syllabi conducted by the Provost's Office in November 2006 that found that 95 percent of course syllabi included SLOs.

As noted above, the OFD has been active in promoting the development and use of classroom assessment techniques (CATs). In addition to hosting workshops on classroom assessment, the OFD has also sponsored forums for faculty featuring faculty presentations on assessing student learning and teaching effectiveness. Professor William Wolfe, for example, shared a technique he developed that makes use of online peer review in his classes. This innovative CAT became the topic of an article by Professor Wolfe that appeared in *exchanges: the online journal of teaching and learning in the CSU*. Another forum featured five lecturers teaching freshman composition courses. These faculty offered a demonstration of and commentary on their work in team-based evaluation of student writing, while reflecting on the impact of development and application of shared criteria and standards on student-faculty interaction while the class is in progress.

In 2004 the campus began collecting information on how faculty are assessing course level SLOs in several programs to see if the students are meeting these outcomes.⁴⁸ These assessments vary greatly in approach and include such techniques as examining portfolios, daily journals, essays, capstone work, projects, and other student work.

In addition to the assessment of course-level SLOs, CSUCI also engages in a formal, peer evaluation of teaching effectiveness. An element of this process is the student evaluation of teaching effectiveness (SETE). The SETE process was developed by the Academic Senate and is in accordance with the Collective Bargaining Agreement. The SETE process requires all faculty to conduct student evaluations of courses during the academic year. At present the campus has adopted the University of Washington student evaluation instrument. Once the results are tabulated, they are provided to individual faculty members and posted to each faculty member's personnel file (known as the working personnel action file). These evaluations, along with other evidence including course materials (such as syllabi, course hand-out, and examinations) and classroom visitation, are used to prepare the formal peer evaluation of teaching effectiveness.

Assessment and Review of CSUCI Academic Programs

Assessment and Review of the General Education Program

The CSUCI general education (GE) program is at the core of the CSUCI curriculum. This section begins with a reporting of the SLOs for the general education program. This is followed by a description of the ongoing assessment of this program.

Student Learning Outcomes for the General Education Program

During summer 2006, the faculty developed SLOs for the GE Program. These SLOs were derived from the existing criteria for general education courses and were subsequently approved by the Academic Senate.⁴⁹ The General Education SLOs are as follows:

⁴⁸ See sub-committee report entitled "Assessment and Review of CSUCI Courses" for additional examples from many academic programs including English, Business, Math, Biology, Computer Science, Education and Environmental Science and Resource Management.

⁴⁹ Senate Policy 06-06.

General Education requirements are designed to ensure that all graduates of the University, whatever their major, have acquired essential skills, experiences, and a broad range of knowledge appropriate to educated people within a society. Students who complete the General Education program are able to:

- Goal 1. Think clearly and logically. They are able to:
 - Outcome 1.1 Reason inductively and deductively.
 - Outcome 1.2 Communicate clearly and logically.
- Goal 2. Find and critically examine information. They are able to:
 - Outcome 2.1 Access needed information effectively and efficiently.
 - Outcome 2.2 Evaluate information and its sources critically.
 - Outcome 2.3 Explain the economic, legal, social, and ethical issues surrounding the use of information.
- Goal 3. Communicate effectively using a variety of formats. They are able to:
 - Outcome 3.1 Speak and present effectively in various contexts.
 - Outcome 3.2 Write effectively in various forms.
- Goal 4. Understand the physical universe and its life forms, scientific methodology, and mathematical concepts, and use quantitative reasoning. They are able to:
 - Outcome 4.1. Conduct planned investigations, including recording and analyzing data and reaching reasoned conclusions.
 - Outcome 4.2. Solve problems using mathematical methods and relevant technology.
 - Outcome 4.3 Use graphs, tables, etc. to represent and explain mathematical models.
 - Outcome 4.4 Make connections between important/core/key concepts (or big ideas) in the natural sciences to describe/explain natural phenomena.
- Goal 5. Cultivate intellect, imagination, sensibility and sensitivity through the study of philosophy, literature, languages, and the arts. They are able to:
 - Outcome 5.1. Analyze creative human products and ideas.
 - Outcome 5.2. Articulate personal thoughts and emotions when encountering human creations and ideas.
 - Outcome 5.3. Create original and imaginative works in philosophy, literature, language, and/or the arts.
- Goal 6. Understand social, cultural, political, and economic institutions and their historical backgrounds, as well as human behavior and the principles of social interaction. They are able to:
 - Outcome 6.1 Convey how issues relevant to social, cultural, political, contemporary/historical, economic, educational, or psychological realities interact with each other.
 - Outcome 6.2 Discuss how social sciences conceive and study human experience.
 - Outcome 6.3 Use social science methods to explain or predict individual and collective human behavior.
- Goal 7. Integrate ideas and insights from multiple cultural and disciplinary perspectives. They are able to:
 - Outcome 7.1 Integrate content, ideas, and approaches from various cultural perspectives.
 - Outcome 7.2 Integrate content, ideas, and approaches from various disciplinary perspectives.
- Goal 8. Use technology as a tool.

Outcome 8.1 Use relevant technology in various contexts to present and/or integrate ideas.

Assessment of the General Education Program

At present there are five ongoing general education assessment projects.

These are:

- student learning outcome assessment based upon an analysis of student work
- fidelity assessment of GE courses and syllabi
- alignment of the general education criteria for determining general education course suitability with course objectives as listed on course proposals
- student learning outcomes assessment using a standardized measure
- student survey regarding attainment of GE student learning outcomes

The plan for each area and the accomplishments to date are highlighted below.

Student Learning Outcome Assessment Based Upon an Analysis of Student Work

Each semester one or more of the SLOs will be assessed. During fall 2006, the faculty selected Outcome 7.2. A sub-committee of the General Education Assessment Task Force is undertaking the assessment using the following plan:

- The sub-committee reviewed the syllabi of the upper division GE courses offered in fall 2006 to determine if there were assignments from these courses that could be used to assess Outcome 7.2.⁵⁰
- The sub-committee corresponded with the faculty offering these courses to confirm the suitability of the identified assignments and to request that the faculty provide copies of the assignments.
- The sub-committee developed a rubric to evaluate the assignments.
- The sub-committee evaluated the assignments using the rubric.
- The sub-committee will discuss what they have learned from the evaluation.
- The sub-committee will report the finding to the Chief Assessment Officer who will include the finding in the annual assessment report to the Provost and will facilitate discussions among appropriate faculty (for example, faculty teaching upper division general education courses, academic program areas, and the General Education Committee of the Academic Senate) to close the loop.

During spring 2007 Goal 2 SLOs will be assessed as part of a CSU Information Competence Grant awarded to CSUCI. The project, *Information Competence Assessment Using First Year and Upper Division Writing Samples Grant*, is a joint effort between the English program and the Library. This fall the group is looking at existing rubrics from other universities, and will meet in January 2007 to create a rubric for assessment.

Fidelity Assessment of General Education Courses and Syllabi

How does the faculty know that the SLOs and justifications from a GE course proposal are actually used to plan and teach the course once the course is certified? To answer this question the General Education Committee proposed an assessment that ultimately was adopted by the Academic Senate.⁵¹ Under this policy, all GE courses are reviewed every five years to determine if the course as offered is consistent with the GE criteria.⁵²

The General Education Committee conducted its first general education course review in the spring 2005 of all Area B GE courses. The committee assigned a team of two to three reviewers to each

⁵⁰ Recall that all upper division general education courses at CSUCI are interdisciplinary.

⁵¹ Senate Policy 04-45.

⁵² One of the five categories of general education is selected for review each year.

subcategory in Area B. The committee then gathered the recent syllabi, the original course proposal, and the approved *General Education Course Approval Form* for each course. The committee created a form to assist reviewers in their examination of the syllabi. The reviewers were also provided with the original course proposal and approved *General Education Course Approval Form* for background. The review form poses the following questions:

- Is there any indication on the syllabus that this is a GE course?
- Does the syllabus include course SLOs?
- If so, do the SLOs directly address the GE criteria?
- If so, are the SLOs consistent with the justification on the *General Education Course Approval Form*?
- If not, are there other indications on the syllabus that the course meets the justification on the *General Education Course Approval Form*?
- Based on this syllabus, if this were the only course that a student took in this GE category or subcategory, do you feel that the student's experience would have met the criteria listed for this category and subcategory?

The review yielded many useful results that can help guide the committee in future reviews, and in modifying the General Education program.

Alignment of General Education Criteria with Course Objectives

Each GE area (distribution requirements A through E) has been assigned a semester during which course SLOs will be examined for alignment with GE criteria. Faculty will rate the degree to which the SLOs are aligned with the GE criteria on two dimensions, coverage of the GE area and focus on the GE area. SLOs from Area B were reviewed in late spring 2006. Four teams of three faculty members each examined the student learning objectives from course proposals to determine the degree to which the course learning outcomes focused on and covered the criteria for each sub-area of area B. Results have been distributed to the teams, who were analyzing them. Each team will make recommendations to the General Education Assessment Task Force.

Assessment of Student Learning Outcomes using a Standardized Measure

During fall 2005, thirty-one students took the Measure of Academic Proficiency and Progress (MAPP) as a pilot project. MAPP is an Educational Testing Service examination designed to measure student learning in three areas: critical reading/thinking, mathematics and writing. The General Education Outcomes Assessment Task Force examined the results from the pilot study and determined that the constructs measured on the critical reading/thinking section of the MAPP focused on similar concepts as taught in the critical thinking section of the GE program. The test discriminated well between first-year and graduating seniors and would also allow for the creation of disaggregated student sub-populations. A disadvantage of MAPP is that it will be challenging to have a sufficient number of students take the test voluntarily. The campus has yet to determine whether it will continue with the pilot project.

Student Survey Regarding Attainment of General Education Learning Outcomes

The student survey regarding the GE program is being developed in fall 2006 and will be given to selected students in a variety of majors as a pilot project. Results will be forwarded to the General Education Committee and to each academic program for analysis and recommendations.

Assessment and Review of the Major Programs

Assessment of Program Level SLOs

All CSUCI academic major programs have a set of SLOs. These outcomes are a requirement of the major approval process and are subjected to review both on campus and off campus by the Chancellor's Office. In spring 2005, the campus took a major step toward the assessment of the major program SLOs by establishing the Smith Family Assessment Plan Preparation Program (APPP). APPP

was made possible by a generous gift from the Smith Family. Their gift made it possible to provide honoraria to encourage faculty to participate in a series of working sessions designed to produce assessment models and blueprints for each of the CSUCI academic major programs. The program was a success and by the close of the spring 2005 semester, the faculty had produced blueprints for the assessment of the SLOs for each major. Beginning in fall 2005, the emphasis shifted from the development of assessment plans to the implementation of these plans. During the 2005-06 AY, the Provost directed each academic program to select one of the assessments from its blueprint and to implement it. As such, each program was required to collect data for at least one of its assessments, analyze the data, use the findings to inform program improvements if appropriate, and report on the year's activities to the Chief Assessment Officer for Academic Affairs. The rollout of the first program assessment was a success as every academic program conducted an assessment during the year and has "closed the loop." Here are two examples of program assessments.

One tool used to assess SLOs in the English program is an assessment of the portfolio that all English majors must submit as a prerequisite to admission to their capstone course. Of the five papers that students submit in the portfolio, one must come from an interdisciplinary course and at least three must come from core upper-division English courses. Evaluating the portfolios provides a means of assessing how well courses are aligned with program outcomes. Program outcomes in English were designed as a synthesis of course outcomes, so the portfolio serves as an effective measure of how core courses in the program are fulfilling these outcomes. In spring 2006, the English faculty discovered through the portfolio evaluation that one of the program outcomes was not being demonstrated: "An exploration of how disciplines relate/can relate." As part of discussing why students' papers did not demonstrate this outcome, the faculty zeroed in on ENGL 330, Writing in the Disciplines, which is one of the main courses designed to meet this objective. In subsequent conversations among the English faculty, it was determined that the course was multi-disciplinary rather than interdisciplinary. The program decided to restructure the course to meet the course outcome that it be interdisciplinary. One faculty member will pilot a redesigned version of the course in the spring 2007 semester, after which time the program will reassess the data to check for a better connection to the course outcomes.

The Psychology program rated students' posters to assess whether graduating psychology majors can conduct empirical research to the standards set by the program. The assessment gave the program reason to celebrate as it demonstrated that psychology students clearly attained this SLO. However, the review also revealed significant variability in the ratings based on the instructor of the PSY 301 courses. The psychology faculty were concerned about this variation and "closed the loop" by developing some changes designed to reduce this unwanted source of variance. To this end, the Psychology program provided all PSY 300 and 301 instructors with additional resources in the form of one weighted teaching unit (WTU) each semester for the 2006-07 AY. In return, these instructors are meeting weekly during the academic year to review the PSY 300 and 301 curricula, exchange teaching ideas and methods, create a set of common and signature assignments for all PSY 300 and 301 sections, and develop a common rubric for poster and paper presentations. It is expected that when the recommendations of this group are implemented, the "unwanted" variation in poster and research quality will diminish, helping to ensure that all psychology students develop the highest possible set of competencies and skills in conducting, analyzing and interpreting research.⁵³

Following the implementation of a first assessment during the 2005-06 AY, Academic Programs have continued the rollout of assessment during the current year. The Provost has stated that it is his intention that the rollout of the assessment blueprints will continue each year such that the entire plan will be implemented within four years.

⁵³ For additional examples see "Summary of Assessment Activities." This is a 2006 report prepared by Professor Harley Baker in his role as Chief Assessment Officer for the Division of Academic Affairs.

Academic Program Review

In 1971, the CSU Board of Trustees adopted a policy requiring that each campus review its academic programs on a regular basis with the expectation that assessment of student learning will be a central feature of reviews.⁵⁴ Implementing CSU policy, the CSUCI Academic Senate approved in 2003 its “Policy for Review of Academic Programs.” This policy provides that program reviews will be conducted in five-year cycles and will include:

- an academic program self-study and recommendation
- an external review and recommendation
- a University review and action plan

Since CSUCI offered its initial degrees in 2002, its first program reviews will begin in 2007. In preparation for reviews, the campus has taken the steps outlined below.

Purposeful and Effective Program Reviews

Recognizing that it would be conducting program reviews for its initial majors, the Provost created the Program Assessment and Review Committee (PARC) in December 2005 to oversee assessment and program review activities within the Division of Academic Affairs. This committee, composed of the faculty assessment coordinators from each discipline, the Director of Institutional Research, and the Associate Vice President for Academic Programs and Planning, is charged with assisting program areas in their assessment efforts and integrating assessment with program review. Recognizing the importance of this work, the Provost has allocated significant resources including reassigned time for the faculty assessment coordinators.

In summer 2006, the Office of Academic Programs and Planning developed a twenty-five page draft handbook for conducting program reviews entitled [Guidelines for Program Review](#). This draft has been reviewed by program chairs and by PARC members, and is expected to be approved by the Dean of the Faculty and the Provost in December 2006. These “Guidelines” include a “Program Review Calendar” that identifies the date for each degree program’s review, and a “Program Review Timeline” outlining the steps and sequence in conducting reviews.

With these steps, CSUCI has established the key institutional processes to conduct its first program reviews in fall 2007. The Office of Academic Programs and Planning will provide the needed administrative support for these reviews. The review process has active faculty participation through PARC. External reviewers will participate in each program review.

Academic program assessment activities are tightly integrated with the program review process (see also [Assessment of Program Level SLOs](#)). As each academic program assesses its program-level SLOs, the results are reported to the Chief Assessment Officer and PARC. These data are collected during the five-year program review cycle, provide the basis for the program review itself, and are reported by the discipline in its self-study.

The CSUCI program review process exemplifies how the campus is meeting its core commitments to institutional capacity and educational effectiveness. Reflecting on the WASC standards and translating them from the institutional to the program level, program review is framed around the program’s *capacity* to deliver its program and its ability to demonstrate *educational effectiveness*. Self-studies are organized around four elements, with each program showing that it is successfully:

- defining program purpose and ensuring educational outcomes
- achieving educational objectives
- developing and applying resources to ensure sustainability
- creating an organization committed to learning and improvement

⁵⁴ CO memorandum AP – 71-32.

Action Plans to Improve Student Learning

Each program review concludes with the formulation of an action plan based on the recommendations generated during the review process. Academic Senate Policy states that “after the faculty of the academic program, the Dean, and the Division of Academic Affairs have had an opportunity to study all reports and recommendations, representatives of these three areas will meet to discuss the recommendations and agree on actions to be taken.” This action plan may include curriculum revision, resource reallocation, facilities development, or staffing changes.

Co-Curricular and Service Units

Co-curricular and service units, for example the Career Center, the Advising Center, the instructionally related activities program, and disabilities services, are located both in the Divisions of Student Affairs and Academic Affairs. These units have processes in place for reviewing their effectiveness and efficiency. Within the program review process for the major, each program is asked for information regarding its utilization of service units and to include data from these units with respect to students achieving program goals for the baccalaureate.

Assessment and Review of the Additional Graduation Requirements

In addition to general education and major requirements, CSUCI has adopted several additional graduation requirements, including the Graduation Writing Assessment Requirement, a Language and Multicultural Requirement, and the State-mandated graduation requirement in United States History, Constitution and American Ideals.⁵⁵ Of these, the writing proficiency requirement and the language and multicultural requirement are of particular note for this report because these requirements are mission focused (see “[The Alignment of the CSUCI Curriculum to the Mission](#)”). A policy on Graduation Writing Assessment Requirement that outlines specific student learning outcomes is expected to be approved by the Academic Senate during the 2006-07 AY. In addition, the faculty are drafting a revision to the current language requirement. The new policy will outline SLOs based on the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages. These guidelines will allow an assessment of students’ required foreign language proficiency level. Part of the multicultural requirement is being addressed indirectly through the assessment of international experiences on campus. Some of the courses that fulfill the multicultural requirement have an international focus (for example SPAN 201, Intermediate Spanish, or UNIV 392, International Experience). The Center for International Affairs is participating in the development of this mission focus (see also “[The Roles and Responsibilities of Mission-Based Centers in the Assessment of SLOs](#).” An important next step for the campus is to expand the assessment of the multicultural requirement.

Assessment and Review of the Credential Programs

The CSUCI Education Program first enrolled multiple subject students in fall 2002. At present, the Education Program houses four credential programs:

- Multiple Subjects (Elementary)
- Education Specialists-Mild Moderate: Level I
- Single Subject (Secondary)
- Education Specialists-Mild Moderate: Level II

Each of the credential programs has undertaken various assessment activities since spring 2004, with the exception of Education Specialists-Mild Moderate: Level II, which has been accepting students for only two semesters.

In spring 2004, Education faculty developed an Evaluation Plan that serves as a framework for those assessment functions that are common to all credential programs. As envisioned, the Evaluation Plan relies on Final Program Evaluation Student Surveys, CSU System-wide Evaluation of Graduates,

⁵⁵ Title V, Section 40404.

CSU System-wide Teacher Education Exit Surveys, portfolio assessments from each program, faculty and staff perception activities, and Systematic Annual Data Collection. These elements will be reported and discussed at a faculty and staff retreat at the end of the academic year. The Education Program is in the process of implementing this comprehensive plan.⁵⁶

All credential programs within Education share the following common set of student learning outcomes. Students graduating from a CSUCI credential program will be able to:

- Teach all subjects within their area of specialty
- Teach children with English as a first or second language
- Understand and relate to diversity of languages and cultures in and among children and families
- Meet the diverse needs of all students including those with special needs
- Be reflective and deliberate practitioners
- Link content and pedagogy
- Actively engage children in their own learning
- Integrate research, theory, and best educational practice into their teaching

Each credential program has addressed the assessment of these learning outcomes differently. Current Education Program Assessment discussions are focusing on choosing one of the outcomes to assess across all credential programs.

Multiple Subjects Credential Program

In keeping with changes in the external assessment requirements of the California Commission on Teacher Credentialing (CCTC), the Multiple Subject Program has modified its culminating portfolio assessment and evaluation of teacher candidates. As part of the current assessment process students complete two tasks from a series of four Teacher Performance Assessments (TPAs). These are designed to enable candidates to demonstrate their ability to teach in a K-8 classroom setting. Each performance task measures one or more of the thirteen TPAs.

Education Specialists-Mild Moderate: Level I & Level II

In summer 2006 an assessment report was prepared for the Level I program. Three academic year cycles of Education Specialist Level I assessment reveal that candidates demonstrated proficiency in the core competency areas: foundations, assessment, and methods. The Special Education Program's foci for the 2006-07 AY are to:

- institutionalize Level I credential assessment
- establish an assessment process for Level II Credential

The first Level II cohort will graduate in May 2007.

Single Subject Credential Program

In summer 2006, a report, "Single Subject Credential Program: History, Assessment, and Changes Spring 2004-Spring 2006" was prepared. This report, as the title indicates, details the program's creation and evolution to date including the use of assessment data to drive program changes and decision-making.

Additionally, Professors Maria Denney and Jeanne Grier are conducting a study to test the validity of the Single Subject Portfolio Core Competencies against the Education Program learning outcomes. This study is part of a collaborative research project on electronic portfolios with educators at the University of Connecticut.

⁵⁶ A full description of the Education Evaluation Plan may be found in the WASC sub-committee report entitled "Assessment and Review of Credential Programs."

Assessment of the Baccalaureate Degree

A plan for assessing the baccalaureate degree is included in the document entitled “[Seven Year Plan for Student Learning Outcomes Assessment](#).” The Chief Assessment Officer for Academic Affairs will coordinate the assessment of the baccalaureate degree using data from the assessment of the mission-based elements provided by the centers and data from the assessment of the academic programs (including general education). This assessment will be included in the annual report on assessment prepared for the Provost.

CSUCI Co-Curricular Program Assessment, Review and Continuous Improvement

In this section evidence of co-curricular program effectiveness is offered by Divisions of Student Affairs (in particular Student Housing and Student Leadership) and Academic Affairs (in particular the Library and Academic Advising).

The Division of Student Affairs

The Division of Student Affairs has been a campus leader in developing assessment plans. From the inception of its programs and activities it has:

- set clear goals, objectives, and SLOs (as appropriate) for each of its departments, programs and activities
- collected qualitative and quantitative evidence of learning and effectiveness on an ongoing basis
- utilized multiple methodologies for assessing program effectiveness

The Division of Student Affairs uses a twenty-four month Comprehensive Program Review (CPR) cycle to evaluate its programs. CPR includes:

- a preparatory phase that acquaints reviewers with the entire CPR process
- a self-study
- a campus site review chaired by a member of the faculty
- a review conducted by an external evaluator

The first program to complete the CPR cycle was Disability Accommodation Services (DAS). The final report from this assessment included eleven recommendations to advance progress towards meeting the goals and objectives of DAS. The DAS has acted on this assessment by increasing the size of the DAS staff, and expanding division-wide staff training to enhance the staffs’ knowledge and sensitivity in matters concerning disability accommodation.

The University Library

The Library uses several methods to assess its programs and activities including annual student and faculty surveys. The Library Dean meets regularly with the Faculty Library Advisory Committee, and the Library staff interacts with students and faculty in a variety of settings that enable the staff to gauge the effectiveness of the Library’s collections and services.

The Advising Center

Evaluating advising effectiveness has been a high priority for the Advising Center. Advisors regularly assess advising activities including one-on-one sessions and workshops. In addition, an assessment instrument was developed that will measure advising process and program SLOs. This instrument has been finalized and is being distributed to sophomore and senior students during the 2006-07 AY. In addition to on-going assessment, the Advising Center documents each student contact. When possible, the Advising Center has modified best practices from other institutions and incorporated them into its programs and activities. For example, ideas from the Council for the Advancement of Standards for Student Services/Development programs and the National Academic Advising Association (NACADA) have been incorporated into the advising program.

Other CSUCI Assessment, Review and Continuous Improvement

CSUCI processes described elsewhere in this report have undergone the cycle of design, implementation, assessment and review ultimately leading to program improvement. These processes include:

- The Faculty Recruitment Process (see also “[Faculty Recruitment](#)”)
- The Faculty Retention, Tenure, and Promotion Process (see also “[Alignment of the Retention, Tenure and Promotion Process with the University Mission](#)”)
- The Budgetary Process (see also “[Budgeting](#)”)

The activities of still other CSUCI units are described briefly below.

The Division of Finance and Administration

The Division of Finance and Administration has adopted the CSU System-wide Quality Improvement Program as the foundation for its assessment and continuous improvement program. The program uses surveys to identify issues and measure degree of concern regarding these issues. For the 2006-07 AY, surveys are being conducted in the areas of facilities, procurement and student accounts receivable.

In addition to the System-wide Quality Improvement Program, other units with the Division of Finance and Administration have developed assessment programs. For example, the Department of Information Technology uses a balanced scorecard program as a means to monitor effectiveness and identify areas for improvement. In recognition of the importance of high morale and service achievements of employees, the Department of Human Resources has presented service awards to staff members with service of five years or more and are presented at five-year intervals at the annual “Service Awards Luncheon.” As a means to measure the success of the event and identify ways to improve, a survey is conducted after the luncheon. Survey results for the luncheon serve as evidence of this process.

Associated Students

The Associated Students Incorporated (ASI) has evaluated its events and activities through surveys, reports and discussion. The appointment of an assessment officer by ASI is further evidence of the importance of assessment to student government.

Stakeholder Involvement in Assessment and Accreditation

As noted in Part 1, CSUCI is committed to internal University and external community inclusiveness (see also “[The CSUCI Commitment to Inclusiveness](#)”). This commitment extends to CSUCI’s assessment and accreditation efforts. With regard to assessment, community input and advice is actively sought by the University as seen in the participation of the public on the academic program advisory boards.⁵⁷ Broad participation in the University’s assessment activities occurs through the Assessment Council with representatives from each division.

With regard to accreditation efforts, CSUCI has solicited internal and external stakeholder participation on the WASC Accreditation Committee. President Rush has opened the WASC Accreditation Committee to the entire campus community. The committee ranks have grown to over 100 volunteers and includes students, faculty, staff, and administrators, as well as community members.

Summary and Conclusions

In this essay we have made a study of the ways in which CSUCI has addressed its core commitment to educational effectiveness. We have examined the campus commitment to continuous improvement with particular attention on those steps taken to date to review our programs and how we

⁵⁷ Academic programs that have already formed community advisory boards include the Martin V. Smith School of Business and Economics, Biology, Environmental Sciences and Resource Management, and the forthcoming Nursing program.

have used the evidence gained from these reviews to improve the education of our students. Here is a summary of our findings.

At this point, a culture of evidence leading to continuous improvement is well established. President Rush and his cabinet have taken the lead in establishing this culture. Evidence of the strength of this campus value can be found in the campus policies and procedures, planning documents, and assessment plans. In addition, the campus has allocated resources in the form of reassigned time for the faculty to support assessment activities and has created positions and committees charged with supporting assessment activities leading to continuous improvement. These positions include the Special Assistant to the President for Institutional Effectiveness, the Assistant Vice President for Co-Curricular Education and Assessment, and assessment officers in all divisions and all academic programs. These committees include the Assessment Council and the Program Assessment and Review Committee (PARC).

Among those programs and activities with a relatively short cycle (one year or less), the process of assessment leading to improvement is apparent. Excellent evidence of campus assessment activities can be found in the programs offered by the Division of Student Affairs, the Library and Academic Advising. Each of these areas has well developed assessment plans. They have defined objectives, developed measurable outcomes (including SLOs when appropriate) based on these objectives, prepared instruments to measure the degree to which these outcomes are met, and used the data collected to improve the programs.

The assessment of student learning outcomes has begun. As shown in Part 1, student learning outcomes for individual courses, general education, major programs, and at the institutional level (the mission-based SLOs) have been developed and are well aligned with the mission. A structure for the assessment of these outcomes, including the roles and responsibilities for all participants in the assessment process, has been established. Procedures for assessing whether the major programs are meeting their SLOs are well underway. The role of the faculty in the assessment of SLOs is especially prominent as the faculty conduct the assessment of courses, academic programs (including general education), and centers in conjunction with teaching these courses and through their participation in academic programs, the general education assessment task force, centers and PARC. Assessment plans have been developed for each of the academic programs (including general education) and are being implemented at this time. Indeed, each academic program has completed the assessment of at least one of its SLOs (including closing the loop) and the assessment of a first SLO from the general education program is in progress.⁵⁸ The plans for the first periodic review of academic programs, scheduled to begin in the 2006-07 AY, are in place. These plans tightly integrate the assessment of SLOs at the course and program levels into program review. The plans for the assessment of the baccalaureate degree are also underway. This assessment will include results from the assessment and review of the academic programs as well as other areas of the University (in particular, the Division of Student Affairs) that bear on educational effectiveness. In conclusion, we find that CSUCI is employing processes of review, including the collection and use of data that assure delivery of programs and learner accomplishments at a level of performance appropriate for the degree or certificate awarded.

⁵⁸ The results of this assessment are likely to be available at the site visit in March 2007.

PART 3. FULFILLING OUR CORE COMMITMENT TO EDUCATIONAL EFFECTIVENESS— AN EMERGING UNIVERSITY

CSUCI is amidst a period of rapid and sustained growth in the number of students that it serves. To serve these students, the campus is evolving at a remarkable rate. Although it will take many years to mature, what has emerged to date is a young, vibrant, student-centered, mission-focused university that offers students an education that emphasizes disciplinary, interdisciplinary, multicultural and international perspectives. At this time, CSUCI is emerging from its start-up phase as most of the functions of a modern university are now in place; however, the programs, activities, and organizational structures that support these functions are still new, and few, if any, of these programs, activities and structures have reached a level of steady-state maturity.

In this essay, we reflect on two topics of concern that are of importance as they bear on our core commitment to educational effectiveness. They include:

- Growing the University to Accommodate Planned Growth While Maintaining and Enhancing the Campus Culture
- Developing Assurance of Student Learning within a Culture of Evidence

Growing the University to Accommodate Planned Growth While Maintaining and Enhancing the Campus Culture

One facet of the core commitment to educational effectiveness is that an “institution evidences clear and appropriate educational objectives at the institutional and program level.” At CSUCI this begins with the University mission. In this report, and in the recent *Capacity and Preparatory Report-2005*, we have demonstrated that CSUCI is mission-focused. Of particular relevance to our core commitment to educational effectiveness is the high degree of alignment of the CSUCI curriculum and co-curriculum with the mission. Although we are pleased by this degree of alignment, it is not surprising in that the faculty and staff of the University have been recruited for their commitment to the University mission, and to students and student success.

A current concern for the University is how it will grow existing programs and develop new programs to accommodate planned rapid growth while maintaining and enhancing the values and culture that have come to characterize the campus in its early years. The campus is aware of this challenge and has made plans to address it that fall into two broad categories. First, CSUCI has worked continuously to align its resources and rewards with the mission. With regard to educational effectiveness, this has meant that the University needs to continue its efforts to support the faculty as teachers and scholars and to provide incentives for faculty whose performance contributes to the growth of the campus and enhances the campus culture. At present this is being accomplished through faculty development activities and the ongoing campus support for University offices and organizations that address these issues. These include, for example, the establishment of the mission-based centers and the Office of Faculty Development, and the support for faculty travel and mini-grant programs. Second, the campus will continue the recruitment of new faculty and staff who embrace the University mission, who share the values of the existing campus community, and who will enhance the campus culture. To this end, CSUCI has developed a unique, mission-focused faculty recruitment process. President Rush has indicated that it is his intention to continue the use of this process for the foreseeable future. For new staff positions, it means that care must be taken to recruit new employees that embrace the mission and values of the University.

A related concern is the growth of academic programs and facilities to accommodate the expanding enrollment. Although this may be seen as more of a capacity concern (and it is addressed in the *CSUCI Capacity and Preparatory Review—2005*), it does have a direct bearing on educational effectiveness. At this time, this concern is addressed with the academic planning process and by the academic master plan. The current plan extends to 2014 and calls for the addition of one to two new academic majors per year. This plan, in turn, drives both staffing and facilities needs. As noted in the previous paragraph, the campus remains committed to recruiting and retaining faculty and staff. The

academic master plan has also provided the basis for the facilities master plan that will accommodate the additional enrollment as well as new programs, faculty and staff. The financing of these facilities has been greatly enhanced by the passage of Proposition 1D in November 2006. This proposition will provide funding for five facilities projects on campus.

Developing Assurance of Student Learning within a Culture of Evidence

A second facet of the core commitment to educational effectiveness is that an institution employ “processes of review, including the collection and use of data, that assure delivery of programs and learner accomplishments.” As noted earlier in this report, the culture of continuous improvement is well established at CSUCI. This is evidenced by the promulgation of many campus policies and procedures on this topic, the establishment of assessment programs in all units of the University, and the allocation of resources to implement and sustain these programs. Student learning outcomes have been prepared for all courses, academic programs (including general education), and at the institutional level. Assessment plans for each of these levels have been prepared and approved, and assessment of outcomes at all levels has begun. The primary concern in this area is that once initial accreditation is achieved, will the campus sustain its assessment efforts?

There are good reasons to believe that this will occur. First, a structure for the assessment of student learning outcomes has been established. This structure specifies the roles and responsibilities of various individuals and units within the Division of Academic Affairs and describes the support for these participants in the assessment process. At the center of this structure is the Chief Assessment Officer for Academic Affairs. This individual reports directly to the Provost and provides the technical support for and management oversight of the assessment of student learning outcomes at all levels. That this is a Provost’s initiative increases the likelihood that assessment activities will continue.

Second, the campus has from its inception allocated resources for assessment and will continue to do so. This support has taken many forms including faculty development activities (see also “[The Roles and Responsibilities of the Faculty in the Assessment of SLOs](#)”), reassigned time for two courses per year for assessment coordinators for all academic programs, and credit in the retention, tenure and promotion process for assessment activities.

Final Thoughts

We began this report by describing the CSU Facilitating Graduation Initiative, and how CSUCI has embraced and participated in this project. This initiative has been particularly timely for CSUCI as facilitating the graduation of our students parallels our core commitment to educational effectiveness in many ways. It also provides an example of the campus’ commitment to continuous improvement as this initiative required an assessment of CSUCI activities to facilitate graduation and promote student success that led to the preparation of a self-study on these topics. This was followed by an external review that culminated in a report from the reviewers on the quality of our efforts to facilitate graduation at CSUCI and suggestions for improvement. The campus, in turn, “closed the loop” by reflecting on these suggestions and making changes to programs and activities deemed desirable. The external reviewers’ report concluded that “CSU Channel Islands has an admirable energy and commitment to student success, an engaged faculty and administration, an enthusiastic and proud student body, and the capacity to facilitate graduation using many tested and innovative practices.”

We at California State University Channel Islands are fortunate to participate in the most exciting adventure in 21st century higher education, the building of a new university. We have presented evidence that we *function with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures to fulfill these purposes*, and, thus, have fulfilled our core commitment to institutional capacity. Further, we have presented evidence that we *employ clear and appropriate educational objectives at the institutional and program level and that we employ processes of review, including the collection and use of data, that assure delivery of programs and learner accomplishments*, and, thus, have fulfilled our core commitment to educational effectiveness. As such, although the work of

building a regional comprehensive university continues, we believe that we have met the standards for initial accreditation at this time and look forward to hosting the visiting team from WASC in March 2007 to continue our dialogue on building the new University.

Appendix 1

CSUCI Response to Site Team Recommendations and Areas for Attention

APPENDIX 1
**The CSUCI Response to the Recommendations and Areas for Attention
from the 2005-06 AY Preparatory and Capacity Review**

During the 2005-06 AY, CSUCI participated with WASC in its Capacity and Preparatory Review, an important step in the initial accreditation review process. The report filed by the site visit team and the subsequent letter from the WASC Accrediting Commission included several recommendations and areas for attention for consideration by the campus as it prepares for its Educational Effectiveness Review. President Rush broadly disseminated both the site visit team report and the Commission letter and asked the campus to reflect and report on these recommendations and concerns. While the campus response to these recommendations and concerns can be found throughout the *CSUCI Educational Effectiveness Report—2006*, for the convenience of the reader, each of the recommendations and concerns is reproduced below along with a specific response to the recommendation and concern. These responses were prepared as subcommittee reports of the CSUCI WASC Accreditation Committee.

RECOMMENDATIONS FROM THE SITE VISIT TEAM

Recommendation 1

CSUCI must take steps to ensure by the time of the Educational Effectiveness Review that the institution will have clear evidence of the extent of student achievement in Student Learning Outcomes at the course, program (major), and degree levels. At the degree level, there should be evidence of student achievement in regard to learning within and across disciplines; interdisciplinary learning; experiential learning; multicultural perspectives; and international perspectives. In addition, CSUCI should have in place a system that can assess student learning in these areas and procedures to ensure that evidence is used for program improvement.

Course Level

To be approved by the Curriculum Committee all course proposals must specify student learning outcomes (SLOs). The Curriculum Committee is responsible for ensuring that each learning outcome can be assessed.

Every course offered at CSUCI is *required* to include the approved SLOs in its syllabus, and program chairs are responsible to see that their faculty adhere to this rule. To date, compliance with this rule, while good, has not been at desired levels. Accordingly, a concerted effort was made in fall 2006 to increase the percentage of syllabi with SLOs. An assessment of course syllabi conducted by the Provost's Office in November 2006 found that 95 percent of course syllabi included SLOs.

In 2004 the campus began collecting information on how faculty are assessing course level SLOs in several programs to see if the students are meeting the learning outcomes. The WASC sub-committee report entitled "*Assessment and Review of CSUCI Courses*" describes how courses are approved by the General Education and Curriculum Committees as well as summarizing how the programs in English, Business, Math, Biology, Computer Science, Education, and Environmental Science and Resource Management have focused their assessments. Clearly, these assessments vary greatly in approach and consistency. By examining portfolios, essays, capstone work, projects, and other student work, SLOs are being assessed critically. In some cases, the assessment is intended to assess SLOs in addition to improving the course, while in other instances the focus is solely on student learning and not necessarily on course improvement. The Chief Assessment Officer for Academic Affairs works with each program chair to identify the focus, timeline and sampling procedures for assessment of course level SLOs.

Program Level

The campus has continued to build the infrastructure that will support systematic assessment of the extent to which CSUCI graduates students who have met the program-level SLOs. During spring 2005, each program developed an assessment blueprint that details the SLOs, outlined the methods to assess attainment of the SLOs, and determined how such data might be used in program review and

modification. During the 2005-06 AY, each program selected one or more SLOs for study. Programs collected and analyzed relevant student-level SLO data, and started using the findings in systematic ways for program review and/or modification. Each program issued a report of its activities, and these reports are included in the WASC evidence. During summer 2006, faculty prepared a set of SLOs for the General Education Program that were approved by the Academic Senate in fall 2006. Assessment of one of these SLOs was undertaken in fall 2006. The SLO chosen described the student's ability to integrate content, ideas, and approaches from a variety of disciplinary perspectives. A sub-committee of the General Education Assessment Task Force organized and conducted the assessment. Hence, this specific assessment will be used for General Education, mission- and institution-based SLOs. On-going assessment of all programs, including General Education, will be facilitated both by the Chief Assessment Officer for Academic Affairs and by Program Assessment and Review Committee (PARC).

Degree Level

The Chief Assessment Officer for Academic Affairs is responsible for organizing assessment results so that those SLOs associated with the baccalaureate degree are identified. There are two Institutional Mission-Based SLOs:

- Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).
- Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.

The second outcome aligns well with course and program assessment, while the first outcome must be assessed across programs and in conjunction with co-curricular activities. As noted in the "*Alignment of the CSUCI Curriculum with the Institutional Mission-Based Learning Outcomes*" subcommittee report, three mission-based centers have been created and one is currently making its way through the Academic Senate. These centers are:

- The Center for International Affairs (CIA)
- The Center for Integrative Studies⁵⁹ (CIS)
- The Center for Multicultural Learning and Engagement (CMLE)

A fourth center, the Center for Civic Engagement and Service Learning (CCESL), is in the final stages of approval.

Each mission-based center is responsible for developing, facilitating, and interpreting the assessment of the first Institutional Mission-Based SLO as it relates to the center's focus. The center will then report the completed assessments to the Chief Assessment Officer for Academic Affairs. The Chief Assessment Officer for Academic Affairs will be responsible for disseminating the findings to the appropriate units and programs, facilitating faculty discussion, and guiding changes to enhance student learning.

The assessment of the first Institutional Mission-Based SLO is underway. As previously noted, the General Education Assessment Task Force designed an assessment to gauge how well students are able to identify and describe the modern world and issues facing societies across disciplines. The plan is to assess one aspect of the Institutional Mission-Based Learning Outcomes each year.

The assessment of the baccalaureate degree includes the fulfillment of SLOs identified at the intersections of the University mission, general education, the major program, specialized requirements and co-curricular activities. A plan for assessing the baccalaureate degree is included in the document entitled [*Seven Year Plan for Assessment of Student Learning Outcomes*](#). The Chief Assessment Officer for Academic Affairs will coordinate the assessment of the baccalaureate degree using data from the assessment of the mission-based elements provided by the centers and data from the assessment of the academic programs (including general education). This assessment will be included in the annual report on assessment prepared for the Provost.

⁵⁹ The Center for Integrative Studies was formerly known as the Center for Interdisciplinary and Integrative Studies.

Closing the Loop

The Division of Academic Affairs has implemented a process designed to ensure that assessments of SLOs are systematically collected at the course level, the program level, and at the baccalaureate level, and that analysis of these data result in appropriate course and program improvements. This process is detailed in the [*Seven Year Plan for Assessment of Student Learning Outcomes*](#), and has received been reviewed by the faculty and approved by the Provost.

While assessment of SLOs remains a responsibility of faculty and program chairs, the Chief Assessment Officer will oversee this process, coordinate assessment efforts, and report findings to the Provost and Vice President for Academic Affairs. The [*Seven Year Plan for Assessment of Student Learning Outcomes*](#) builds upon capabilities and processes already in place, such as those of the Chief Assessment Officer and operations of PARC. It provides resources and tightens the level of integration in assessing SLOs and utilizing findings to improve programs. Among the key features of the *Plan* are the following:

- Assessment activities at the three distinct levels, the course, program, and baccalaureate levels, are coordinated to ensure that data and results from lower levels will inform assessment at the next level of review. Annual program assessments of specific SLOs for the degree are aggregated into five-year program reviews.
- The *Plan* clarifies the role of each of the major instructional units within the division, including the faculty (course), academic program (major), general education (GE Assessment Task Force), and the four mission-based centers (mission-based outcomes).
- As gaps or omissions in assessment are revealed, the Chief Assessment Officer is responsible for identifying which department(s) or unit(s) within Academic Affairs should step into the gap and provide the needed information and data.
- Summary reports of assessments and of the program improvements that have followed upon those results will be made available regularly to the Chief Assessment Officer, who in turn will make them available more widely to the campus community.
- While the assessment of the shared mission-based learning outcomes will remain the responsibility of Academic Programs in cooperation with the respective centers, the *Plan* designates that the Chief Assessment Officer will provide essential technical assistance to this on-going effort and ensure that program improvements follow.

Response prepared by: Bill Adams, Harley Baker, Joan Karp (Chair), Steve Lefevre, Amy Wallace and Bill Wolfe

Recommendation 2

By the time of the Educational Effectiveness Review, CSUCI needs to clearly identify the structural role of the Centers in achieving the University Mission and student learning outcomes.

The role of the centers is to support the mission elements of the University. This role is generally achieved by:

- Supporting and facilitating mission elements in scholarship and research
- Supporting and facilitating mission elements in teaching and learning
- Working with programs to develop appropriate assessments of the mission elements in assessing the baccalaureate degree

Each center has its unique characteristics and physiognomy and meets the above-mentioned goals in different ways as noted below.

Center for International Affairs

In spring 2004, CSUCI approved the Center for International Affairs (CIA) strategic plan. In this document, CIA describes the following six goals designed to meet the mission outcome of graduating students with multicultural and international perspectives. The goals are to:

- Create the infrastructure for international affairs
- Design and implement programs and curricula that promote cross-cultural and global understanding in all fields of study
- Assist faculty in developing the international dimension of their teaching, scholarship, and service activities
- Facilitate and develop academic and scholarly exchanges and partnerships for students and faculty
- Diversify the student body to include outstanding students who represent a broad range of geographic, linguistic, and cultural backgrounds
- Coordinate all activities that enhance campus global awareness and augment the international life of the campus and local community

Since then, CIA has been active in its objective to support the international aspect of the University mission. For instance, the Center facilitates the process of sending CSUCI students abroad through the CSU International Programs Office. In fall 2005, the University sent its first two students abroad. In 2006, five students were accepted to different study abroad programs around the world. The Center has initiated a number of informational sessions on study abroad opportunities. Attendance at these sessions has increased considerably compared to previous years and for next year a significant increased number of students studying abroad is anticipated.

The Center also sponsors study abroad opportunities for students through a course called UNIV 392, International Experience. In three years, there have been ten courses offered all around the world. During the 2004-05 AY, Professor Jacquelyn Kilpatrick (English) led a group of eleven students to London. The students had an opportunity to visit museums and art galleries, and see several plays as part of their "Dramatic London" experience. That summer, Professor Terry Ballman (Spanish) led a group of students to Cuernavaca, Mexico, to learn Spanish. During 2005-06 AY, Professor Simone Aloisio (Chemistry) guided students on a trip to Kyoto, Japan, to learn more about science and technology from the Japanese perspective. Professor Jorge García (Mathematics) led a group of students to Hidalgo, México. Professor Ballman repeated the experience in Cuernavaca, México. For the current academic year, there are four courses that will be offered abroad. Professor Brad Monsma (English) and Professor Don Rodriguez (ESRM) will lead a group to a field research station in La Manzanilla, México. Professor Elizabeth Hartung and Professor Jiménez will take a group to Málaga, Spain, to study social topics. Professor Kimmy Kee-Rose will lead a group of students to study maladaptive human behavior in Singapore and Malaysia. Lastly, Professor Ballman will continue with the Cuernavaca Program.

The Center is establishing a process for developing exchange agreements with international institutions. The first agreement will be with the University of Hidalgo in Mexico with the help of Professor García, an alumnus of the university.

This year, the University will accept applications from international students to study in one of the Special Sessions offered through Extended Education. The University will host thirty international students next academic year. The objective is to start accepting undergraduate international students by Fall 2008. A CIA Associate Director has been recently hired to help build the infrastructure needed to have international student on campus.

The Center hired two consultants to work on the development of CIA. Specifically, the consultants were asked to advise on the establishment of the campus infrastructure necessary for recruiting, admitting, enrolling and supporting an international student population. They created a number of documents to help in this process.

In addition, the Center has been active in the assessment of the University's efforts towards internationalization. A task force was created to develop an assessment plan for international education. This group developed a set of assessment materials that include:

- A list of learning outcomes
- Internationalization questionnaire for faculty and staff
- A questionnaire for study abroad students
- A freshman survey
- A timeline for assessment

In the coming years, CIA will continue to promote cross-cultural and global understanding in all fields of study, assist faculty in developing the international dimension of their teaching, scholarship, and service activities, diversify the student body to include outstanding students who represent a broad range of geographic, linguistic, and cultural backgrounds, and coordinate activities that enhance campus global awareness and augment the international life of the campus and local community.

Center for Integrative Studies

The goals of the Center for Integrative Studies (CIS) are to:

- Create the infrastructure for integrative and interdisciplinary teaching and learning
- Design and implement programs and curricula that promote integrative and interdisciplinary understanding for students in all fields of study
- Assist faculty in developing the integrative and interdisciplinary dimensions of their teaching, scholarship, and service activities
- Facilitate and develop academic and scholarly exchanges and partnerships for students and faculty
- Coordinate activities that enhance campus awareness of interdisciplinary and integrative studies and their importance to the life of the campus and local community

To fulfill CIS' goals and the interdisciplinary mission of the University, the Center has initiated two major programs to facilitate integrative work in scholarship and research and teaching and learning. In Spring 2005, CIS supported fourteen faculty members with summer stipends for developing interdisciplinary courses, some of which have achieved full approval of the Curriculum Committee. To receive the grants, faculty submitted proposals that were evaluated competitively. In spring 2006, CIS supported the Channel Islands Research Initiative, a group of seventeen faculty members whose work in various disciplines focuses on the Channel Islands. By forming the group, the faculty began to explore relationships among their individual projects and worked to form closer working relationships with the National Park Service. In 2005 CIS prepared a document for the faculty defining various types of interdisciplinarity and guiding interdisciplinary course preparation. The document includes various learning structures and student learning outcomes, and has been used by the General Education Committee as a rubric to evaluate Upper Division Interdisciplinary General Education Courses. CIS held workshops for faculty to discuss definitions of interdisciplinarity and to explore models of interdisciplinary instruction. In fall 2006 CIS is working with the GE Assessment Task Force to complete a pilot assessment of integrative student learning. Also in the 2006-07 AY, CIS will begin to implement a plan to assess the baccalaureate developed in collaboration with the Division of Academic Affairs and the other centers. As part of this plan, the CIS director will consult with program chairs to develop interdisciplinary and integrative learning outcomes and assessment tools.

Center for Multicultural Learning and Engagement

To support the multicultural aspect of the University mission, the Center for Multicultural Learning and Engagement (CMLE) Planning Committee proposed a mission and structure for the Center, which was approved in fall 2005 and implemented in fall 2006. The new co-directors, one each from the Divisions of Academic Affairs and Student Affairs, have the following goals for the 2006-07 AY:

- Organize the cross-divisional committee as described in the planning documents.
- Hold committee meetings to evaluate and refine goals and set priorities.
 1. Define multiculturalism and diversity.

2. Develop criteria for assessment at the baccalaureate level.
- Develop support for faculty to create multicultural courses at every level, including GE, and to integrate multicultural perspectives into current courses, offer workshops, establish methods for exchanging syllabi, theories, and methodologies.
 - Provide support for faculty in pursuing multicultural scholarly and creative activities.
 - Create a communication network for the exchange of scholarly and pedagogical information on multicultural study among faculty and administrators in undergraduate and graduate education.
 - Participate in the establishment of multicultural academic programs.
 - Collaborate with other mission-based centers to develop areas of common interest and leverage resources.
 - Recruit Director for the Multicultural, Women's & Gender Student Center.
 - Develop and support cross-divisional events that engage all campus members in addressing multicultural issues.

Center for Civic Engagement and Service Learning

The Center for Civic Engagement and Service Learning (CCESL), the last of the four centers, is in the final stages of approval. Its mission is to foster the use of civic engagement, experiential and service learning approaches to the creation, discovery, transmission, application, and dissemination of knowledge at CSUCI. Its objectives are:

- Provide vision and leadership for civic engagement (CE), experiential learning (EL) and service learning (SL).
- Institutionalize CE/EL/SL through the development of an infrastructure and shared resources in and across the Divisions of Academic Affairs and Student Affairs.
- Build and sustain community partnerships and community involvement.
- At the curricular level, support, coordinate, and manage resources for faculty in developing and teaching SL courses and conducting scholarship of engagement.
- At the co-curricular level, support, coordinate, and manage student CE through EL experiences such as internships and volunteer opportunities.
- Serve as a centralized campus and community resource for CE/EL/SL and facilitate the sharing of ideas.

Mission-Based Awards

Finally, each center participates in a program promoting mission-based learning with the institution of the Mission-Based Awards⁶⁰ that recognize student achievement in the four mission areas. International, Interdisciplinary and Integrative, Multicultural, and Service Learning Awards for graduating seniors were awarded for the first time in spring 2006.

Response Prepared By: Julia Balén, Phil Hampton, Antonio Jiménez-Jiménez (Chair), Ted Lucas, Maureen McQuestion and Brad Monsma

Recommendation 3

CSUCI should review and restructure mission-critical councils and committees to achieve institutional goals, ensure rotation of committee memberships, to reduce redundancy, and to clarify authority.

To address this issue the President asked the University Planning and Coordinating Council (UPACC) to review the various councils and committees on campus, recommending their continued existence only if they are meaningful and helpful. The UPACC Steering Committee is examining this issue, ensuring that there is no duplication of effort and that committee reporting lines are appropriate and clear. The Steering Committee has recommended the elimination of one committee and is continuing its

⁶⁰ Senate Policy 04-22.

analysis by examining the membership on each committee to ensure appropriate representation as well as determining that individuals are not asked to serve onerously on multiple committees.

The Provost and Vice President for Academic Affairs similarly has requested that the Academic Senate review its committee structure. Each Senate Committee is examining its membership and charge, and reporting on these items to the Senate Executive Committee. To date, one of the Senate's standing committees, Strategic and Tactical Planning Committee, has recommended its discontinuance at the end of the academic year. Other committees are still conducting their reviews.

The Office of the President maintains a list of all interdivisional administrative committees, their charges, memberships, and terms of office. Committees are asked yearly to provide updates of their membership. To ensure rotation of committee membership, the President has asked each committee to provide the term of appointment for each member. UPACC expects that the review of all campus committees will be completed by the end of the fall 2006 semester.

Response prepared by: Bill Cordeiro, Marty delosCobos, Caroline Doll, Therese Eyer mann (Chair), Ted Lucas, Maureen McQuestion, Steve Stratton, and John Yudelson

Recommendation 4

By the time of the Educational Effectiveness Review, the system of collecting, analyzing, coordinating, and using data should be in place even if longitudinal data may not yet be available. Data need to support the mission and drive decision-making.

The Present System—Repository, Retrieval, and Dissemination

The system that CSUCI uses for data-driven decision-making includes the following websites that are repositories of information and analytical studies:

Research Clearinghouse and Research Schedule/Calendar

The Research Clearinghouse is a portal to assessment of student learning data and other sanctioned research studies and is found on the [Assessment Council](#) website. The features of this application include the display of the assessment reports, as well as the ability to retrieve information including additional data, analysis, and interpretation. At present, the [Research Clearinghouse](#) hosts assessment of student learning reports from each of the academic programs.⁶¹

The [Schedule/Calendar of Research Studies](#) facilitates the administration of surveys to students, faculty, and staff by coordinating the administration of surveys and other institutional research activities. The Schedule/Calendar is a sophisticated application that, like the Research Clearinghouse, is found on the Assessment Council website. The Research Schedule/Calendar accepts and displays information related only to research activity that has been submitted to the Assessment Council.

Both the Research Clearinghouse and the Schedule/Calendar of Research Studies were developed by the Office of Institutional Research (in consultation with the Assessment Council).

The Office of Institutional Research

The Office of Institutional Research (OIR) maintains the Assessment Council website portals as well as the OIR website. The OIR website displays demographic reports and analytical studies that are used in University decision-making and includes the CSUCI Key Performance Indicator System and the Research Request Form.

The OIR participated in the development of the [CSUCI Key Performance Indicator System](#) with the University Planning and Coordinating Committee (UPACC). This new system is in the prototype phase and when completed will be maintained by OIR and housed on its website.

The OIR follows the reporting protocols established by the CSU system Division of Analytical Studies Office and is responsible for official reporting on student information. That reporting system involves the capture, audit, and submission of static databases in two general areas: Enrollment Reporting

⁶¹ Administrative Policy AA.04.002 and Administrative Policy AA.04.003, respectively.

System (ERS) and Academic Planning Database (APDB). Users can view all data reports and studies at the OIR website or request additional information via the Research Request Form. These data support several significant planning documents: the Opening Day Report, an enrollment reporting and projection model, and the Operations, Planning and Construction (OPC) Report, a facilities use report and projection model.

Data-Rich Environment

Each CSU campus has specific reporting requirements designated by the Chancellor's Office. By virtue of these reporting schemes, each division benefits from the development of corresponding planning and reporting documents. For example, the Division of University Advancement prepares the VSE Higher Education Survey that is used to set Chancellor's Office accountability targets, and the Human Resource Office prepares the IPEDS Human Resources Survey. The Division of Finance and Administration has a fully developed reporting system, and the Division of Student Affairs also has reporting requirements at the departmental-level such as the Student Financial Aid report. All told, this is a data-rich environment that supports University decision-making.

Use of Data for Decision-Making

Academic Resources, Dean, Provost and Budget Decisions

Each fall, the Division of Academic Affairs prepares a budget request for the following year. The Division uses actual full-time equivalent student (FTES), full-time equivalent faculty (FTEF), and student-faculty ratios (SFRs) and projected FTES and SFRs to determine budget requests for academic programs. The official enrollment projection for the coming year is distributed to existing and new programs.

The Academic Dean's Office uses actual data to determine the balance in full-time and part-time faculty and student-faculty ratios in academic program areas.

The Library uses data on student headcount to forecast library collection needs and library facility usage. For example, for every fifty-five students, the Library provides one workstation. Library use data includes circulation statistics, gate count (both internal and remote access), circulation of electronic course packs, usage of database subscriptions (electronic journals), and usage of digital cameras available for loan.

The Office of Research and Sponsored Programs (ORSP) used faculty surveys in the development of its strategic plan. In addition, it provides evaluation forms following grant writing workshops that includes specific questions for service needs. The ORSP Advisory Committee meets monthly to review data, activities, policies, and procedures relative to services, workshops, and recognitions that act as a focus group on what is needed in this area.

Extended Education conducts surveys for program planning and uses expenditure data and enrollment projections to plan for each new-year budget. The surveys are generally directed to employers to determine occupational training and workplace retraining needs in the region. An example of program planning research is the recent national survey of biotechnology companies that was conducted for the dual MBA/MS biotechnology degree program.

Academic Program Review

The new guidelines for Academic Program Review are scheduled to be adopted by the Academic Senate for use beginning in the 2007-08 AY. A component of the program review is the "data pack" that will be prepared by OIR to inform the review process. Program review information will be included in the data warehouse. For additional information see [Concern B, Program Review](#).

Facilitating Graduation Initiative

An element of the facilitating graduation initiative is the development of educational roadmaps for each of the majors and incorporation of the roadmaps into the campus registration student advising module. This will guide degree completion by allowing individual students to check completed and planned coursework against degree requirements.

Remediation Tracking

The Chancellor's Office requires that students in need of English and math remediation complete their remediation within one year of admission to the University. Each fall, all CSU campuses prepare a report on status of completion of remediation. In previous years, the report was done manually. Beginning in fall 2007, it is expected that the Remediation Tracking System will be implemented. This will automatically inform students of their status toward completion of their remediation as well as prepare a summary of student progress for use in reporting on remediation.

Assessment of Student Learning

The system for the assessment of student learning at CSUCI has moved from the planning phase into the implementation stage. For additional information on the assessment of student learning see [Recommendation 1](#), [Concern A](#) and [Concern B](#) elsewhere in this appendix. See also CSUCI Curriculum Assessment, Review, and Continuous Improvement in the main report.

Plans for the Future

Common Management System (CMS)

The Common Management System (CMS) is the corporate reporting system that forms a basic data warehouse of system-wide information used for policy development, performance monitoring, and reporting to oversight agencies.

All data files and reports prepared for the Chancellor's Office are part of the Chancellor's Office Corporate Information Technology System (CIT). The CIT includes the Enrollment Reporting System (ERS), the Academic Planning Database (APDB), the Financial Information Records Management System (FIRMS), and the Human Resources Information Support and Analysis system (HR-ISA).

On campus, CMS produces the files and reports that feed into the CIT. The Office of Institutional Research is responsible for ERS and APDB, Division of Finance and Administration is responsible for FIRMS, and the Human Resources Department is responsible for HR-ISA.

CSUCI was one of the early adopters of CMS and the campus is utilizing the full-suite of CMS components including: the Student Administration module, the Human Resources module, and the Finance and Administration module. In November 2006, CSUCI embarked on an eight-month process to upgrade to the latest version of CMS. This will be a major undertaking, and will result in enhanced performance. Furthermore, the CMS plan for data warehousing and reporting rests on successful completion of this upgrade.

CMS Data Warehouse

The Chancellor's Office intends to implement a CMS Data Warehouse, a campus-based enterprise that will utilize CMS delivered products (data tables and data reports) for campus use. The estimated delivery date for the first data tables is spring 2008. One feature of the data warehouse is the ability for campuses to add data fields to the tables. These data fields can include assessment data, survey data, and the like.

Information Technology Strategy Council

Recently, the President appointed the Information Technology Strategy Council whose charge is to analyze, develop and guide the University's long-range direction for information technology, specifically relating to academic, administrative and infrastructure technology strategies, priorities and standards.

Conclusions

At present, CSUCI has an information system in place that addresses the immediate- to mid-range University data needs for informed decision-making. Further, CSUCI is optimizing its resources and is poised for the next phase of growth in data acquisition, storage, and retrieval for University decision-making.

Response prepared by: Harley Baker, Scott Frisch, Judy Garthwaite, J.E. Gonzalez (chair), Mike Leathers, George Morten and Kris Muller

Recommendation 5

With full appreciation for the determination of faculty, staff, and administrative leaders to build a 21st Century university with only the resources and time they have available, the effort and cost required to begin a wholly new institution can never fully be recovered through enrollment funding and, therefore, we recommend that the State of California make a strategic investment of special funding at this critical stage of capacity-building to ensure that the vision for CSU Channel Islands can be realized.

The University recognizes the concern of the visiting team about the need for additional funding in order for the University to develop its potential. In response to the Team's recommendation, the President directed his staff to prepare a presentation that demonstrated the need for special funding for CSUCI at this stage of its development. At the end of May, the President met with the CSU Chancellor and Vice Chancellor for Finance and Administration and walked them through a thorough analysis of the University's needs. He was gratified by the immediate acknowledgement of the Chancellor and the Vice Chancellor that CSUCI does, indeed, require expanded resources.

Subsequent to this meeting, the Chancellor's first action was to direct his staff to prepare legislation that would relieve the University from an obligation inherited from the old State Hospital requiring payment for a steam contract. The successful passage of this legislation would provide an infusion of almost one million dollars to the University's operations budget in the next fiscal year. In addition, the Chancellor asked that the staff also devise an approach with the legislature to recognize that fixed costs for a new campus are significantly out of proportion with those of established campuses and in need of commensurate funding. While it is not clear whether legislative relief on this matter will take place during the coming session of the legislature, it is expected that a funding solution will be devised within the next eighteen months.

The Chancellor also recognized the capital needs of the campus. He persuaded the CSU Board of Trustees to provide an exception to their policy on capital projects for the benefit of CSUCI. The University will receive \$62,000,000 from the passage of State Bond Proposition 1D in support of five projects this year and next rather than being confined to only one project according to Trustees' policy. These resources will assist the University in alleviating the space constraints that the campus is experiencing.

Most importantly, the Chancellor and the Vice Chancellor have recognized that CSUCI requires resources beyond margin funding in order to sustain the excellence which it has already established.

Response prepared by: Dick Rush

AREAS OF CONCERN FROM THE WASC COMMISSION ACTION LETTER

Concern A. Consistent Student Achievement

As more data are available on the culminating achievements of its own graduates, the institution needs to be able to demonstrate the extent to which all categories of students are consistently achieving designated learning outcomes. By increasing engagement with actual evidences of student learning, faculty need to be able to determine that students are achieving at a level they deem appropriate to the degree being granted. By making reference to disaggregated achievement data, the institution should be able to express a clear picture of each component of its diverse student body. Such "achievement portraits" should be able to include the experience of transfer students and be able to identify areas that may need improvement for each segment of the student population.

The campus is building an infrastructure that will support and maintain a culture of evidence of student attainment and achievement. In building assessment efforts, care is taken to ensure that data can be disaggregated in important ways to inform programs about the degree to which success is attained by students from all backgrounds and study configurations (for example, see the entries in Table 3: Assessment Worksheet for “Freshman/Transfer” and “Full-time/Part-time”). The campus is building on existing data storage and analysis to include assessment and survey data. This will allow the campus to examine demographic features of its students in conjunction with the assessment survey data collected (CMS Data Warehouse).

Table 3. Assessment Worksheet									
Bachelor's Degree	N	Where assessed: Academic	Where assessed: Co-curricula	Freshman/ Transfer	Major (Bio/ Engl/ Math)	Full-/Part-Time	Units completed	Retained/ Not retained	Time to completion
Within discipline		Major student learning outcomes	Career Service learning outcomes: Workshops & Fair; Graduate School Fair; Co-curricular transcript						
Across disciplines		Upper division GE student learning outcomes	<p>EOP learning outcomes: Workshop on Critical Thinking</p> <p>Leadership development learning outcomes: leadership trainings and retreats.</p> <p>ASI learning outcomes: students have organized speech and debate tournaments, political forums, contemporary issues lectures, an annual student awards ceremony, and diversity programs to enhance their own learning.</p> <p>Student leadership learning outcomes: integration of interdisciplinary training model</p> <p>Co-curricular Portfolio</p>						
Interdisciplinary		Upper division GE student learning outcomes	<p>Leadership development learning outcomes: leadership trainings and retreats.</p> <p>ASI learning outcomes: students have organized speech and debate tournaments, political forums, contemporary issues lectures, an annual student awards ceremony, and diversity programs to enhance their own learning.</p> <p>Student leadership learning outcomes: integration of interdisciplinary training model</p> <p>Co-curricular Portfolio</p>						
Experiential and Service Learning		Major student learning outcomes	Career Service Internship learning outcomes: résumé and interview skills workshops and						

			<p>Career Fair.</p> <p>“Citizenship Dimension” learning outcomes which are used throughout Student Affairs specifically within programming in Housing and Residential Education and Student life</p> <p>Co-curricular Portfolio</p>						
Multicultural		GE Area C3b student learning outcomes	<p>MWGSC learning outcomes: discussion of issues stemming from differences in ethnicity, culture, gender and sexual orientation</p> <p>“Cultural Dimension” learning outcomes which are used throughout Student Affairs specifically within programming in Housing and Residential Education and Student life</p> <p>Co-curricular Portfolio</p> <p>Student leadership learning outcomes: Leadership development learning outcomes: leadership trainings and retreats.</p>						
International		Major student learning outcomes	<p>Cultural & International celebrations learning outcomes</p> <p>“Citizenship Dimension” learning outcomes which are used throughout Student Affairs specifically within programming in Housing and Residential Education and Student life.</p> <p>Co-curricular Portfolio</p>						

Response prepared by: Bill Adams, Harley Baker, Joan Karp (Chair), Steve Lefevre, Amy Wallace and Bill Wolfe

Concern B. Program Review

The institution also needs to demonstrate that it is implementing purposeful, coordinated, and effective program reviews. At the time of the Educational Effectiveness Review, CSUCI will need to formalize its approaches for identifying, obtaining, and evaluating essential student achievement data and demonstrate it is using such outcomes information to formulate action plans to improve learning. The several departments, committees, and centers with responsibilities in this area need to clarify the roles and procedures of each in order to achieve a greater sense of focus in the multiple forms of assessment activities. The institution's Program Review process should include a strategy for evaluating the effectiveness of the review process itself. Program reviews should plan to include co-curricular and service units as well.

In 1971, the CSU Board of Trustees adopted a policy requiring that each campus review its academic programs on a regular basis with the expectation that assessment of student learning will be a central feature of reviews.⁶² Implementing CSU policy, the CSUCI Academic Senate approved in 2003 its "Policy for Review of Academic Programs." This policy provides that program reviews will be conducted in five-year cycles and will include:

- an academic program self-study and recommendation
- an external review and recommendation
- a University review and action plan

Since CSUCI offered its initial degrees in 2002, its first program reviews will begin in 2007. In preparation for reviews, the campus has taken the steps outlined below.

Purposeful and Effective Program Reviews

Recognizing that the campus would be conducting program reviews for its initial majors, the Provost created the Program Assessment and Review Committee (PARC) in December 2005, to oversee assessment and program review activities within the Division of Academic Affairs. This committee, composed of the faculty assessment coordinators from each discipline, the Director of Institutional Research, and the Associate Vice President for Academic Programs and Planning, is charged with assisting program areas in their assessment efforts and integrating assessment with program review. Cognizant of the importance of this work, the Provost has allocated significant resources including reassigned time for the faculty assessment coordinators.

In summer 2006, the Office of Academic Programs and Planning developed a 25-page draft handbook for conducting program reviews entitled "Guidelines for Program Review." [create link here] This draft has been reviewed by program chairs and by PARC members, and is expected to be approved by the Dean of Faculty and the Provost in December 2006. These "Guidelines" include a "Program Review Calendar" that identifies the date of each degree program's review, and a "Program Review Timeline" outlining the steps and sequence in conducting reviews.

With these steps, CSUCI has established the key institutional processes to conduct its first program reviews in fall 2007. The Office of Academic Programs and Planning will provide the needed administrative support for these reviews. The review process has active faculty participation through PARC, where reviewers will make regular presentations during the review process. External reviewers will participate in each program review.

Approaches for Identifying and Evaluating Student Achievement Data

CSUCI will initiate its first program reviews after work has begun on course and program assessment. This has given CSUCI the advantage of tightly integrating its assessment and program review activities.

The Chief Assessment Officer for Academic Affairs, working through PARC, which he co-chairs, oversees the collection of assessment data on program learning outcomes by each discipline.

⁶² CO memorandum AP – 71-32.

Following the preparation of the assessment blueprints drafted by each program during the 2004-05 AY, each academic program began the implementation of its plan during the 2005-06 AY, and is responsible to ensure that all of its learning outcomes are assessed over the five year period that culminates in the preparation of its comprehensive program review. Annual program reports from each discipline on its assessment activities are collected and critiqued each fall, and through PARC these reports are inventoried and available to the wider University community.

As described above, the assessment process works in tandem with program review. As each academic program assesses its program-level learning outcomes, the results are collected and reported to the Chief Assessment Officer and PARC. As these data are collected during the five-year program review cycle, they provide the basis for the program review itself, are reported by the discipline in its self-study, and provide data for the assessment of the baccalaureate.

The program review process can be seen as an example of CSUCI's statement in its *Capacity and Preparatory Report—2005*, that “CSUCI has from the start embraced the WASC Handbook of Accreditation as our roadmap for building a new university . . .” Reflecting on the WASC standards and translating them from the institutional to the program level, the discipline program reviews are framed around the program's *capacity* to deliver its program and its ability to demonstrate *educational effectiveness*. Self-studies are organized around four elements, with each program showing that it is successfully:

- Defining program purpose and ensuring educational outcomes
- Achieving educational objectives
- Developing and applying resources to ensure sustainability
- Creating an organization committed to learning and improvement

Action Plans to Improve Student Learning

The annual discipline assessment reports conclude with statements on programmatic changes that the discipline will undertake in response to its analysis of assessment results. These programmatic changes are essential information in later program self-studies.

Each program review sequence concludes with the formulation of an action plan based on the recommendations generated during the review process. Senate Policy states that “after the faculty of the academic program, the Dean, and the Division of Academic Affairs have had an opportunity to study all reports and recommendations, representatives of these three areas will meet to discuss the recommendations and agree on actions to be taken.” This action plan to facilitate student learning may include curriculum revision, resource reallocation, facilities development, or staffing changes.

Roles and Procedures to Achieve Focus in Assessment Activities

A successful assessment plan describes a set of assessment tools, who is responsible for implementing these tools, and a timeline for their implementation. CSUCI has in place a comprehensive assessment plan that outlines how course and class level assessment inform program level assessment, and how program level and general education assessment integrate with baccalaureate assessment.⁶³ It outlines the role of program faculty in course-level assessment, the role of PARC in program assessment and review, and the role of the four mission-based centers in baccalaureate assessment.

At the University level the Assessment Council, composed of representatives and assessment officers from each division, is charged with the responsibility of overseeing a regular, periodic review of the assessment programs of each division.

Co-Curricular and Service Units

Co-curricular and service units, for example the Career Center, the Advising Center, the instructionally related activities program, and disabilities services, are located both in the Divisions of Student Affairs and Academic Affairs. These units have processes in place for reviewing their effectiveness and efficiency. Within the program review process for the major, each program is asked for

⁶³ *Seven Year Plan for Assessment of Student Learning Outcomes.*

information regarding its utilization of service units and to include data from these units with respect to students achieving program goals for the baccalaureate.

Response prepared by: Mary Adler, Harley Baker, Colleen Bennett, Jesse Elliot, Marty Kaplan, Steve Lefevre (chair), Kathy Musashi, Don Rodriguez and Peter Smith

Concern C. Interdisciplinarity

In order to optimize a distinctive characteristic of the CSUCI educational experience defined as "interdisciplinarity," the institution should demonstrate significant progress in developing reliable interdisciplinarity assessment strategies and instruments. These strategies should be able to both validate achievement of, and inform decisions about improving, outcomes in this area of learning. Such efforts would likely include a higher degree of specificity in the definitions of the intended outcomes. These assessments should at least lay the foundation for aligning criteria for faculty performance reviews associated with rewards and promotions.

CSUCI's progress in developing reliable interdisciplinary assessment strategies and instruments grows out of general education assessment. A faculty committee, the GE Pilot Assessment Committee (GEPAC), will initiate a pilot assessment study as part of a comprehensive plan to assess GE outcomes. The director of the Center for Integrative Studies (CIS) chairs the committee. How the University has answered the interdisciplinarity concerns raised by the WASC site visit team is addressed below.

Specifying outcomes

- Faculty members developed GE learning outcomes, including interdisciplinarity, during a two-day workshop facilitated by GE assessment expert, Dr. Mary Allen, in Summer 2006. These outcomes have since been adopted by the Academic Senate.
- GEPAC devised a rubric that further defines key markers of interdisciplinary learning. GEPAC will include faculty in discussion of the rubric criteria in an effort to maintain a feedback loop for this initial assessment, and thereby reach an institutional consensus on the goals and markers of integrative learning. Such a consensus will provide the foundation for clearer standards for the teaching of various upper division interdisciplinary GE courses (UDIGE) courses.
- In December 2005, CIS prepared a document on interdisciplinary course structures and preparation that includes a list of learning outcomes. The Center then held faculty workshops to discuss these issues and continues to distribute the document to faculty preparing UDIGE courses.

Validating achievement and informing improvement

- GEPAC chose to focus on *Outcome 7.1: Integrate content, ideas, and approaches from various cultural and disciplinary perspectives*. CSUCI will use the rubric mentioned above to assess student work collected from UDIGE courses.
- The Provost's Office and the mission-based centers have devised a plan to assess one mission-based outcome each year, beginning with integrative learning in the 2006-07 AY. CIS will work with programs to devise interdisciplinary outcomes and assessments that collectively provide a useful portrait of interdisciplinary learning at the baccalaureate level. The Center will continue to lead discussions in response to assessment. These discussions will instill this central value of the University's mission in new faculty members and provide a means to cultivate their new perspectives.

Outlining criteria for faculty performance

- By regularly assessing interdisciplinary learning outcomes, the University will strengthen the link between student learning and the evaluation of faculty performance, for which teaching is the foremost criterion.

- Following the University's General Personnel Standards, each of the Program Personnel Standards approved to date emphasizes interdisciplinary teaching and scholarship. These standards indicate that faculty members are rewarded for pursuing interdisciplinarity in teaching, scholarship, and research.

Response prepared by: Bill Adams, Harley Baker, Frank Barajas, Scott Frisch, Jorge Garcia, Blake Gillespie, Phil Hampton, Beth Hartung, Joan Karp, Kathryn Leonard, Brad Monsma (chair) and Greg Woods

Concern D. Strategic Resource Funding

In keeping with the "Special Comment and Recommendation #5" in the team report, the Commission urges CSUCI leadership to engage with CSU System leadership and other state-level decision makers regarding strategic funding for the institution. While recognizing that the institution holds a finite level of control over this outcome, the Commission urges that there be efforts to find ways to ensure the continued development of the University during these critical founding years and the special needs of this start-up period are recognized.

See Recommendation 5 above.

APPENDIX 2

CSUCI Sub-Committee Reports, Evidence and List of Exhibits

Educational Effectiveness Report Exhibits

Alignment of the CSUCI Co-Curricular Programs with the Mission

[Cultural and International Celebrations](#)
[Multicultural and Women's & Gender Student Center \(MWGSC\)](#)
[Center for Multicultural Learning and Engagement \(Senate Policy: 05-06\)](#)
[Resume workshop](#)
[Interviewing Skills workshop](#)
[Career fair materials](#)
[Be a Part from the Start and EOP materials](#)
[Club Roster](#)
[Important Club Dates](#)
[2006-07 Calendar of Events](#)
[Outstanding Club or Organization](#)
[Outstanding Student Leader](#)
[Chickering's Dimensions of Development](#)
[Housing Education](#)
[Student Leadership Training](#)
[Psychology of Leadership Course Syllabus](#)
[Crest designed by student artist](#)
[Co-curricular Portfolio](#)
[Co-curricular Transcript](#)
[Spanish course translation](#)
[Library TV](#)
[Library Pizza and a Movie](#)
[Campus Reading Celebration](#)

Alignment of CSUCI University Resources and Support with the Mission

[University Strategic Plan](#)
[Mission Statement URL](#)
[Employment Reference Check Form](#)
[WASC Task Force 3.4 Final Report](#)
[Preparatory Review](#)
[Alignment of Resources- Faculty](#)
[Faculty Accomplishments Database](#)
[Faculty Accomplishments Booklet](#)
[SP 05-29](#)
[Business Program Personnel Standards](#)
[Computer Science Program Personnel Standards](#)
[English Program Personnel Standards](#)
[History Program Personnel Standards](#)
[General Personnel Standards \(GPS\)](#)
[WASC Task Force 3.3B Final Report](#)
[WASC Task Force 4.1A Final Report](#)
[The CSU Channel Islands Mission](#)
[Pg. 4 of Strategic Plan](#)
["Vision" CSUCI Strategic Plan 2003 – 2008, 2003 Report, Page 3](#)
["General Strategy" CSUCI Strategic Plan 2003 – 2008, 2003 Report, Page 3](#)
["Strategic Initiatives" CSUCI Strategic Plan 2003- 2008, 2003 Report, Page 6](#)
[SR 03-03](#)
[Task Force Recommendations](#)
[SP 05-04](#)
[SP 05-05](#)
[WASC Task Force 4.1E Final Report](#)
[The CSUCI Commitment to Serve the Region](#)
[President's Council](#)

[WASC Task Force 4.1C Final Report](#)
[WASC Task Force 3.5A Final Report](#)
[WASC Task Force 3.5C Final Report](#)

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Technical Production of WASC Supporting Materials

Dr. J. E. Gonzalez

IR Student Assistants

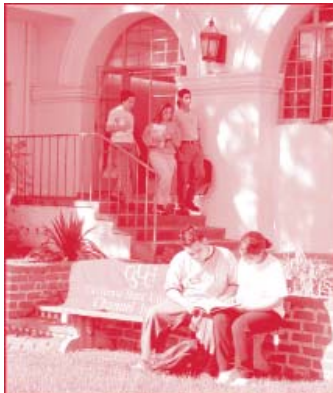
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