Capacity and Preparatory Review

Evidence Report
California State University, Chico
January 2007
Preface

On January 20, 2005, the WASC Steering Committee invited more than one hundred members of the campus community to share their expert judgment on how the campus could / should demonstrate its capacity to define and sustain learning and educational effectiveness. In particular, the one hundred members were organized into seventeen teams and asked to identify what evidence and / or data currently existed that could / should be used to demonstrate that CSU, Chico met the broad statement of the new WASC Standard and its related Criteria for Review assigned to their respective team. Once having identified the evidence or data, teams were asked to evaluate the quality of evidence or data identified and recommend whether improvements in existing data were needed and / or whether other data, documentation or processes needed to be developed.

This report presents a summary of the work products of the seventeen teams. For each criterion for review, it highlights the links to evidence and related topics. The resulting product begins to demonstrate that at CSU, Chico there is a strong commitment to Institutional Capacity and that we are ready to engage in addressing the key issues and challenges that the review process has identified. We want to sincerely thank all of you who have participated in this task (see the following pages for a listing of participants). Your efforts allow us to be the “place where the passion of our commitments and clarity of our values find expression every day in the community of learning and serving we have fashioned.” To slightly rephrase our motto, we are indeed a “place of special people.”
## Evidence Teams by Group

### Team 1: Institutional Purposes
- Joe Crotts: Academic Senate
- Arno Rethans: Academic Affairs
- Steve King: Council of Academic Deans
- Randy Wonzong: Faculty
- Carol Berg: President’s Office
- Joe Wills: Public Affairs & Publications
- Bob Alber: University Advancement
- Leslie Deniz: Business and Finance

### Team 2: Institutional Integrity
- Karla Zimmerlee: Human Resources
- Sam Edelman: Academic Senate
- Charles Crabb: Council for Academic Deans
- Mary Oling-Otto: Judicial Affairs
- Natalie Fink: Students

### Team 3: Diversity
- Sarah Blackstone: Council of Academic Deans
- Gayle Hutchinson: Academic Senate
- Chela Patterson: Associated Students
- Bob Hannigan: Enrollment Management
- Jeanette Alosi: Institutional Research
- Gary McMahon: Minority Business Program
- Pedro Douglas: Student Health Services

### Team 4: Undergraduate Education
- Brooks Thorlaksson: Humanities & Fine Arts
- Dave Daley: Agriculture
- Norma Rodriguez: Behavioral & Social Science
- Ray Boykin: Business
- Tonya Emerson: Eng, Comp Science & Technology
- Ron Roth: Eng, Comp Science & Technology
- Margaret Owens: Natural Sciences

### Team 5: General Education
- Don Alger: Natural Science
- Bitsy Wagner: Administrative Analysts
- Mitchell Johns: Agriculture
- Gwen Sheldon: Behavioral & Social Science
- Deborah Summers: Communication & Education
- Russ Mills: Eng, Comp Science & Technology
- Spence Bolich: Enrollment Management
- Christian Fosen: Humanities & Fine Arts

### Team 6: Graduate Programs
- Susan Place: Graduate School
- Annette Levi: Agriculture
- Eddie Vela: Behavioral & Social Science
- Antoinette Martinez: Behavioral & Social Science
- Dan Toy: Business
- Emilyn Sheffield: Communication & Education
- Carolyn Dusenbury: Information Resources
- Debra Barger: Regional & Continuing Education

### Team 7: Faculty Development
- Marilyn Winzenz: CELT
- Steve Adams: Council of Academic Deans
- Dick Flory: Chairs
- Carol Huston: Faculty
- Bev Ford: Faculty & Staff Assistance
- Jerry Ringel: Information Resources
- Katie Milo: Sponsored Projects

### Team 8: Student Academic Policies & Procedures
- John Swiney: Enrollment Management
- Sara Trechter: Academic Senate
- Bruce Rowen: Enrollment Management
- Chris Malone: EOP/SSS
- Mary Oling-Otto: Judicial Affairs
- Thomas Witcher: Students
Team 9: Student Co-Curricular Programs
Kim Jensen  Athletics
Deanna Berg  CAVE
Lorraine Smith  Enrollment Management
Bill Lerch  Enrollment Management
Jen Roy  Housing & Food Services
Paul Villegas  Minority Programs
Rick Rees  Student Activities Office
Adam Dondro  Students
Sandy Miskella  UPE

Team 10: Student Support Services
Pamella Healy  Career Planning & Placement
Amy Lance  Academic Advising
Chela Patterson  Associated Students
Chris Prator  DSS
Eileen Ross  Financial Aid
Larry Bassow  Housing & Food Service
Carolyn Dusenbury  Library Services
Jerry Ringel  Information Resources
Gary McMahon  Minority Business Program
Lisa Quinn  Psychological Counseling & Wellness
Kathy Hiatt  Registration
Michael Tokuno  Student Support Services

Team 11a: Faculty Resources
Jennifer Meadows  Academic Senate
Jennifer Robison  Academic Affairs
Karla Zimmerlee  Council of Academic Deans
Michael Kotar  Chairs
Eddie Vela  Faculty
Susan Green  Humanities & Fine Arts
Bill Allen  Institutional Research

Team 11b: Staff Resources & Development
Marvin Pratt  Environmental Health & Safety
Diane Wright  Academic Affairs
Lori Fuentes  Administrative Analysts
Teresa Arnold  Business & Finance
Becky DeVault  Faculty & Staff Assistance
Jacki Thomas  Human Resources
Mary Quiring  Student Affairs

Team 12: Fiscal Resources
Dennis Graham  Business & Finance
Arno Rethans  Academic Affairs
Sue Cottrell  Budget Analysis & Research
George Wellman  Financial Services
Bill Jones  Financial Services
Jeff Wright  Sponsored Projects
Bob Alber  University Advancement
Richard Jackson  University Foundation
Don Graham  Student Affairs

Team 13: Information Resources
Brooke Banks  Information Resources
Kathy Fernandes  Academic Technologies
Phyllis Weddington  CMS
Bev Thornton  Communication Services
Bill Post  Information Resources
Carolyn Dusenbury  Library Services
Debra Barger  Regional & Continuing Education

Team 14: Physical Resources
Glenda Morse  Facilities Management & Services
Nancy Hermanson  DSS
Ken Sator  Environmental Health & Safety
Jim Jessee  Academic Affairs
Kaari Martin  Facilities Planning
Greg Francis  Facilities Planning
Cheryl Thomas  UPE

Team 15: University Planning & Evaluation
Don Graham  Student Affairs
Arno Rethans  Academic Affairs
Carol Berg  President’s Office
Bob Alber  University Advancement
Dan DeWayne  UPE
Dennis Graham  Business & Finance

Team 16: Academic Planning & Evaluation
Chuck Worth  Institutional Research
Arno Rethans  Academic Affairs
Marc Siegall  Academic Senate
Byron Jackson  Council of Academic Deans
Joel Zimbelman  Chairs
Don Alger  GEAC
Bill Loker  Graduate School
California State University Chico
CPR EVIDENCE TEAM REPORTS SUMMARY

TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>I. STANDARD 1: Defining Institutional Purposes and Ensuring Education Objectives</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>7</td>
</tr>
<tr>
<td>1.2</td>
<td>9</td>
</tr>
<tr>
<td>1.3</td>
<td>11</td>
</tr>
<tr>
<td>1.4</td>
<td>12</td>
</tr>
<tr>
<td>1.5</td>
<td>13</td>
</tr>
<tr>
<td>1.6</td>
<td>16</td>
</tr>
<tr>
<td>1.7</td>
<td>17</td>
</tr>
<tr>
<td>1.8</td>
<td>18</td>
</tr>
<tr>
<td>1.9</td>
<td>20</td>
</tr>
</tbody>
</table>

| II. STANDARD 2: Achieving Educational Objectives through Core Functions          | 22   |
| 2.1                                                                               | 22   |
| 2.2                                                                               | 24   |
| 2.3                                                                               | 31   |
| 2.4                                                                               | 35   |
| 2.5                                                                               | 39   |
| 2.6                                                                               | 42   |
| 2.7                                                                               | 44   |
| 2.8                                                                               | 47   |
| 2.9                                                                               | 49   |
| 2.10                                                                              | 50   |
| 2.11                                                                              | 50   |
| 2.12                                                                              | 57   |
| 2.13                                                                              | 58   |
| 2.14                                                                              | 67   |
III. **STANDARD 3**: Developing and Applying Resources and Organizational Structures to Ensure Sustainability ................................................................. 68
  3.1 ........................................................................................................................................................................................................ 68
  3.2 ........................................................................................................................................................................................................ 69
  3.3 ........................................................................................................................................................................................................ 69
  3.4 ........................................................................................................................................................................................................ 71
  3.5 ........................................................................................................................................................................................................ 73
  3.6 ........................................................................................................................................................................................................ 78
  3.7 ........................................................................................................................................................................................................ 80
  3.8 ........................................................................................................................................................................................................ 81
  3.9 ........................................................................................................................................................................................................ 81
  3.10 ....................................................................................................................................................................................................... 82
  3.11 ....................................................................................................................................................................................................... 82

IV. **STANDARD 4**: Creating an Organization Committed to Learning and Improvement ........................................................................................................ 84
  4.1 ........................................................................................................................................................................................................ 84
  4.2 ........................................................................................................................................................................................................ 84
  4.3 ........................................................................................................................................................................................................ 86
  4.4 ........................................................................................................................................................................................................ 86
  4.5 ........................................................................................................................................................................................................ 88
  4.6 ........................................................................................................................................................................................................ 90
  4.7 ........................................................................................................................................................................................................ 93
  4.8 ........................................................................................................................................................................................................ 95
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

Institutional Purposes

1.1. The institution’s formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.

The Donahoe Higher Education Act, defining the purposes of the three segments of higher education in California, leads to the mission statement of the California State University System, and in turn, to the mission statement of California State University, Chico. Since its beginnings in 1889, California State University, Chico has provided generations of students with unique educational experiences built upon an inclusive learning community of faculty, staff and students who live, work, and study within a rural Northern California setting. Today, CSU, Chico is a comprehensive university serving not only the local region, but also the state, the nation, and the world, through instruction, research, and public service. Its character is captured in its vision, mission, values and strategic priorities and is further elaborated in division, college, department, and program statements.

Links to Evidence and Related Topics

California State University

- Donahoe Higher Education Act (Education Code Section 66010.1-66010.8)
- The Mission of the California State University

California State University, Chico

- The Mission of the California State University, Chico
- Welcome to the California State University, Chico

Academic Affairs

The Mission of the Division of Academic Affairs and its major units:

- Academic Affairs
- College of Agriculture
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

- College of Behavioral and Social Sciences
- College of Business
- College of Communication and Education
- College of Engineering, Computer Science and Construction Management
- College of Humanities and Fine Arts
- College of Natural Sciences
- Enrollment Management
- School of Graduate, International and Interdisciplinary Studies
- Human Resources
- Information Resources
- Office of Institutional Research
- Office of Research and Sponsored Programs
- Planning, Resource Allocation and Evaluation
- Regional and Continuing Education
- Undergraduate Education
- Chico Performances
- Center for Excellence in Learning and Teaching

Sample Departmental Mission Statements:

- Child Development Program
- Department of Communication Arts and Sciences
- School of Social Work
- Department of Sociology
- Department of Education
- Department of Kinesiology
- Department of Civil of Engineering

Business and Finance

The Mission of the Division of Business and Finance and its units:

- Division of Business and Finance
- Business and Finance Technologies
- Department of Environmental Health and Safety
- Facilities Management & Services
- Facilities Planning
- Faculty and Staff Assistance and Work Life Program
Student Affairs

The Mission of the Division of Student Affairs and its units:

- Campus Wellness Center
- Career Planning and Placement
- Disability Support Services
- Division of Student Affairs
- Educational Opportunity Program
- Financial Aid Office
- Intercollegiate Athletics and Recreational Sports
- Psychological Counseling
- Student Health Services
- Student Judicial Affairs
- Student Learning Center
- Testing and Research Office
- University Housing and Food Service

University Advancement

The Mission of the Division of University Advancement and its units:

- Division of University Advancement
- Public Affairs
- Alumni

1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

The mission statement broadly outlines the educational objectives of our undergraduate and graduate programs. Chico’s Values Statement further highlights that “we promote active learning and balance between the abstract and the applied, between the learning that occurs in our classrooms, studios, and laboratories, and that which occurs beyond through clubs, service engagements, social interactions and other expressions of a full and healthy student life environment.” The University is on a trajectory to further develop its performance indicators and systems of program review and evaluation to ascertain achievement levels of its educational objectives.

Links to Evidence and Related Topics

- Academic Program Review EER Project
- Academic Program Review schedule for 2004-2009
- Assessment at CSU, Chico (AURA)
- Business and Finance Strategic Planning
- Chico’s Strategic Plan, updated May 2006
- Program Educational Objectives:
  - Management Information Systems
  - Manufacturing Technology
- General Education Policy (EM 99-05)
- Graduation Writing Assessment (EM 99-03)
- EM 72-30: Undergraduate Program Review Evaluation
- CELT Five Year Program Reviews

1.3 The institution’s leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.

The Board of Trustees of the California State University appoints the President who is the chief executive officer of the campus. President Zingg in his inaugural year has inspired and motivated the faculty and staff to reaffirm Chico’s student-focused, learning-oriented community, connected in its conversations, confident in its strengths, and intentional in its aspirations. He is now translating his vision into a series of leadership initiatives. He is supported in these initiatives by his Cabinet, his Senior Management Leadership Group, the Academic Senate, Staff Council, the Alumni Association and the University Advisory Board. In addition, auxiliary organizations exist to serve the mission and strategic priorities of the University.

Links to Evidence and Related Topics

California State University

- CSU Accountability Process
- CSU Quality Improvement Initiative
- CSU Criteria for Presidential Assessment
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

- CSU MPP Policies and Programs

California State University, Chico

- Presidential Inaugural Address
- President’s Convocation Address 2004
- President’s Convocation Address 2005
- President’s Convocation Address 2006
- Presidential Initiatives (Separate Tour in Institutional Portfolio)
- Provost Review survey
- University Organization Chart
- Executive Memorandum 04-43: Executive Management Selection Committee
- Executive Memorandum 03-10: Executive Management Evaluation and Development
- Management Personnel Plan (MPP) Performance Appraisal
- Dean’s Review Survey sample
- Executive Memorandum 83-09: Appointments of Department Chairs
- Academic Affairs Memorandum 84-18: Responsibilities of Department Chairs
- Academic Senate
- Staff Council
- The Alumni Association
- University Advisory Board
- Auxiliary Organizations
- CSU, Chico Accountability Goals 2004
- CSU, Chico Accountability Report 2004
- CSU, Chico Accountability Report 2002
- CSU, Chico Accountability Goals 2001
- CSU, Chico Accountability Report 2000

Institutional Integrity

1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.
“We stand for academic freedom and a strong sense of intellectual community characterized by reason, respect, civility and openness of expression.” These essential academic values are imbued in our campus culture. In his first convocation speech, President Zingg reaffirmed his commitment to these values: “No values of the academy are higher for me. And I look constantly for ways, both concrete and symbolic, to celebrate and to live them.”

**Links to Evidence and Related Topics**

- Academic Freedom [FPPP 2.2](#)
- Executive Memorandum 04-36: [Policy on Academic Integrity](#)
- Faculty Code of Professional Ethics [FPPP 2.1](#)
- The Constitution of the Faculty, Section 2
- Executive Memorandum 96-38: [Code of Student Rights and Responsibilities](#)
- Executive Memorandum 86-12: [Guidelines for Speech and Advocacy](#)
- Faculty Grievances, [CBA Article 10](#)
- Student Grievances:
  - Student Judicial Affairs
  - Executive Memorandum 05-10, Revisions to [Student Grievance Procedures](#) (Supersedes EM 94-22)
  - [Student handbook](#): All the Rules
  - [A Guide to Graduate Studies Policies, Procedures and Format](#)
- Sexual Harassment:
  - Student Judicial Affairs [statement](#)
  - Executive Memorandum 99-20, [Policy on Sexual Harassment](#)
- [University Diversity Efforts](#)
- [California Faculty Association](CFA)

1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.

Since the last WASC visit in 1996, CSU, Chico has seen a multitude of diversity-related efforts. While progress has been made, much work remains to be done in the area of diversity. President Zingg has set ambitious goals to add [diversity](#) to the campus community by increasing awareness of, and respect for, diversity. His ‘diversity agenda’ is an agenda for the entire university and targeted as one of its measures of quality and distinction.

**Links to Evidence and Related Documents**

- [CSU, Chico Diversity Initiative](#)
- [CSU, Chico Tour in Institutional Portfolio](#)
- [Educational Talent Search](#)
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

- 2005-06 Annual Report
  - Executive Memorandum 06-01: The Campus Climate Committee
  - Faculty Outreach
  - Sustainability:
    - Website
    - Campus Sustainability Practices
    - Events
    - House Ground Breaking news release
  - Department of Kinesiology Community Outreach Efforts
  - University Outreach

Policies Related to Diversity

- Annual Affirmative Action Plan, Academic Year 2005-06
- Non-faculty Recruitment Process
- Faculty Recruitment Process
- Staff Handbook
- Faculty Personnel Policies and Procedures (FPPP)
- CSU Faculty Recruitment Process
- CSU Faculty Data Collection and Analysis
- CSEA Staff Employee Status (Article 9 of CSEA CBA)
- APC Staff Appointment Process (Article 13 of Unit 4 CBA)
- SETC Staff Appointment Process (Article 10 of Unit 6 CBA)
- UAPD Staff Appointment (Article 11 of Unit 1 CBA)
- SUPA Staff Appointment/Promotion Process (Article 12 of Unit 8 DBA)
  - Executive Memorandum: Interim Policy on Nondiscrimination and Affirmative Action (EM 98-54)
  - Executive Memorandum: General Education Policy (EM 99-05)
  - Executive Memorandum: Policy on Sexual Harassment (EM 99-20)
  - Executive Memorandum: Policy and Procedures for Accommodating Individuals with Disabilities (EM 99-21)
  - Executive Memorandum: Policy for Nondiscrimination and Affirmative Action (EM 99-24)
  - Executive Memorandum: Revisions to 90-83 Affirmative Action Procedures (EM 01-13)
  - Executive Memorandum: Zero Tolerance Policy on Campus Violence and Campus Violence Prevention Program (EM 02-116)
  - Undergraduate and Graduate Admissions Policy - 2005-2007 University Catalog, pages 90-97 (Undergraduate) and pages 150-151 (Graduate)
  - The CSU Executive Orders – Admissions
  - Academic Department Manual
  - Book in Common
  - Center for Multicultural and Gender Studies
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

- Student Research:
  - Graduate School Student Research Competition
  - Biological Sciences Student Research Symposium
  - College of Behavioral and Social Sciences Student Research and Scholarly Work Symposium
  - Upward Bound Math and Science Student Research Projects
- Women’s Faculty Association
- The Minority Undergraduate Fellow Program

Diversity through Educational and Co-Curricular Programs

- 31 student organizations dealing with diversity and a wide number of activities listed on the home pages of many of these organizations.
- AS Annual Report mentions the activities and accomplishments of many of the student organizations:
  - 2005-2006 report
  - 2004-2005 report
- Activity Fee Program Budget Questionnaire Information (student attendance, learning goals and objectives, activities) is available for any program funded through the AS Activity Fee (6 per year).
- Building Bridges provides a wide variety of activities, lectures, and materials dealing with diversity.
- Kaleidoscope, the University’s listing of all performing arts events and lectures, published each year, and distributed throughout the community has much information about diversity events and activities.
- Listing of all CSU, Chico events and activities
- Osher Lifelong Learning Institute
- Conversations on Diversity – regular noon-time program offered by the Multicultural and Gender Studies Program

Administrative and Organizational Practices on Diversity

- CSU, Chico Diversity website provides links to programs, student groups, a news and notes section, and community resources dealing with diversity
- CSU, Chico Human Resources website relating to diversity and social equity.
- The Report of the Faculty Senate Subcommittee on Faculty/Staff Minority Recruitment and Retention
- Many Academic Senate committees deal with matters of diversity within their duties. The Affirmative Action Committee, The ADA Committee, and the Faculty and Student Policies Committee deal directly with matter of diversity while others like the EPPC take on issues of diversity in the classroom as matters are brought before the campus through the usual review process
- As a part of its regular practices and responsibilities, the Office of Admissions works every year to recruit a diverse student body. Admissions estimate it spends a third of its budget on a variety of activities to attract a diverse pool of student applicants. In addition, this year the University formed the Strategic Enrollment Committee to further strategies to increase the number of students of color at CSU, Chico.
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

- Student Services directly benefiting diversity:
  - American Language and Culture Institute (ALCI)
  - ALCI Student Handbook
  - Business Resource Center
  - Campus Wellness Center
  - Disability Support Services
  - EOP
  - Financial Aid and Scholarship Office
  - International Student Services
  - MESA
  - Psychological Counseling Center
  - Student Health Center
  - Student Housing
  - Student Judicial Affairs
  - Student Learning Center

The Annual Affirmative Action Plan section entitled “Job Group Analysis and Placement of Incumbents” in Job Groups” reports the racial/ethnic makeup of each of the Job Groups working on campus.

1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.

Each campus has significant autonomy in developing its own mission, identity, and programs, with institutional flexibility in meeting clearly defined system policy goals. The California State University, Chico, founded in 1889, is the second oldest campus of the California State University. The Donahue Higher Education Act, in 1960, brought together the individual California State Colleges into one system. In 1972, the system became the California State University and Colleges, and in 1982 the system became the California State University. Responsibility for the California State University is vested in the Board of Trustees, whose members are appointed by the Governor. The trustees appoint the Chancellor, who is the chief executive officer of the system, and the Presidents, who are the chief executive officers of the respective campuses.

Links to Evidence and Related Documents

- About the California State University
- The Mission of the California State University
- The Milestones of the California State University
- Organization Chart of the California State University
- The Cornerstones Initiative
- The Cornerstones Report: Choosing Our Future
1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.

As one of the oldest institutions in the California State University, CSU, Chico for almost one hundred and twenty five years documented its programs to students and the larger public. The University Catalog is a primary means of communicating programs, services, policies and procedures with all constituents. The Office of Judicial Affairs handles all student grievances, student discipline and sexual harassment cases against students.

Links to Evidence and Related Documents

- Academic Requirements
- Admissions
- Alcohol Policy and Programs
- Alumni and Friends
- Alumni and Parent Relations
- Audited Financial Statements
- Campus Student Policies
- Center for Regional and Continuing Education
- “Cheating, it’s just not worth it!” – Student Judicial Affairs
- Community Outreach Efforts - Department of Kinesiology
- Council of Graduate Students
- Enrollment Management
- Faculty Outreach
- Financial Credit Policy
- Four Years or Less
- KPMG-GAAP Audit
- Living in Handbook
- Percentage of Freshman graduating in 4 years
- Rape Aggression Defense (RAD)
- Student Judicial Affairs
1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.

CSU, Chico has been a place and a campus community for more than a century. It is a university that focuses on the future while carrying forward the best of its past. Its future orientation, its mission orientation and its continuous improvement orientation have shaped its policies and best practices over the years. It expects this reaccreditation effort to add a ‘culture of evidence’ orientation to its operating philosophy.

Links to Evidence and Related Documents

- Human Resources Office
- CSU, Chico Avian Pandemic Influenza Business Continuity Planning Guide
- Emergency Preparedness Information
- Policies designed to integrate part-time faculty appropriately into the life of the institution:
  - University level (under construction)
  - College level (College of Business Adjunct Faculty Manual and Policies and Procedures Manual)
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

- Department of Education Faculty Handbook
- Department of Communication Arts and Sciences Part-Time Instructor Survival Manual

**University Policies:**
- Faculty Grievance Procedures: Contract Interpretation, CFA Collective Bargaining Agreement Articles 10.1 to 10.7
- Faculty Personnel Policies and Procedures (FPPP Section 27.0)
- Faculty Grievance Procedures: Status Disputes
  - CFA CBA Articles 10.7 to 10.12
- Faculty Disciplinary Actions
  - CFA CBA Article 19
  - FPPP, Section 25.0
- Faculty Reprimands
  - CFA CBA Article 18
  - FPPP, Section 24.0
- Faculty Suspension
  - CFA CBA Article 17
  - FPPP, Section 23.0
- California State University Employees Union (CSEA)
- Staff Grievance Procedures
  - CSEA CBA Article 7
- Staff Complaint Procedures
  - CSEA CBA Article 8
- Staff Corrective Action
  - CSEA CBA Article 12
- Trade Union Employee Grievance Procedures
  - SETC CBA Article 9
- Trade Union Employee Corrective Action
  - SETC CBA Article 14
- University Police Grievance Procedure
  - SUPA CBA Article 7
- University Academic Professional Employees Grievance Procedures
  - APC CBA Article 10
- UPA Employees Corrective Action
  - APC CBA Article 12
- University Physicians Grievance Procedures
  - UAPD CBA, Article 8
- University Physicians Pre-Discipline
  - UAPD CBA Article 10
- Employees not covered by a collective bargaining agreement
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

- Executive Order 675
  - Faculty Discrimination Complaints
    - CFA CBA Article 10 and Article 16
    - FPPP, Section 3.0
  - University Physician Discrimination Complaints
    - UAPD Article 26
    - Executive Order 419
  - Staff Discrimination Complaints
    - CSEA CBA Article 8
  - Academic Professional Employee Discrimination Complaints
    - APC Article 5 and Article 21
    - Executive Order 419
  - Skilled Crafts Discrimination Complaints
    - SETC CBA Article 8
    - Executive Order 419
  - University Police Discrimination Complaints
    - Executive Order 675
  - Student Grievances:
    - Student Judicial Affairs
    - Executive Memorandum 05-10: Student Grievance Procedures
    - Student handbook: All the Rules
    - A Guide to Graduate Studies Policies, Procedures and Format
  - Office of Risk Management:
    - EM 04-01, Policy on Risk Management; supersedes EM 00-52
  - Associated Students
    - EM 95-22: Non-Discrimination Policy and Procedures
  - Collective Bargaining Agreement – Unit 4
  - Collective Bargaining Agreement – Unit 8

1.9 The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, and to abiding by Commission Policies and procedures, including all substantive change policies.

The California State University, Chico has been continuously accredited by the Western Association for Schools and Colleges, Commission for Senior Colleges and Universities, since 1949. From 1949 to the present, CSU, Chico has maintained a professional, productive relationship with the Commission and looks forward to meeting its expected outcomes for the current reaccreditation effort.

Links to Evidence and Related Documents
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

- California State University, Chico home page
- Institutional Proposal Stipulation
- Accreditation Tour
- WASC reaccreditation website
- Office of Institutional Research
- Human Resources Office

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution’s efforts to attain educational effectiveness.
Standard 2: Achieving Educational Objectives Through Core Functions

Teaching and Learning

2.1 The institution’s educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

The CSU, Chico mission states: “Our first priority is the education of our students through creating and maintaining distinctive undergraduate and graduate programs and a rich co-curricular life tied to our residential character.”

Links to Evidence and Related Topics

General Education

The General Education Program at CSU, Chico initiates students into a lifetime of learning, thinking, and acting as healthy, informed, ethically mature, and productive people in a diverse and technologically complex world. It is designed to provide the student an integrative experience common to Chico graduates. The General Education Advisory Committee conducts comprehensive reviews every five years of each component of the General Education Program followed by a General Education programmatic assessment and reports annually to the Academic Senate, summarizing its activities over the past year, including a tabulation of courses recommended for inclusion in or deletion from the General Education Program.

- The State General Education Requirements elaborated in Title 5
- The Chancellor’s requirements elaborated in Executive Order 595
- CSU, Chico requirements in EM 99-05, which defines content and standards for General Education for all majors
- The CSU, Chico Administration of General Education Policy of 2001 (revised November, 2002)
- The CSU, Chico General Education Course and Program Review Schedule
- The CSU, Chico General Education Proposal and Review Guides
- General Education Program description
- General Education Upper Division Thematic
- General Education and Cultural Diversity Requirements
- General Education Planning Sheet
- Students employed in research

Baccalaureate Programs

California State University, Chico offers over 400 undergraduate and graduate academic programs. These include 66 undergraduate majors in the liberal arts and in professional and technical areas. Many of our majors are divided into areas of specialization either as options or patterns. In addition students may choose from a wide variety of minors, teaching credentials, and/or certificates. All programs are subjected to periodic, five-year programmatic assessment. The focus of the review is systematic and intentional data gathering on performance and effectiveness and the use of the resulting information to improve what the program does.
Standard 2: Achieving Educational Objectives Through Core Functions

- The University Catalog:
  - Bachelor Degree requirements
  - Academic program descriptions via Index to Academic Program Plans
  - Academic policies and regulations

- The Academic Department Manual
  - Academic Planning and Program Review
  - Course Proposals and Changes, Curricular Policies
  - Departmental and College course review and approval process
  - The CSU, Chico course review process
  - Program Proposals and Revisions
  - Writing Proficiency and Literacy Requirements:
    - University 101 Pre-Test, fall 2005
    - Information Literacy test results, University 101, fall 2005

Graduate Programs

Graduate programs at Chico have earned a distinguished reputation since the first was organized over fifty years ago. Master’s degrees were authorized in 1949, and the first degree was awarded in 1950. Currently, 2,000 students are enrolled at the post-baccalaureate level, and approximately 300 students complete a master’s degree at Chico each year in any one of many degrees and options. These programs are diverse—ranging from those in the social sciences, humanities, and fine arts to those in the natural sciences, engineering, and computer science. Professional degrees are also awarded in business, education, nursing, psychology, public administration, and speech pathology and audiology. Many graduates have gone on to complete doctoral studies and other terminal degrees and have established themselves in academia, law, and medicine; others now enjoy successful careers in industry, education, business, and public service.

- The University Catalog
  - Graduate Education at CSU, Chico
  - Master Degree Requirements
  - Graduate Programs at CSU, Chico
  - Master’s Interdisciplinary Studies
  - Regulations Governing Graduate Students
  - CSU, Chico Research Competition
  - The Academic Department Manual
  - Five year program reviews of non-accredited master’s programs indicate whether Graduate School standards are met
  - University catalog indicates the number of faculty and their highest degree held; faculty vitae (available in departmental offices) reveal academic and professional preparation and accomplishments.
2.2 All degrees – undergraduate and graduate – awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.

Baccalaureate programs engage students in an intergraded course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument.

Links to Evidence and Related Topics

- The chain of definitions of requirements contained in Title 5, Executive Order 595, EM 99-05, the General Education MOU as documented under Criterion 2.1 plus the components in degree and General Education program (including Cultural Diversity) are indicated in the University Catalog 2005-2007.
- Major Academic Plans exist for all programs
- Entry-Level Mathematics (ELM) 2001-2006 Success Rate report
- English Placement Test (EPT) requirements
- ELM and EPT passing rates
- Mathematics is a separate required course in the General Education core
- Executive Order-665 for writing and math requirements
- Math pre-testing for calculus (calculus readiness test)
Students employed in research
Upper Division Theme prerequisite requirements - prior completion of General Education Core and aggregate completion of 45 units prior to enrolling in the theme
Writing Proficiency courses in the major
Articulation/Agreements with Other Institutions
Community College partnerships:
- Regional and Continuing Education and Shasta College – Professional Master in Business Administration
- McConnell Foundation grant for CSU, Chico and Shasta College partnership

In addition, baccalaureate programs actively foster an understanding of diversity, civic responsibility, the ability to work with others, and the capability to engage in lifelong learning.

Links to Evidence and Related Topics

Executive Memorandums:
- 96-24 New Option in Linguistically and Culturally Diverse Learners in the MA in Education
- 96-30 Minor Change to the Minor in Multicultural Studies
- 96-31 Minor Revisions to the Minor in Women's Studies
- 96-32 Approval for Name Change from a Minor in Black Studies to a Minor in African American Studies
- 96-35 Minor Revisions to the Minor in American Indian Studies
- 96-36 Minor Revisions to the Minor in Chicano Studies
- 96-39 Approval to Change the Name of the BA in Ethnic Studies to the BA in Multicultural and Gender Studies
- 96-45 New Minor in Asian American Studies
- 96-54 New BA in Asian Studies
- 96-55 Minor Revisions to the Minor in African American Studies
- 96-58 Minor Revisions to the Certificate in Cultural Anthropology
- 96-64 Approval to Change the Name of the Minor in Ethnic Studies to the Minor in Multicultural Studies
- 96-78 Approval for Name Change from the Center for Ethnic and Women's Studies to the Center for Multicultural and Gender Studies
- 97-04 New Minor in Modern Jewish and Israel Studies
- 98-12 Minor Revisions to the MA in Anthropology
- 98-37 Minor Revisions to the BA in Anthropology
- 98-47 New Minor in Managing Diversity in Organizations
- 98-63 Minor Revisions to the Minor in Modern Jewish & Israel Studies
- 98-68 Deletion of Areas of Concentration in the BA in Liberal Studies: Community; Global Change
- 98-75 Approval for Master of Arts in Teaching International Languages
- 98-84 Addition of Area of Concentration in Southeast Asian American Cultures in the BA in Liberal Studies
- 99-04 Approval of General Education Theme A: American Identities and Cultures
Standard 2: Achieving Educational Objectives Through Core Functions

- 99-06 Approval of UNIV 001C Introduction to University Life - General Education Area E
- 99-16 New Minor in Leadership Studies
- 99-26 New General Option within the BA in Multicultural and Gender Studies
- 99-27 New Women's Studies Option within the BA in Multicultural and Gender Studies
- 99-31 Approval of General Education Course: SOCI/MCGS 152, Area D3
- 99-32 Approval of General Education Themes E, K, L, N, P, T, and U
- 99-35 Approval of ASST 100/ANTH 171, Cultures of Asia-General Education Area D3 and Non-Western Status
- 00-04 Approval of RS 151 for Reinstatement in General Education Theme E
- 00-06 Approval of General Education and Cultural Diversity Courses - Area C
- 00-67 Minor Revisions to the Minor in Chicano Studies
- 00-72 Minor Revisions to the BA in American Studies
- 00-75 Minor Revisions to the BA in Latin American Studies
- 00-76 Minor Revisions to the Minor in European Studies
- 00-77 Minor Revisions to the BA in Asian Studies
- 00-78 Minor Revisions to the Minor in Asian Studies
- 00-83 Minor Revisions to the BA in Spanish
- 00-102 Approval of General Education Theme V, Beijing Theme
- 00-103 Approval of Ethnic Status - GEOG/MCGS 116H, Crossing Boundaries: Gender and Modernization
- 01-11 Approval of Removal of RS 151 from General Education Theme E, Supersedes EM 00-04
- 01-12 Approval of General Education and Cultural Diversity Courses - Area D
- 02-01 Removal of Cultural Diversity Status
- 02-12 Approval of New BA in Linguistics
- 02-20 Minor Revisions to the Minor in Management of Human Resources
- 02-35 Approval of General Education and Cultural Diversity Courses - Area E
- 02-36 Approval of Removal of Non-Western Status
- 02-82 Minor Revisions to the Women's Studies Option and the General Option
- 02-83 Minor Revisions to the Women's Studies Minor
- 02-84 Minor Revisions to the Asian American Studies Minor
- 02-95 Approval of New BA in Modern Jewish Studies
- 03-14 Changes to the General Education Program
- 04-30 Approval for Significant Changes to the Certificate in Cultural Anthropology
- 04-44 Approval of General Education Upper-Division Themes
- 04-62 Approval of Minor Changes to the Single Subject Teaching Credential in Spanish
- 04-63 Approval of Minor Changes to the BA in Latin American Studies
- 04-64 Approval of Minor Changes to the Minor in Latin American Studies
- 04-92 Approval of Changes to the BA in History
- 04-99 Approval of Significant Changes to the BA in Liberal Studies

○ National Survey of Student Engagement (NSSE):
Standard 2: Achieving Educational Objectives Through Core Functions

- 2004 Survey
- 2004 Respondent Characteristics
- 2004 Means Comparison Report
- 2004 Background Item Frequency Distributions
- 2004 Engagement Item Frequency Distributions
- 2004 Means and Frequency First Year Experience
- 2004 Detailed Statistics - Seniors
- 2004 Agriculture Significance Set Comparison
  - Faculty Survey of Student Engagement (FSSE):
    - 2004 Count
    - 2004 Frequency Distributions
    - 2004 Respondent Characteristics
    - 2004 Student data
    - 2004 FSSE-NSSE Frequencies Comparison
  - General Education Diversity Requirement
  - Disabilities:
    - Physical Education - Movement Studies - Adapted Physical Activity Pattern
    - Communication Sciences and Disorders (BA and MA)
    - Education – Special Education Option (MA)
    - Recreation Administration - Therapeutic Recreation Option (BS)
    - Psychology – School Psychology Option (MA)
    - Education – Linguistically and Culturally Diverse Learners Option (MA)
    - Specialists Credential: Adapted Physical Education
    - Specialists Credential: Special Education Resource Specialist
    - Service Credentials: Clinical Rehabilitative Language, Speech, and Hearing
    - Service Credentials: School Psychologist (PPS)
  - Gender/Ethnic
    - Multi-cultural and Gender Studies
    - Dept. of Foreign Languages and Literatures
    - International Studies / Area Studies
    - B.A. in Linguistics
    - Department of Anthropology
    - B.A. in American Studies
    - B.A. in Humanities
    - Department of Religious Studies
    - Liberal Studies Program
    - BCLAD Program
    - General Education Diversity Requirement
Standard 2: Achieving Educational Objectives Through Core Functions

- Themes w/Diversity Titles A, C, E, F, G, I, O, Q, & R
- English as a Second Language
- Information on enrollments in these programs semester by semester and yearly
- Information on number of majors in each of these programs
- 4-year graduation plans for specific majors:
  - Department of Computer Science
  - College of Business
  - Nutrition and Food Sciences, General Dietetics Option

Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.

Links to Evidence and Related Topics

- Admissions:
  - To find out about undergraduate requirements, students can start by logging on to the CSU, Chico Admissions web-site. This site also lists specific information related to new, transfer, international and returning students.
  - The University Catalog provides a clear description of what an undergraduate degree is comprised of and a description of each college.

- University Catalog: Accredited programs (for .pdf files, click on bookmark tab to navigate document):

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency</th>
<th>Date of Last Review</th>
<th>Date of Future Review</th>
<th>Self-Study Report</th>
<th>Visitation Report</th>
<th>Accrediting Agency Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted Physical Education</td>
<td>Commission for Teacher Credentialing</td>
<td>2000</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Administrative Services</td>
<td>Commission for Teacher Credentialing</td>
<td>1997</td>
<td>2006</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Art and Graphic Design</td>
<td>National Assn. of Schools of Art and Design</td>
<td>2004</td>
<td>2014</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Chemistry</td>
<td>American Chemical Society</td>
<td>2004</td>
<td>2009</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Children’s Center</td>
<td>National Association for the Education of Young Children</td>
<td>2006</td>
<td>2011</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Accreditation Board for Engineering and Technology</td>
<td>2004</td>
<td>2009</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>College of Business</td>
<td>Assn. to Advance Collegiate Schools of Business</td>
<td>1998</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Computer Science Accreditation Board, Inc. / Accreditation Board for Engineering and Technology</td>
<td>2004</td>
<td>2009</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### Standard 2: Achieving Educational Objectives Through Core Functions

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency</th>
<th>Date of Last Review</th>
<th>Date of Future Review</th>
<th>Self-Study Report</th>
<th>Visitation Report</th>
<th>Accrediting Agency Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Management</td>
<td>American Council for Construction Education</td>
<td>2002</td>
<td>2007</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>CSU, Chico</td>
<td>Western Association of Schools and Colleges</td>
<td>1996</td>
<td>2006</td>
<td>Volume 1</td>
<td>Volume II</td>
<td>¥</td>
</tr>
<tr>
<td>Didactic Program in Dietetics</td>
<td>Commission on Accreditation for Dietetics Education</td>
<td>2001</td>
<td>2011</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Dietetic Internship</td>
<td>Commission on Accreditation for Dietetics Education American Dietetic Association</td>
<td>2005</td>
<td>2011</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Education Specialist Internship</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Electrical and Computer Engineering</td>
<td>Accreditation Board for Engineering and Technology</td>
<td>2004</td>
<td>2009</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Health Education</td>
<td>Society for Public Health Education</td>
<td>2006</td>
<td>2011</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Health Services Administration</td>
<td>Assn. of University Programs in Health Administration</td>
<td>2004</td>
<td>2009</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Journalism</td>
<td>Accrediting Council for Education in Journalism and Mass Communication</td>
<td>2004</td>
<td>2009</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Library Media Teacher Services</td>
<td>Commission for Teacher Credentialing</td>
<td>1997</td>
<td>2007</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Manufacturing Technology</td>
<td>National Assn. of Industrial Technology</td>
<td>2002</td>
<td>2008</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Masters in Communication Sciences and Disorders</td>
<td>Commission for Teacher Credentialing</td>
<td>2004</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters in Public Administration</td>
<td>National Assn. of Schools of Public Affairs and Administration</td>
<td>2004</td>
<td>2010</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Multiple Subject Credential</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Multiple Subject Credential / Concurrent</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Multiple Subject Credential through Internship</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Multiple Subject Credential Tri-Placement</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Multiple Subject Credential with Bilingual (BCLAD) Emphasis</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Music</td>
<td>National Assn. of Schools of Music</td>
<td>In progress</td>
<td>2007</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>Nursing</td>
<td>Commission on Collegiate Nursing Education State of California Board of Registered Nursing</td>
<td>2003</td>
<td>2008</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2005</td>
<td>2009</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
</tbody>
</table>
## Standard 2: Achieving Educational Objectives Through Core Functions

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency</th>
<th>Date of Last Review</th>
<th>Date of Future Review</th>
<th>Self-Study Report</th>
<th>Visitation Report</th>
<th>Accrediting Agency Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Level I Education Specialist in Mild/Moderate Disabilities</td>
<td>Commission for Teacher Credentialing</td>
<td>1998</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Preliminary Level I Education Specialist in Moderate/Severe Disabilities</td>
<td>Commission for Teacher Credentialing</td>
<td>1998</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Preliminary Level II Education Specialist in Mild/Moderate Disabilities</td>
<td>Commission for Teacher Credentialing</td>
<td>1998</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Preliminary Level II Education Specialist in Moderate/Severe Disabilities</td>
<td>Commission for Teacher Credentialing</td>
<td>1998</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reading/Language Arts Certificate</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reading/Language Arts Credential</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Single Subject Credential–Physical Education</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Single Subject Credential</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Single Subject Credential / Agriculture</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Single Subject Credential through Internship</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Single Subject Credential Tri-Placement</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Single Subject Credential with Bilingual (BCLAD) Emphasis</td>
<td>Commission for Teacher Credentialing</td>
<td>2002</td>
<td>2007</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

- The University catalog presents a clear description of what an undergraduate degree is comprised of and a description of each college, school and department.
- CSU, Chico Website:
  - The Program Search lists 100 undergraduate majors and options and allows selection of a degree which links to the department web-page. At the department web-site, all of the entry requirements and specific degree requirements are listed. In addition, this site also lists MAPs (four year plans) and who the major advisors are for each degree.
  - Departmental web pages
  - Department Advising Programs:
Standard 2: Achieving Educational Objectives Through Core Functions

- School of Education
- Nursing Department
- College of Business
- Department of Computer Science
- Department of Electrical and Computer Engineering
- Graduate School
  - On-line Advising for all undergraduate students
  - Getting Connected

Graduate programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.

Links to Evidence and Related Topics

- University catalog provides the details of entrance requirements (both hard copy and electronic, web-based version)
- University catalog spells out the requirements for obtaining the master’s degree (levels of achievement necessary): minimum 3.0 GPA in all program coursework, minimum grades required in specified courses (gateways), minimum of 60% of coursework must be in stand-alone graduate level courses, successful completion of a culminating activity required of all master’s students.
- A Guide to Graduate Studies: Policies, Procedures, and Format, the “Grad Handbook” (produced by Graduate School) lays out requirements for culminating activities, emphasizing the thesis and project.
- Departmental graduate program guides (handbooks) specify departmental requirements and expectations (produced by some departments)
- Thesis editor reviews all theses and projects and advises students who are writing theses or projects.

2.3 The institution’s expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution’s curricula; admissions and graduate policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.

Links to Evidence and Related Topics

General Education

- Business and Finance Strategic Planning
Standard 2: Achieving Educational Objectives Through Core Functions

- Academic Department Manual
- Executive Memorandum 99-05 defines expectations and learning objectives for each category of the General Education program.
- University Catalog - General Education
- GEAC review process for General Education courses evaluates whether objectives in Executive Memorandum 99-05 are being met.
- GEAC review schedule
- CSU, Chico Colleges:
  - Agriculture
  - Behavioral and Social Sciences
  - Business
  - Communication and Education
  - Engineering, Computer Science and Construction Management
  - Humanities and Fine Arts
  - Natural Sciences
  - Graduate, International and Interdisciplinary Studies
  - Regional and Continuing Education
- CSU, Chico University Catalog
- CSU, Chico Degrees and Majors
- General Education advising is done by the Advising Office and faculty advisers. MAP documents facilitate the process.
- Course reviews including syllabi for expectations of student learning, course content, and use of the library for assignments.
- Honors Programs
- Chico Distance and Online Learning
- CSU, Working Together: A Strategic Plan for the CSU Libraries
- Information Resources:
  - Academic Technologies
  - Computing and Communication Services
  - Application Development and Enterprise Design
  - Meriam Library Resources
  - Student Computing
  - Faculty and Staff Computing/User Services
  - Instructional Media Center
  - Technology and Learning Center
  - Web Services
- Students employed in research

Baccalaureate Programs

- Curriculum: Approximately half of the departments share their mission statement or overall learning objectives on their website. The majority of
departments list the courses students have to complete as the expected student attainment. The majority of departments has its required course matrices on line or link their program webpage to the course catalog. Some departments also have course syllabi on line. Many majors provide curriculum mapping that outlines courses required for graduation and recommended course paths to complete the degree.

- Executive Memorandum 99-03 – Writing Assessment requires high expectations in writing requirements. Documentation would be grades received in the courses and course syllabi.
- Executive Memorandum 92-18- Faculty evaluation of student work
- Executive Memorandum 96-02 - policy on class absences
- Executive Memorandum 99-05 General Education (some General Education courses are in the majors)
- Executive Memorandum 01-08- special majors
- 7 Principles of Good Practice in Undergraduate Education
- For six majors, CIVL, MECH, MECA, EECE, CMPE & CSCI, that are accredited by ABET, certain outcomes regarding student attainment and learning are measured and reflected in course syllabus. However, this data is relatively new and not easily accessible from all departments. Manufacturing Technology students are now required to take an external exam that provides a clear expectation of student learning and attainment. In addition, Computer Science students take a major field test administered by the Educational Testing Service. This is a new requirement so the validity and reliability of the data is good but the current value is only fair. All engineering students are encouraged to take the external Fundamentals of Engineering exam and students in the Mechanical Engineering department are required to attempt the exam (not pass) prior to graduation. This exam does cover core concepts in the major so it is a reliable and valid measure. We receive data on the number of students who attempt and pass these exams each year.

- Admission and graduation policies:
  - University Catalog:
    - Admissions
    - Graduation
- Admission requirements website
- Grading System
- Advising:
  - The advising office’s webpage provides numerous links for students regarding advising. However, available data regarding the organization and delivery of advising in each department is not easily available or does not exist.
  - Executive Memorandum 83-14 - evaluation of advising
- Library and information resources:
  - The library’s web page provides useful guides to its services but again there is no data regarding the university’s expectation for the use of the library and its information resources.
- Service Learning:
  - Catalog description of Community Service and Service Learning
  - CSU Chico Service Learning video
  - Professional Studies in Education Service Learning Online Course
  - School of Nursing Service Learning
  - Associated Students Service Links
  - CAVE: Community Action Volunteers in Education
Standard 2: Achieving Educational Objectives Through Core Functions

- Executive Memorandum 05-18: Policy on Risk Management Issues Related to Service Learning
- Inside Chico article on Service-Learning In Oaxaca, Mexico in February 2006
- Study abroad opportunities are available; information and assistance is provided by a full time Study Abroad Advisor (housed in the School of Graduate, International, and Interdisciplinary Studies)

Campus/co-curriculum:
- Student Activities
- Instructionally Related Activities
- Associated Students
- Athletics
- Recreational Sports

Graduate Programs

- Graduate program goals and objectives (examples):
  - Nutrition and Food Sciences Graduate Program
  - Master of Arts in History
  - Graduate Programs: Psychology Department
  - Master’s Degree in Interdisciplinary Studies
- Admissions policies are clearly spelled out in university catalog and admissions to graduation policies are outlined in the A Guide to Graduate Studies Policies, Procedures and Format handbook.
- Department graduate studies guides detail requirements at the department or program level:
  - Department of Religious Studies
  - Department of Mathematics and Statistics
  - All master’s programs have a Graduate Coordinator; some receive assigned time to support their advising duties, some departments have written descriptions of the duties of the Graduate Coordinator.
  - The Graduate School provides advisement regarding CSU and campus policies governing graduate education: new graduate student orientation offered every semester; evaluators and admission coordinators assist students in navigating the various requirements that must be fulfilled for a master’s degree to be awarded; A Guide to Graduate Studies is available both in hard copy and on the web.
- The library provides a number of services to researchers and collects some data that are of use in assessing its role in graduate education: book circulation by grad students (as a corpus), use of inter-library loan by graduate students over a given time base, use of electronic resources by graduate students can be monitored as an aggregate.
- Practicums or field placements and internships are required, or arranged for those wishing them, by many departments (i.e., Social Work, Journalism, Center for Multicultural and Gender Studies); faculty supervisors may receive assigned time (in some departments)
- Symposia, lectures, workshops, panel discussions, and other university-wide academic and cultural events take place frequently throughout the academic year and are announced via Campus Announcements, Student Activities Calendar, Chico Performances, and other venues.
- Most departments have student clubs, some are graduate student organizations and others are open to both undergraduates and graduate students.
Faculty grants and contracts provide collaborative research opportunities for graduate students. For the period 7/1/04-6/30/05, 109 graduate students were paid on sponsored projects. For the period 7/1/05-6/11/06, 119 graduate students were paid on sponsored projects.

Graduate Equity Fellowships offer students from underrepresented and disadvantaged groups the opportunity of working as a research assistant for a faculty mentor in their discipline.

### Links to Evidence and Related Topics

#### General Education

- University Catalog 2005-2007, General Education
- General Education Web Pages, including:
  - Executive Memorandum 99-05: General Education Program
  - General Education MOU: Administration of General Education Policy
  - Faculty Guidelines for General Education Course Instruction
  - General Education Writing Brochure
  - AAO 03-03 Teaching and Assessing Writing in General Education Courses
  - General Education Course Proposal and Review Guides
  - Academic Department Manual
- Mission Statements:
  - The Mission of the California State University, Chico
  - Academic Affairs
  - College of Agriculture
  - College of Behavioral and Social Sciences
  - College of Business
  - College of Communication and Education
  - College of Engineering, Computer Science and Construction Management
  - College of Humanities and Fine Arts
  - College of Natural Sciences
  - Enrollment Management
  - School of Graduate, International and Interdisciplinary Studies
  - Human Resources
  - Information Resources
  - Office of Institutional Research
Standard 2: Achieving Educational Objectives Through Core Functions

- Planning, Resource Allocation and Evaluation
- Regional and Continuing Education
- Undergraduate Education
- Chico Performances
- Center for Excellence in Learning and Teaching
- Sample Departmental Mission Statements:
  - Child Development Program
  - Department of Communication Arts and Sciences
  - School of Social Work
  - Department of Sociology
  - Department of Education
  - Department of Kinesiology
  - Department of Civil of Engineering
- Business and Finance:
  - Division of Business and Finance
  - Business and Finance Technologies
  - Department of Environmental Health and Safety
  - Facilities Planning
  - Faculty and Staff Assistance and Work Life Program
  - Financial Services
  - Research Foundation
  - Risk Management
  - Staff Council
  - University Police
- Student Affairs:
  - Division of Student Affairs
  - Educational Opportunity Program
  - Psychological Counseling
  - Student Judicial Affairs
  - Career Planning and Placement
- University Advancement:
  - Division of University Advancement
  - Public Affairs
  - Alumni
  - Examples of department and university expectations of students:
    - Theatre Arts
Standard 2: Achieving Educational Objectives Through Core Functions

- Executive Memorandum 96-38: Code of Student Rights and Responsibilities
- University Writing Center
- Student Judicial Affairs
- Academic Advising Programs – Academic Rigor
- 7 Principles of Good Practice in Undergraduate Education
  - Executive Memorandum 92-13, Revision to Grading Policy

Baccalaureate Programs

- Institutional expectations:
  - The All Responsibility University Assessment committee (AURA)
  - GE Assessment (AURA) Task Force presentation, report and addendices for 2005-06
  - Educational Policies and Programs Committee, (EPPC)
  - General Education Advisory Committee (GEAC)
  - Summer Orientation
  - Fall Preview Day
  - Chico Bound Wilderness Orientation
  - Presidential Scholars
  - Central Advising/Departmental Advising (i.e., School of Education, RS-BSN Program, College of Business)
  - Getting Connected
  - Student Judicial Affairs
  - Parent Program

- Students:
  - Associated Students Academic Affairs Committee

- Staff:
  - Staff Council

- Faculty responsibility:
  - Course design (online) and teaching
  - Grading and feedback
  - New Faculty Orientation
  - CELT
  - RTP process, FPPP sections 18.0, 19.0, 20.0 and 21.0
  - TLP
  - 5 year review – Undergraduate and Graduate
  - Accreditation process

- External Stakeholders:
  - Criminal Justice Advisory Board
  - Geosciences Advisory Board
Standard 2: Achieving Educational Objectives Through Core Functions

- Engineering depts. Advisory Board
- Ag Advisory Board
- Ag Business Advisory Board
- Business Advisory Board
- Nutrition Advisory Board
  - Minutes 2003
  - Minutes 2004
  - Minutes 2005

- Accreditation - California State University, Chico is reviewed and accredited by:
  - Accreditation Association for Ambulatory Health Care, Inc.
  - Accreditation Board for Engineering and Technology
  - Accrediting Council on Education in Journalism and Mass Communication
  - American Assembly of Collegiate Schools of Business
  - American Chemical Society
  - American Council for Construction Education
  - American Dietetic Association
  - American Speech-Language-Hearing Association
  - California Commission on Teacher Credentialing
  - Computer Sciences Accreditation Board, Inc.
  - Council on Social Work Education
  - International Association of Counseling Services, Inc.
  - National Academy of Early Childhood Programs
  - National Association of Industrial Technology
  - National Association of Schools of Art and Design
  - National Association of Schools of Music
  - National Association of School Psychologists
  - National Association of Schools of Public Affairs and Administration
  - National League for Nursing
  - National Recreation and Park Association Council on Accreditation
  - State of California Board of Registered Nursing
  - Western Association of Schools and Colleges (WASC)

- Comprehensive exams:
  - Philosophy 323: Moral Issues in Parenting
  - Marketing 279: Strategic Marketing
  - ENVS 540: Pollution Ecology
  - BIOL 211: Allied Health Microbiology
Faculty, students, and others who are interested may review the above accreditation documents which are maintained in the Office of the Provost. The WASC accreditation report is available on the Chico Web. The Western Association of Schools and Colleges may be reached at 985 Atlantic Ave., Suite 100, Alameda, CA 90501 (510-748-9001).

### Graduate Programs

- Academic departments have developed goals and objectives for their master’s programs (examples):
  - Nutrition and Food Sciences Graduate Program
  - Master of Arts in History
  - Graduate Programs: Psychology Department
  - Master’s Degree in Interdisciplinary Studies

- Academic departments have developed assessment plans to measure progress in meeting their learning objectives.

- Faculty are involved in evaluating students’ culminating activities, e.g., portfolio reviews, attendance at thesis defenses, reading comprehensive exams.

- Some departments have graduate studies committees (i.e., Geography, Anthropology) that oversee the graduate program in the department (including curriculum evaluation and revision, monitoring student progress, developing learning goals (MBA) and objectives and assessing outcomes).

- Graduate Coordinators Committee (GCC), composed of the graduate coordinator from each graduate program, serves as a clearinghouse for information on departmental practices and a venue for discussion of best practices; GCC reviews graduate programs every five years and approves curriculum changes.

- Comprehensive exams:
  - MA in Education
  - MA in Communication Studies
  - MA in Political Science
  - MA in Social Work

- Graduate Student Handbooks:
  - Department of Electrical and Computer Engineering
  - MS Program in Nutritional Science Student Handbook
  - School of Nursing – Masters handbook
  - A Guide to Graduate Studies: Policies, Procedures and Format
  - Education Services Center Credential Student Guide

2.5 The institution’s academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

### Links to Evidence and Related Topics
Standard 2: Achieving Educational Objectives Through Core Functions

General Education

- Executive Memorandum 99-05: General Education Program
- The General Education MOU
- Information about General Education, Course Links Program, and Upper Division Themes in CSU, Chico Catalog.
- GEAC Reviews and Course Reports
- Executive Memorandum 99-03 about Upper Division WP Requirement
- National Survey of Student Engagement (NSSE):
  - 2004 Survey
  - 2004 Respondent Characteristics
  - 2004 Means Comparison Report
  - 2004 Background Item Frequency Distributions
  - 2004 Engagement Item Frequency Distributions
  - 2004 Means and Frequency First Year Experience
  - 2004 Detailed Statistics - Seniors
  - 2004 Agriculture Significance Set Comparison
- Faculty Survey of Student Engagement (FSSE):
  - 2004 Count
  - 2004 Frequency Distributions
  - 2004 Respondent Characteristics
  - 2004 Student data
  - 2004 FSSE-NSSE Frequencies Comparison
- CELT and GEAC workshops on delivery of General Education courses
- Executive Memorandum 92-13: Revision to Grading Policy
- Comprehensive exams:
  - MA in Education
  - MA in Communication Studies
  - MA in Political Science
  - MA in Social Work
- Students employed in research
- Student Academic Engagement Task Force Report

Baccalaureate Programs

- Catalog:
  - College of Agriculture – student research projects
  - College of Behavioral and Social Sciences – student awards
Standard 2: Achieving Educational Objectives Through Core Functions

- College of Business – L[INK] magazine has articles on student learning
- College of Communication and Education – student projects: Journalism, Recreation and Parks Management
- College of Engineering, Computer Science and Construction Management – student awards and Minds in Motion
- College of Humanities and Fine Arts – student involvement in learning
- College of Natural Sciences – annual college poster sessions
- Honors programs
- Honors in the major
- Phi Eta Sigma
- Golden Key
- Phi Kappa Phi
- Pinnacle National Honor Society
- Discipline specific honors societies
- Dean’s List
- Honors at graduation: Summa manna; cum laude

  University Level:
  - The College of Agriculture completed their own student engagement study to determine what is happening in their own college.
  - The University promotes the 7 Principles of Good Practice in Undergraduate Education
  - GEAC reviews General Education courses to see if early assessment is occurring. (some General Education courses are in the major)
  - Executive Memorandum 99-03 – Writing Assessment requires high expectations in writing requirements.
  - SETs give a fair representation of the student’s view of “students are challenged to achieve high expectations” and “students are provided with appropriate and ongoing feedback”

  The College of Business conducted focus groups with students during spring 2006 to measure faculty feedback:
  - April 15, 20006 Memo to Provost McNall regarding NSSE results
  - March 22, 2005 focus group participant responses
  - March 23, 2005 focus group participant responses

- Colleges of Behavioral and Social Sciences, Communication and Education and Humanities and Fine Arts sponsor Student Symposiums
- Undergraduate Research Competition

Graduate Programs

- Graduate coordinators monitor student progress in the graduate program and approve their classification at progressively higher stages from conditionally classified through advancement to candidacy
- Graduate students work closely with faculty throughout their program, which ensures on-going feedback on student progress in meeting faculty expectations
- Policies on culminating activities demonstrate high expectations of student performance; departments have processes for helping students to prepare for the culminating experience
- Course syllabi demonstrate appropriate academic expectations for graduate students:
Standard 2: Achieving Educational Objectives Through Core Functions

<table>
<thead>
<tr>
<th>ACCT 623</th>
<th>ANTH 211</th>
<th>ANTH 223</th>
<th>ANTH 261</th>
<th>ANTH 278</th>
<th>ANTH 281</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 288A</td>
<td>ANTH 288B</td>
<td>ANTH 295</td>
<td>ANTH 300</td>
<td>ANTH 303</td>
<td>ANTH 405</td>
</tr>
<tr>
<td>ANTH 420</td>
<td>ANTH 421</td>
<td>ANTH 423</td>
<td>ANTH 425</td>
<td>ANTH 443</td>
<td>ANTH 444</td>
</tr>
<tr>
<td>ANTH 483</td>
<td>ANTH 485</td>
<td>ANTH 496</td>
<td>ANTH 600</td>
<td>ANTH 602</td>
<td>ART 627</td>
</tr>
<tr>
<td>ART 640</td>
<td>ART 670</td>
<td>BADM 610</td>
<td>BADM 638</td>
<td>BADM 693</td>
<td>BIOL 600</td>
</tr>
<tr>
<td>BSIS 620</td>
<td>CSCI courses</td>
<td>EECE 615</td>
<td>ENGL 320</td>
<td>ENGL 392</td>
<td>ENGL 601</td>
</tr>
<tr>
<td>ENGL 644</td>
<td>ENGL 653</td>
<td>FINA 655</td>
<td>GEOS 535</td>
<td>GEOS 536</td>
<td>GEOS 549</td>
</tr>
<tr>
<td>GEOS 630</td>
<td>GEOS 640</td>
<td>GEOS 660</td>
<td>HIST 630</td>
<td>HIST 680</td>
<td>HIST 690</td>
</tr>
<tr>
<td>HIST 692</td>
<td>MGMT 635</td>
<td>MKTG 373</td>
<td>NFSC 600</td>
<td>NFSC 642</td>
<td>NFSC 660</td>
</tr>
<tr>
<td>NFSC 670</td>
<td>POLS 300</td>
<td>POLS 302</td>
<td>POLS 331</td>
<td>POLS 360A</td>
<td>POLS 660B</td>
</tr>
<tr>
<td>POLS 663</td>
<td>POLS 664</td>
<td>POLS 666</td>
<td>SOSC 210</td>
<td>SOSC 511</td>
<td>SOSC 560</td>
</tr>
<tr>
<td>SOSC 660</td>
<td>SWRK 601</td>
<td>SWRK 605</td>
<td>SWRK 608</td>
<td>SWRK 609</td>
<td>SWRK 610</td>
</tr>
<tr>
<td>SWRK 612</td>
<td>SWRK 617</td>
<td>SWRK 631</td>
<td>SWRK 641</td>
<td>SWRK 642</td>
<td>SWRK 643</td>
</tr>
<tr>
<td>SWRK 644</td>
<td>SWRK 648</td>
<td>SWRK 652</td>
<td>SWRK 653</td>
<td>SWRK 654</td>
<td>SWRK 655</td>
</tr>
<tr>
<td>SWRK 656</td>
<td>SWRK 658</td>
<td>SWRK 673</td>
<td>SWRK 677</td>
<td>SWRK 681</td>
<td>SWRK 687</td>
</tr>
</tbody>
</table>

- Department/program goals (MBA) and objectives articulate appropriate expectations of graduate students
- Students must maintain a 3.0 GPA in their graduate program; GCC established a [probation and disqualification policy](#) that identifies students who fall below the minimum GPA and informs them that they will be disqualified unless they raise their GPA within a specified period of time
- Students are required to pass the [Graduate Writing Requirement](#) (GWAR), as determined by individual programs
- Thesis editor works with students to meet all requirements for the culminating experience, including [Copyright](#) and [Human Subjects Review](#)
- All theses and projects are run through [Turnitin.com](#) unless specifically instructed not to do so by a department:
  - Spring 2004 survey
  - Spring 2004 survey results

2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.
Standard 2: Achieving Educational Objectives Through Core Functions

Links to Evidence and Related Topics

General Education

- General Education review process (see Criteria 2.2)
- Assessment plans for courses available from Betsy Wagner in office of VPAA for the last cycle of reviews of General Education areas, Upper Division Thematic and Upper Division Themes.
- National Survey of Student Engagement, NSSE
- Executive Memorandum 92-13: Revision to Grading Policy
- Comprehensive exams:
  - MA in Education
  - MA in Communication Studies
  - MA in Political Science
  - MA in Social Work
- Graduating Seniors Survey: College of Computer Science, and Construction Management, CSU, Chico:
  - Reported results for 2004-05
  - Reported results for 2005-06 (Mike Ward will forward as soon as completed)
- Survey sent to 2004 Baccalaureate Degree Recipients: Educational and Occupational Outcomes

Baccalaureate Programs

- Standards
- Syllabi: each department has a file of syllabi for courses; some syllabi have grading standards and expectations
- Some departmental web sites have syllabi and can use the campus syllabus template or create syllabus for WebCT:
  - Biology Sciences
  - Religious Studies
  - General Studies Thematic
- All University Responsibility for Assessment (AURA)
- CA Department of Consumer Affairs Licensing Exams:
  - Certified Public Accountant
  - Licensed Clinical Social Worker
  - Marriage Family Therapist
  - Physical Therapist
  - Professional Geologist
  - Registered Nurse: BS Nursing
  - Registered Professional Engineer: BS CE, CMPE, EE, ME, MECA
  - Registered Psychologist
Standard 2: Achieving Educational Objectives Through Core Functions

- **Speech Pathology & Audiology**
  - Other Licensing Exams:
    - American Chemical Society: Certificate as Professional Chemist
    - CA State Child Development Site Supervisor Permit
  - Attainment of subject matter competency for single and multiple subject teaching credentials:
    - Subject matter Competency
    - November 4, 2003 letter from Beverly Young, Assistant Vice Chancellor for Teach Education and Public School Programs
    - Education Department frequently asked questions
    - Professional Studies in Education application
    - English Department
    - California Subject Examinations for Teachers (CSET)
    - Subject Competency Exams for Teacher Credential Programs in California
    - Elimination of Duplicative Subject Matter Requirement
  - Job placement rates:
    - Placement center

**Graduate Programs**

- GRE results
- Students must maintain a 3.0 GPA; certain courses may require a minimum grade (e.g. a B)
- Probation and disqualification policy ensures that students perform at or above a “B” grade level
- Expectations are clearly articulated in the university catalog

2.7 In order to improve program currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program’s learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews.

All academic programs offered at CSU, Chico are subject to periodic review. This review is organized around commitments to capacity and educational effectiveness. It provides for program mission and goals, describes the processes established to achieve program mission and goals, gathers evidence of progress toward accomplishment of mission and goals and the outcomes of the process and is intended to demonstrate that collected information is used to improve program effectiveness.

**Links to Evidence and Related Topics**

**General Education**
MOU-General Education Programmatic Review
Executive Memorandum 92-13: Revision to Grading Policy
The All University Responsibility for Assessment committee (AURA)

Baccalaureate Programs

Academic Planning and Program Review
Advisory Committees:
- University Advisory Board
- Risk Management Advisory Board
- College of Natural Sciences Advisory Board
- Dept. of Electrical and Computer Engineering Industry Advisory Board
- Center for Regional and Continuing Education

Program accreditation reviews:
- Accreditation Association for Ambulatory Health Care, Inc.
- Accreditation Board for Engineering and Technology:
  - BS in Civil Engineering
  - BS in Computer Engineering
  - BS in Electrical and Electronic Engineering
  - BS in Mechanical Engineering
  - BS in Mechatronic Engineering
  - BS in Computer Science
- Accrediting Council for Education in Journalism and Mass Communication
- Association to Advance Collegiate Schools of Business
  - BS in Business Administration
  - BS in Business Information Systems
- American Chemical Society
- American Council for Construction Education
  - BS in Construction Management
- American Dietetic Association
- American Speech-Language-Hearing Association
- Commission for Teacher Credentialing
- Council on Social Work Education
- Nation Academy of Early Childhood Programs
- National Association of Industrial Technology
- BS in Manufacturing Technology
- National Association of School Psychologist
Standard 2: Achieving Educational Objectives Through Core Functions

- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Association of Schools of Public Affairs and Administration
- National League for Nursing
- National Recreation and Park Association Council on Accreditation
- State of California Board of Registered Nursing

  o Program advisory boards:
    - Continuing Education
    - Engineering, Computer Science and Construction Management
    - Mechanical Engineering/Mechanical Engineering and Manufacturing Technology
    - Physics
    - College of Business
    - College of Natural Sciences
    - Social Work
    - Nutrition and Food Services

  o Employer surveys:
    - Electrical and Computer Engineering
    - Mechanical Engineering program: fall 2002 incidence table, fall 2003 incidence table, and comments
    - MECA program – fall 2003 incidence table and fall 2003 comments
    - Placement Office
    - Student Employment Office – results of survey for 2005-06

Graduate Programs

  o Five year program reviews are required: the Graduate School has performance goals/guidelines for non-accredited programs; accredited programs are reviewed by their accrediting bodies; external reviewers are required by these program review guidelines
  o Advisory boards or councils provide external feedback on the quality of some academic programs:
    - Nutritional & Food Sciences:
      - Minutes 2003
      - Minutes 2004
      - Minutes 2005
    - Electrical and Computer Engineering:
      - Minutes March 2006
      - Minutes December 2005
    - Social Work:
      - Minutes November 2005
      - Minutes July 2005
Standard 2: Achieving Educational Objectives Through Core Functions

- Exit Surveys:
  - Graduate Studies [Exit survey](#) and [report of results for 1995-2004](#)
  - Graduate Studies exit survey [program comparison](#)
  - [English MA Faculty Survey](#)
  - [English MA Exit Survey](#)
  - [Computer Science Exit Survey results](#), post 2000
  - M.S. Program in Nutritional Sciences [Exit Survey](#) and [results for 2000-2005](#)
  - [Biology Graduate Student Exit Survey Results](#), spring 2006
  - [Masters in Public Administration Survey](#)
  - [Social Science MA Graduate Survey summary of responses](#) in spring 2006
- Pass rates for licensure exams
- Job placement rate
- Alumni [Evidence of Employment](#) listing
- Alumni [Evidence of Success](#) report
- Production of publishable papers:
  - [Anthropology](#)
  - [Art Department Exhibitions](#)
  - [Biological Sciences and Botany](#)
  - [English](#)
  - [Geosciences and Environmental Sciences](#)
  - [Social Work](#)
- Acceptance of graduate students into Ph.D. programs:
  - Social Work - 2 of 19 students graduating in the past 5 years are known to have been accepted into and begun PhD programs. The rate is 10.5%. It is possible that there are more, as not all graduates were contacted. Twelve of the sixteen graduates were contacted, representing 75%. Contact information for the other students could not be located.
  - [English](#)
  - Over the last four years, three MS in Geoscience graduates and one MS in Environmental Sciences graduate have been admitted to PhD programs.
  - In the last 2 years, four Anthropology students have entered PhD programs.
- Feedback from internship ([reflective assignment](#)) and practicum supervisors ([Social Work](#))

Scholarship and Creative Activity

2.8 The institution actively values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution’s purposes and character.
Standard 2: Achieving Educational Objectives Through Core Functions

The CSU, Chico mission states: “We affirm the importance of scholarship and its application. We support the exploration of the frontiers of knowledge, the integration of ideas, the connection of thought to action, and the aspiration of our students. We make the results of these efforts available for public scrutiny by all our constituents.”

Links to Evidence and Related Topics

- Departmental Retention, Tenure, and Promotion (RTP) Guidelines demonstrate a valuing of scholarship, teaching, and creative activity:
  - University Faculty Personnel Policies and Procedures (FPPP) relating to scholarship and creative activities
  - University FPPP relating to professional development and Faculty Leaves -Section 22 ad CBA Article 23
  - Sample Library RTP document showing balance between teaching, scholarship, and service
  - Sample Department of Sociology RTP document showing balance between teaching, scholarship, and service

- Faculty Promotion Procedures: FPPP 18.0

- Academic Technologies
  - The Center for Excellence in Learning and Teaching (CELT) demonstrates a valuing of faculty work which results in the creation of high-quality learning environments both in and outside of the classroom. Also indicates how accomplishments are disseminated:
    - Mission statement - Recognizes teaching effectiveness as the first, minimum, and indispensable requirement for faculty on this campus
    - CELT awards - Fund faculty projects to advance innovations in teaching and the creation of high-quality learning environments
    - Annual CELT conference to disseminate teaching innovations, successes, strategies
    - New faculty oriented to integrated Teacher Scholar approach and to National Survey of Student Engagement data
    - Rubric for high quality online courses developed

- Office of Research and Sponsored Programs demonstrates a valuing and promotion of scholarship and creative activity. It also disseminates faculty accomplishments:
  - CSU Research Awards - Full Assigned time for one semester and/or Mini-Grants up to $5,000
  - Faculty Development Grants - Modest support for .2 assigned time and/or operating expenses
  - IRG Research Foundation Summer Scholars - Awards of $4,000 each
  - Incentive Program – Encourages and rewards project directors and their administrative units for involvement in securing and conducting externally funded projects

- Distinguished Alumni
- Honors Program
- Undergraduate awards:
  - Honors program
  - Glenn Kendall Public Service Award
  - Associated Students awards
  - CSU, Chico Scholarships
  - CSU Research Foundation Competition
  - Child Development Grants, Scholarships and Awards
  - Manufacturing Technology Scholarships and Awards
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.

In its Values statement, CSU, Chico affirms “We promote active learning, curiosity, and a balance between the abstract and the applied, between the learning that occurs in our classrooms, studios, and laboratories, and that which occurs beyond, through clubs, service engagements, social interactions and other expressions of a full and healthy student environment. The statement continues: “We acknowledge not only the obligation of service, but also the value of service to others in defining institutional character and measuring institutional performance.”

**Links to Evidence and Related Topics**

- CSU, Chico Continuous Quality Improvement Reports (Views-in progress)
- Official statements, newsletters, open letters to the campus community, highlighting that CSU, Chico actively recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.
  - CSU, Chico University Strategic Plan. Strategic Priority # 2
  - Policy on Faculty Recognition and Support Committee
  - Provost Scott McNall (Archive 1998). The Scholarly Teacher
  - Provost Scott McNall (1999). Cornerstones and Mosaics
  - Provost Scott McNall (2000). Too Many Things to Do: Aligning Goals, Rewards, and Standards
  - Academic Technologies Newsletter (spring 2002): Chico’s Technology and Learning Program’s (TLP)
  - Departmental Retention, Tenure, and Promotion (RTP) Guidelines demonstrate a valuing of scholarship, teaching, and creative activity:
    - University Faculty Personnel Policies and Procedures (FPPP)
    - Sections of University FPPP relating to professional development / Faculty Leaves: Section 22
  - Executive Memorandums (EMs):
    - EM 00-99: Policy and Procedures for Faculty Merit Increases (FMIs). August 10, 2000
    - EM 05-06: Revisions to Policy on Faculty Recognition and Support Committee
    - EM 95-23: Policy on Performance Salary Step Increases
  - Service Learning Activities at CSU, Chico:
    - CSU, Chico Receives National Community Service Classification, 12/6/06
    - Welcome to CSU, Chico Service-Learning Online
    - Community Service and Service Learning
    - Service Learning, School of Nursing
    - Service Learning in Teacher Education
  - Student Internships:
    - Biology Department
    - Center for Multicultural and Gender Studies
    - College of Business
### Standard 2: Achieving Educational Objectives Through Core Functions

- Geography Department
- Internship Exploration
- Journalism Department
- Political Science Department
- Psychology Department
- Social Sciences Program
- University Catalog
- Wellness Center
  - Technology and Learning Program
  - Student-Led Sustainability Conference: This Way to Sustainability

#### 2.10 Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences, and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.

  - National Study of Student Engagement (NSSE)
  - Academic Advising:
    - Advising Survey, fall 2004
    - Advising Survey results, fall 2004
    - Advising Survey results by Adviser Type, fall 2004
  - General Catalog – University Policies
  - Office of Institutional Research
  - Associated Students

#### 2.11 Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.

CSU, Chico sees its distinctive residential context as an opportunity to create active, diverse, high quality, green learning and working environments. Accordingly, it offers a wide array of co-curricular programs that are designed to support academic goals outside of the classroom, while at the same time offering personal and professional development activities. The programs are offered from the first moment a student arrives to CSU, Chico, to the time she/he they graduates. Programs are aimed at almost every student interest. In particular, four (4) major areas of university programming are highlighted in this document: 1) Residential Life/University Housing and Food Service, 2) University Recognized Student Organizations/Student Activities, 3) Athletics and Recreational Sports, and 4) Instructionally Related Activities and Chico Performances/Associated Students.

**Links to Evidence and Related Topics**
Standard 2: Achieving Educational Objectives Through Core Functions

- Business and Finance Strategic Planning
- Campus Wellness Center provides educational programming to classrooms, student organizations, and students at large on a variety of wellness topics. Coordinates a series of speakers (faculty and community professionals) on various wellness related topics. Provides a library of tapes and website links to many wellness sites.
- CSU Chico Research Competition
- Admissions – International Students
- Executive Order 969
- International Student Services – Graduate School
- Internship Opportunities:
  - Internship Center
  - Civil Engineering
  - Journalism
  - Social Sciences
  - Center for Multicultural and Gender Studies
  - Political Science
  - College of Business
  - Biology
  - Associated Students

Residential Life/University Housing and Food Service

The University Housing and Food Service Department provides a co-curricular living experience for over 1750 resident students, approximately 85% of these being first-year students. These students live in our on-campus residence halls or off-campus at University Village and are provided with an intentional residence life co-curricular experience founded in the ideals of our mission: “Living, Learning, Leading.”

- The residence life staff, including over fifty (50) student resident advisors, are responsible for providing a co-curricular living experience for their residents. This is done through training and supervision of their use of a programming model and community building standards. Many of these programs, models, and documents have been developed since 1999.
  - Resident Advisor (RA) Programming Webpage
  - CSU SUCCESS Model
  - Living, Learning, Leading in 2005-06
  - Student Development Programs for 2005-06
  - RA Job Description/application: Job Responsibilities Section, Community Development Section, Role of “Helper” and “Resource Person” section, and Programming and Leadership Section
  - Monthly Programming Sheets
Standard 2: Achieving Educational Objectives Through Core Functions

- Monthly Programming Reports from each living area community
- RA Staff Semester Evaluation template
- Annual Quality of Life survey done by residents:
  - Results by hall, fall 2005
  - Results by gender, fall 2005
  - Question frequencies, fall 2005
  - Survey Results, spring 2006
- University Village Feedback Survey summary memo, spring 2006
- O-Team (Orientation Team): over thirty student volunteers to assist with move-in and opening activities; 2005 roster and events, fall 2005; August 2006 events
- Survivor Workshop Series for first-year students-a collaboration between UHFS, CADEC, Student Health Center and the Psychological Counseling and Wellness Center
- Semester Recognition of students, staff and leaders:
  - Student Scholastic Awards Dinner for spring 2006:
    - agenda
    - background information
    - Certificate
  - Resident Advisor Recognition
    - Holiday Banquet Summary, December 2004
    - End of Year Banquet Summary, May 2005
  - Leadership Recognition:
    - Noche De Las Estrellas Invitation
    - Noche De Las Estrellas Itinerary
- The Residence Life Recreation Center (Rec. Center) provides programming and resources for the entire resident population.
  - Rec. Center Webpage
  - Monthly Rec. Center Programs Calendar (September 2004, October 2004, November 2004); no longer maintained due to planned construction of new student rec center
  - Daily tracking of attendance numbers, fall 2004
  - Semester Report
- The Faculty in Residence (FIR) Program has been in existence since 1998 and provides valuable opportunities for a faculty member to interact with and live amongst resident students. The Faculty in Residence shares meals with resident students, creates programming, organizes study groups, holds office hours, and provides other resources in the residence communities.
  - Faculty in Residence Annual Contract
  - Faculty in Residence Information Sheet
  - Faculty in Residence Programming Semester Report, spring 2006
  - CELT 2004 Proposal and presentation outline
Standard 2: Achieving Educational Objectives Through Core Functions

- Academic Senate Presentation/Department Chair Presentation
- Inside Chico Cover Article - Professor in the House, December 7, 2000
  - The University Housing thematic living communities consist of Konkow theme houses and Whitney theme floors. In Konkow, four Honors houses, a Math House, and a Business Resource Center (BRC) House consist of residents living together who share the same majors and each house is sponsored by the corresponding academic department and academic focused programming is provided in these houses. The Whitney theme floor program began in fall 2002 and consists of four floors, each of which are sponsored by a student life office on campus. There is a community service (CAVE) floor, a recreational sports (Rec. Sports) floor, an outdoors (AO) floor, and a leadership (LEAD) floor.
    - Konkow
    - Whitney Hall:
      - Whitney theme floor semester reports: end of semester, fall 2004
      - Whitney theme floor surveys-Spring 2003
    - NASPA Conference Presentation-Whitney Theme Floor Power point-Spring 2004
    - Whitney theme floor focus groups-Spring 2005:
      - CAVE
      - LEAD
      - Rec. Sports
      - Question Sheets

  - The Residence Hall Association (RHA) is one of the largest student organizations on campus (all 1750 resident students are members) and its body of officers are made up almost entirely of first-year students. The RHA focuses on developing student leaders, providing funding and programming for the resident students, and representing resident student needs to University Housing, Associated Students, and other campus and community entities. Over seventy (70) resident students hold officer positions in RHA and Hall Councils.
    - RHA Constitution
    - RHA Organization Chart
    - Residence Halls Persistent Rates, 1999-2004
    - Residence Halls Persistent Rates involving Summer Orientation, 2001-2004
    - State of the Place - 2001
    - Past Student Leader Survey-Spring 2004
    - Leadership Recognition, Scholarships, and Annual Awards
    - Leadership Annual Training Workshops, Retreats, and Conferences (Readershop Program, LEAD, PACURH, No Frills, NACURH)
    - Annual Community Service Participation (Scour and Devour, Up til Dawn, Adopt-A-Block, Big Brothers/Big Sisters, Giving Tree)
    - Spirit Week (Inter-Hall Competitions):
      - Spirit Week Schedule 2004
      - Spirit Week Report, Fall 2004
      - Spirit Week 2004 Evaluation
      - 2004 Spirit Week Scoring System
    - Parent’s Weekend Activities in the Fall:
      - Parent Pancake Breakfast Report, spring 2004
Standard 2: Achieving Educational Objectives Through Core Functions

- Annual Haunted House-collaboration of all the Hall Councils and RHA
  - Student Housing Project

University Recognized Student Organizations/Student Activities

Among other co-curricular offerings, the university recognizes and supports 210 student organizations with over 6000 student participants including cultural, professional, religious, special interest, political, recreational, social, honorary, and service groups under the Student Organization Policy and commitments to such offerings are made in several statements in the University Strategic Plan, updated May 2006. A review of the web sites of many of these organizations, particularly the Professional/departmental/ career related category, shows very active and often award winning programmatic offerings. General support for these varied co-curricular programs is the responsibility of the Student Activities Office and in specific leadership support programs. Critical core support is also often provided by required faculty/staff advisors. The Associated Students offers support to university recognized student organizations though offering program space, through funding opportunities for programs and with a variety of banking and other services.

- Other documents addressing and supporting university recognized student organizations include:
  - Code of Student Rights and Responsibilities
  - Awards for Outstanding Contribution to the University
  - Greek Society
  - Other documents addressing and supporting university recognized student organizations include:

- The Colleges often reference student organizations at their web sites and frequently academic resources (faculty/staff time as well as financial) are provided to them.
  - College of Agriculture Student Organizations
  - College of Behavioral and Social Sciences Student Organizations
  - College of Business Student Clubs and Organizations
  - Department of Journalism Student Resources/Organizations
  - Department of Recreation and Parks Management Student Organizations
  - College of Engineering, Computer Science and Construction Management Student Resources
  - College of Humanities and Fine Arts Student Achievements
  - College of Natural Sciences Student Organizations

Intercollegiate Athletics and Recreational Sports

- Recreational Sports
- Recreational Sports Clubs
- Wildcat Athletics
- Recreational Sports Survey:
  - Survey results, spring 2006
  - Basketball survey results, spring 2006
Standard 2: Achieving Educational Objectives Through Core Functions

- Soccer survey results, spring 2006
- Softball survey results, spring 2006
- NCAA compliance report 2003/2004
- Sports Club Task Force Report, fall 2003
- Brailsford & Dunlavey Report on CSU, Chico Recreation Center, December 1, 2000 & December 12, 2004
- A 1993 Deans Strategic Planning Task Force identified the following as co-curricular priorities:
  - Intensive co-curricular programming
  - Associated Students structures and goals which are immersed in student life and student programming
  - Regular events, from athletics to arts to public ceremonies, which ritualize the presence and power of sub-communities and of the whole community

Instructionally Related Activities (IRA) and Chico Performances

- IRA Minutes and Agendas
- Total Event Attendance and attendance by service region
- Each college/unit reviewed every 3 years on a rotating basis:
  - Annual Review of Programs for 2005-06:
    - College of Agriculture Intercollegiate Livestock Evaluation Team
    - College of Agriculture SS-AAEA Academic Bowl Competition Team
    - College of Agriculture Western Collegiate Food Marketing Competition Team
    - College of Business Students in Free Enterprise
    - College of Business Marketing Student Competition
    - College of Business Advertising Competition Team
    - College of Natural Sciences Hands-On Experience
  - Annual Review of Programs for 2004-05:
    - College of Engineering, Computer Science and Construction Management
    - College of Behavioral and Social Sciences Museum Studies Program
    - College of Humanities and Fine Arts Cost Center
  - Annual Review of Programs for 2003-04:
    - College of Communication and Education Orion Program
    - College of Communication and Education Forensics Team
    - University Box Office
    - Graduate, International and Sponsored Programs
- Websites for all colleges may have information about their programs
  - American Marketing Association (AMA)
  - Forensics
  - Orion
  - Museum of Anthropology
Standard 2: Achieving Educational Objectives Through Core Functions

- University Box Office
- Students in Free Enterprise (SIFE)
  - Education code: sections 89230 and 89721
  - Title 5, Sectional 41800.2
  - Executive Order 429
  - Memoranda EP&R 83-58 and BA 82-38
  - SUAM 3726.14
  - IRA Brochure

Other Co-Curricular Programs provided by Chico Performances, the College of Humanities and Fine Arts (HFA), and Associated Students Presents:

- Chico Performances
- Upcoming Campus Events
- Arts Events Calendar
- University Box Office
- University Public Events
- School of the Arts
- College of Humanities and Fine Arts
- Humanities Center
- University Art Gallery
- Janet Turner Print Museum
- Associated Students Presents Council
- The campus magazine, Kaleidoscope, lists all programming of Chico Performances and HFA and is mailed and inserted in various newspapers annually to over 70,000 recipients.
  - Each of these programs has programming of many different disciplines of the Arts; dance, music, theatre, lectures, comedy, and many more. Students get discounted ticket prices to attend these programs. Many CSU, Chico students take course work that requires them to attend a certain number of performances each year as part of their class or for extra credit in their class.
  - The programming provides a broad spectrum of talent from all over this world this fulfills the Mission of the University and gives our CSU, Chico students and the Chico community and surrounding area the ability to enjoy the talents of many different cultures.
  - Chico Performances brings a series called Field Trip Series to campus with about 30 opportunities for K-12 school children to enjoy a wide range of culturally diverse performers to captivate children with the magic of live performance. The series is for schools, clubs, and families, any group of kids. All Field Trip presentations are 50 minutes in length as an abbreviated performance of the shows that are performed in the evenings in Laxson Auditorium. This series brings between 20,000 to 30,000 school aged children to the CSU, Chico Campus annually which often serves as the first time they are exposed to a college campus environment. This is also a great tool as the first step towards bringing them to the CSU, Chico campus when they are ready to go to college.
  - The Associated Students (AS) is the representative body of all registered students at CSU, Chico. The AS is a not-for-profit corporation that provides various services to the students of CSU, Chico meeting their personal, academic, and co-curricular needs. “The Associated Students
enriches the campus life at California State University, Chico. The Associated Students compliments the educational mission of the university through the actualization of the university experience. AS offers student government, Bell Memorial Union Facilities, a broad spectrum of programs, services, and integral campus enterprises.” AS services include:

- **AS Internships** provide students with real world experience to complement the academic side of their education
- AS also provides **jobs** to, on average, over 600 students and up to 800 at times.
- **AS Programs** run by, for, and with students:
  - **Adventure Outings**
  - **Art Gallery**
  - **Community Action Volunteers in Education** (CAVE)
  - **Children’s Center**
  - **Community Legal Information Center** (CLIC)
  - **Environmental Action Resource Center** (E.A.R.C.)
  - **Information Center**
  - **KCSC Student Radio**
  - **Presents**
  - **Union Graphics**
  - **Women’s Center**
  - **Recycling**
  - **Meeting Services**

- Other evidence
  - **AS Bylaws, Policies and Codes**
  - **Agenda’s and Minutes of student government meetings**
  - **Student Government**

- The Associated Students Annual Report:
  - **2005-2006** report
  - **2004-2005** report

- **CAS Review of Union Programs**
- **CAVE 2006 Efficacy Study**
- **Course Enrollments for CLIC** for 2001-2006
- **AS Impact Report**, spring 2004

2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful and regular information and advising about relevant academic requirements.

**Links to Evidence and Related Topics**
Standard 2: Achieving Educational Objectives Through Core Functions

- University Catalog
- Admissions
- Educational Opportunity Program
- New Student Orientation:
  - New Student Survey, President’s Task Force, fall 2005
  - New Student Survey Results / frequency, fall 2005
- Who You Gonna Call with Questions or Problems? website
- Academic Advising
- Peer Advising
- Tutoring and Other Learning Assistance
- Admissions – International Students
- International Student Services – Graduate School
- Student Academic Engagement Task Force Report
- Student handbooks:
  - Online student guide
  - Disability Support Services
  - Dept. of Electrical and Computer Engineering

2.13 Student support services – including financial aid, registration, advising, career counseling, computer labs, and library and information services – are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.

Links to Evidence and Related Topics

- Academic Advising:
  - Summer Orientation:
    - Student Evaluation survey:
      - Summer 2004 results
      - Summer 2005 results
      - Summer 2005 results by session
    - Parent Evaluation survey:
      - Summer 2004 results
      - Summer 2005 results
      - Summer 2005 results by session
    - Summer Orientation Final Report 2005
    - Summer Orientation Final Report 2006
    - Summer Orientation Spring Semester Training Class Syllabus and Competencies
Standard 2: Achieving Educational Objectives Through Core Functions

- Historical Review of Summer Orientation Attendance

**Getting Connected:**
- Brochures for 2006:
  - Parents
  - Students
- Flash Email: Doc: GC Flash Email (Available upon request)
- Stamats Survey: Doc: Stamats Survey Results (Available upon request)

**Credentials:**
- Bi-Yearly Orientation Presentations to all credential program completers: In both August and January the School of Education holds mandatory orientation meetings for their multiple and single subject credential students who are entering their final semester. This generally includes a Power Point presentation, individual review letters, applications and answering questions regarding applying for credential, supplemental and subject matter authorizations.
- Potential Credential Students need to have their fingerprint cleared by the Department of Justice and FBI through the California Commission on Teacher Credentialing before they are admitted to Credential Programs. The Credential Analyst is invited to various classrooms to hand out applications and explain the process to the students.
- Individually-tailored review letters hand-delivered to program completers detailing credential requirements.
- Credentialing staff across campus can better advise students by viewing the database Credential Services maintains. This specialized database is integral to helping review and track credential candidate requirements.
- There is also a web page which allows credential candidates access to forms and credential applications.
- The Image Now System is used to scan and store an entire credential candidate’s file where all pertinent documents and information concerning the recommendation for each credential candidate are maintained. This information is stored on office computers and saves both physical space and time since the information can be accessed in seconds.
- State credentialing changes e-mail alerts from California Commission on Teacher Credentialing.
- Credential Services currently does not have a system for tracking inquiries (phone, email, & in person contact). When the new Student Services Building is completed, the office will move into a new office where a new system will be installed that has students sign in at the front counter in order to track credential students who have been advised by the credential analyst.
- CMS/PeopleSoft is used to enter and review Student Credential Services Information.
- CPR Bulletin: Tracks number printed verses number remaining (Available upon request)
- Out-of-State Verification – Verify students have completed equivalent credential type for students moving out of state. Doc: Count # in "Current SMC/ETP/OSV" drawer (Available upon request)
- Subject Matter Competency – Create document to verify students who attend other universities have completed State-approved program. Doc: Count # in "Current SMC/ETP/OSV" drawer (Available upon request)
- Emergency Teaching Permits – Verify substitute teachers have completed requirements necessary to continue substitute teaching. Doc: Count # in "Current SMC/ETP/OSV" drawer (Available upon request)
- Employment – Assist former students in gaining employment by working with county offices of education
- Letters of Verification (C19) – Doc: “Credential Recommended” report (Available upon request)
Standard 2: Achieving Educational Objectives Through Core Functions

- **Articulation:**
  - ASSIST (currently designated “The Official Repository of Articulation in California) is a one-stop-shop for articulation information system designed to serve the transfer student population. CSU, Chico has all lower division major/option requirements (131) for current catalog and articulated comparable courses displayed for all 109 California Community Colleges.
  - Exploring Majors the CSU Chancellor’s Office has contracted with ASSIST to develop an interactive data base to allow students (first-time freshmen and transfers) to “explore” areas of study leading to majors at specific CSU campuses. The information on majors is linked to the campus catalog, to the ASSIST articulation displays, and to the CSU Mentor admissions web site.
  - California Articulation Number System (CAN)
  - Lower Division Transfer Pattern (LDTP) Patterns will be displayed in ASSIST; Chancellor’s Office web site for LDTP

- **Evaluations:**
  - Student Perception Survey Doc: Evaluation Assessment Survey (Available upon request)

- **Faculty-Student Mentoring**

- **UHFS Faculty Mentor Program:**
  - Invitation letter to Faculty
  - Description of Faculty Mentor Program
  - Faculty Mentor Interest Form

- **Liberal Studies**

- **Portal**

- **Testing and Research Office**
  - Admissions
  - Associated Students Annual Reports:
    - 2005-06 report
    - 2004-05 report
      - Child care via AS Children’s Center
      - Free transportation via AS Shuttle Program
      - Information Center
      - Computer Lab in Bell Memorial Union
      - Internet/Email Stations in Bell Memorial Union
      - Legal Information (CLIC)
      - Associated Students Scholarships
      - Student Employment (500-800 annually) & Internships

  - Textbooks Online
  - Business and Finance Strategic Planning

- **Career Planning and Placement Services:**
  - Measures of Quality and Performance
  - Staff and interns trained and available to assist students with utilizing career related resources
Standard 2: Achieving Educational Objectives Through Core Functions

- 1189 students used the career exploration center to explore career choice and graduate school opportunities
- 537 students took Career Assessment Tests
- 1712 students attended presentations, workshops and outreach
- 1414 graduating students made individual appointments with Career Professionals
- 1434 graduating students registered on E-Recruiting
- 1159 resumes were reviewed
- 1350 students attended Career Fairs
- Number of Scheduled Recruiters Over Fifteen Year Period
- Recruiter Evaluation of Office Services
- 2001-2005 Tally

Online Resources:
- Number of times Home Page has been viewed
- 240 students used Discover computerized career guidance program in 2003-04 and 194 in 2004-05

Workshops & Presentations 2003-2004:
- 58 Orientations to On-campus recruiting
- 21 Workshops
- 98 Class Presentations
- 32 Career Assessment Interpretations

Disability Support Services (DSS):
- DSS website includes information on DSS law, procedures and resources. Also includes:
  - Faculty handbook explains rights and DSS procedures.
  - Student handbook explains rights and DSS procedures.

Measures of Quality and Performance

DSS annual Student Access Survey:
- Survey
- Spring 2005 results
- Spring 2005 results presentation
- Spring 2006 results

Chancellor’s office support documents:
- CSU Student Academic Support / Services to Students with Disabilities (SSWD):
  - Enrollment Data by Campus and DSS disability code
  - Chancellor’s office 6 year persistence report
  - 2003-04 faculty/staff evaluation of the SSWD office and student evaluation of SSWD

Other Miscellaneous data:
- ACCESS records of visits and purpose. (not compiled)
- Center for Alternative Medicine Campus Report Card for 2004-2005
- DSS Brochure
Eligibility Criteria for Learning Disability Support Services

Alternative text requests: DSS procured or produced around 70 texts during the year. This figure combines those books produced in house with those obtained from other sources including, RFBD, publishers and CAM. In addition, DSS produced a number of articles and readings exceeding 20.

Cart requests: 29 students signed up for cart rides during the 2005-06 academic year. Some had temporary mobility issues while others were permanently on the ride board. Rides provided averaged out to about 6 per day.

Equipment check out: DSS loaned thirty different pieces of adaptive equipment and/or software during the 2005-06 academic year. These included computer software for reading alternative text as well as recording devices, players for alternative text and listening devices for the hearing impaired. In addition, during the 2005-06 academic year, DSS loaned out 28 elevator keys for those who are mobility impaired.

Nondiscrimination Policy Regarding Individuals with Disabilities, EM 99-21

Print and Web Catalogs policy for SSWD and support.

Testing: Every year DSS tracks test accommodation request slips. During the 2005-06 year approximately 1300 requests were recorded. This represents the number of times DSS provided an environment for extended time and/or a distraction reduced environment. There were approximately 80 requests for tests which require special proctoring, readers, scribes or other specialized support.

Communication within campus is scheduled regularly and at need with:

- Student Learning Center
- Advising
- Provost
- Student Health Center
- Career Planning and Placement Center
- Financial Aid
- ADA committee: Input on campus wide ADA issues and concerns. (Available upon request)
- Faculty of selected departments. 3-5 per year. (Video: Available on request)
- Focused in-service trainings on request.
- Annual department goal setting meetings and individual goal setting.

Financial Aid:

- The Financial Aid Website maintains an extensive amount of information for students regarding all aspects of financial aid, loans and scholarships.
- Measures of Quality and Performance
- Scholarships
- Basic Information
- Award Information
- Policies and Conditions
- Forms and Applications
- Financial Aid Resources
Standard 2: Achieving Educational Objectives Through Core Functions

- Library
  - Library LibQUAL+ 2006 Survey report
  - Library programs, collections and services, ReSEARCH Station-the Library’s information gateway
  - CSU Library Strategic Plan
  - CSU, Chico Library Strategic Plan and Mission Statement
  - Library Instruction Evaluation Survey:
    - Survey
    - Spring 2004 survey results
  - Use of Library Resources:
    - Reserve Materials and Electronic Access
    - CSU ITS Library Affairs annual compilation of CSU library statistics
    - ReSEARCH Station Use Statistics
  - Library Hours
    - 2003/04 Survey of Library Hours (Available upon request)
  - Reference Department Program Reviews
    - Referral desk satisfaction, use of reference collection [available on request]
  - Collections, 2000-2005
  - Services, 2000-2005
  - Expenditures, 2000-2005
    - Presentations on materials budget (Available on request)
  - Gift Policy
  - Information Resources Annual Performance Report, 2005-06
  - Information Literacy:
    - University 001:
      - University 101 Pre-Test, fall 2005
      - Information Literacy test results, University 101, fall 2005
    - Information Literacy Outcomes
    - Library Program description
    - Number of Presentations (Available on request)
    - CSU Library Statistics
- Psychological Counseling and Wellness:
  - Measures of Quality and Performance
  - Student evaluations of counseling experience each semester; data for 11 yrs, in internal report
    - Spring 2006
    - Spring 2005
    - Spring 2004
Standard 2: Achieving Educational Objectives Through Core Functions

- Spring 2003
- Spring 2002
- Spring 2001
- Spring 2000
- Spring 1999
- Spring 1998
- Spring 1997
- Spring 1996
- Spring 1995

Statistics from Zachai’s 2002 survey of seniors identifying services most important to their retention

- Student Activities Office:
  - Measures of Quality and Performance

- Student Computing:
  - Computer Support / Help Desk
    - Phone support available 7 days/week (24 hrs/day 5 days/week)
    - Over 12,000 calls were answered by the Student Computing helpdesk in 2003-04.
    - Desktop Support (HELP Desk) service requests, 2000-2006
  - Computer Labs:
    - Total of 1450 computers in 85 labs
    - Main library lab open 24 hrs/day 5 days/week and 12 hrs/day 2 days/week
    - In AY 2003-04 88% of all students used the central lab computers at least once
    - Central Computing Lab Support
    - Computing/Networking Systems
  - Student Computing maintains reservable “NetStudy” rooms for small groups needing a shared computer and large monitor.
    - All students get the following Computing/Networking System accounts:
      - WildCat E-mail
      - Portal
      - Personal Web Page (MyWeb)
  - Email usage EM 05-02
  - Club/Organization web pages
  - Dial-up and Wildcat Wireless Internet Access Services
    - Wireless availability map
    - ResNet: High-speed network access available in all residence halls
  - Instructor-based workshops/training:
    - Stats: Doc: STCP yearly workshop attendance (Available upon request)
    - Stats: Doc: STCP Workshops satisfaction (Available upon request)
Standard 2: Achieving Educational Objectives Through Core Functions

- Self-paced online training with Microsoft eLearning Library (MELL)
- Assistive Technology:
  - Assistive Technology Center
  - Assistive technology in open labs
- Acceptable Use Policy (AUP):
  - AUP overview
  - Policy on Use of Computing and Communication Technology, EM 97-18
- Student Health Services:
  - Student Health Center
  - Measures of Quality and Performance
  - Student Health Services as listed in the catalog
- Student Judicial Affairs:
  - Measures of Quality and Performance
- Student Records and Registration:
  - Student Records and Registration Office
  - Office of Veterans’ Affairs
  - Athletics compliance
- Student Support Services:
  - Educational Opportunity Program (EOP)
    - EOP works with approximately 1200 historically low income, first generation college students each year providing admissions support, academic advising, peer counseling, and other support services
    - Measures of performance and Quality
    - Students have access to information through Peoplesoft/CMS, which is an in-house database system that houses student information, advisor/student contact information and student participation information.
    - Summer Bridge:
      - Provides orientation and registration assistance for 200 low income first generation college first time freshman
      - Measures of performance and Quality Annual (Available upon request)
      - Report for Vice President of Student Affairs
      - End of Program Student and staff evaluations (Available upon request)
- Freshman Year Experience:
  - First Year Experience website
  - The Student Support Services Program is a federally funded program serving 480 low income and first generation college students.
  - 2004-05 Annual Report to Department of Education
  - EOP Measures of performance and Quality
  - Students have access to information through Peoplesoft/CMS, which is an in-house database system that houses student information, advisor/student contact information and student participation information.
  - Associated Students programs which specifically focus on student engagement
Standard 2: Achieving Educational Objectives Through Core Functions

- **Student Learning Center** offering tutorial support and workshops for students:
  - **Supplemental Instruction** offers academic support for high risk classes
  - Chancellor’s Office annual report (Available upon request)
- Underrepresented Students:
  - **Upward Bound**:
    - Upward Bound Alumni Association
    - Upward Bound for ESL Learners
    - Trio Program Annual Report 2004-05
  - Alumni Computer Lab:
    - 2003-04 Upward Bound Annual Report
    - Inside Chico State Volume 30 Number 18
- **MESA**:
  - Engineering Program (MEP)
  - Schools Program (MSP)
  - MEP Scholarships
  - Mentoring Programs, news release
  - Parent Education article in Chico Statements
  - Career Planning
- **Business Resource Center** (College of Business)
  - Computer Labs
  - Mentoring/Leadership Programs
  - Advising
  - Career Placement
- **EOP** - Retention Services for low income students. Annual Report is available in the office of the Vice President for Student Affairs.
- **University Housing and Food Services**:
  - Priority on-campus housing for first-time freshmen. University Housing and Food Service works closely with Admissions to support the University’s Enrollment mission:
    - UHFS Opening Demographic Survey, fall 2005
    - Survey summary, fall 2005
    - Survey opening frequencies, fall 2005
    - Survey questions by gender, fall 2005
    - Survey questions by where students will be living, fall 2005
  - Annual Quality of Life survey done by residents:
    - Results by hall, fall 2005
    - Results by gender, fall 2005
2.14 Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.

CSU, Chico strives to make the transfer process as seamless as possible. Whether transferring from a community college, a UC, another CSU, or from out of state or country, CSU, Chico provides a welcoming environment for students of all ages and backgrounds.

Links to Evidence and Related Topics

- Transfer Students:
  - Admissions
  - Academic Programs
  - Articulation Agreements and California Articulation Number System (CAN)
  - ASSIST: Statewide Student Transfer Information for California
  - Outreach and Support Programs
  - Money Matters

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

Faculty and Staff

3.1. The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.

Links to Evidence and Related Topics

- **Campus**
  - Employee Profile, 2001-2006
  - Employee Statistics-Campus Totals
  - Human Resources
  - Provost’s Budget Message for 2005-06

- **Faculty**
  - Faculty statistics- Campus Totals
  - Faculty Statistics – Demographics
  - Faculty Directory
  - Appointment policies for probationary Faculty FPPP 12.0 to 12.19
  - Appointment policies for temporary faculty FPPP 13.0 to 13.3
  - CBA Article 12: Appointment
  - Teaching Associate-CBA Unit 11
  - Teaching Associate-Classification Standards

- **Staff**
  - Staff Statistics - Campus Totals
  - Staff Statistics - Demographics
  - Staff Directory
  - EM 99-24: Policy on Nondiscrimination and Affirmative Action in Employment and Education
  - EM 99-21: Nondiscrimination Policy Regarding Individuals with Disabilities
  - EM 02-09: Nepotism Policy
  - EM 05-16, Revisions to Nepotism Policy; supersedes EM 02-09
  - Non-Faculty Recruitment
  - CSU, Chico Facilities Management & Services Budget Reduction planning for 2003/04
  - CSU Classification and Qualification Standards
  - CSU, Chico Human Resources Employment Information and Job Opportunities
3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.

**Links to Evidence and Related Topics**

- **Faculty**
  - Academic Department Manual
  - Appointment Policies for Probationary Faculty FPPP 12.0-12.19
  - Appointment Policies for Temporary Faculty FPPP 13.0 to 13.3
  - Breakdown of faculty by gender and ethnicity
  - Breakdown of tenure track faculty by full/associate/assistant
  - CBA Article 12: Appointment
  - CBA Article 13: Probation and tenure
  - CBA Article 14: Promotion
  - CBAs
  - CFA
  - CSU Faculty Flow committee Report
  - CSU RTP process study: Minutes of CSU Faculty Senate Meeting, March, 2006
  - EM 99-21: Nondiscrimination policy regarding individuals with disabilities
  - EM 99-24: Policy on nondiscrimination and affirmative action in employment and education
  - General provisions for periodic evaluation and performance review FPPP 19.0 to 19.16
  - General provisions for retention, tenure and promotion FPPP 18.0 to 18.8
  - Guidelines for effective hiring, Packet 2
  - Initial recruitment authorization guidelines, Packet 1
  - Minority recruitment and retention task force report
  - New Faculty for 2005-06
  - Periodic Evaluation FPPP 17.0 to 17.4
  - Policies relating specifically to retention, tenure, or promotion FPPP 21.0 to 21.3
  - Specific performance review procedures FPPP 20.0 to 20.17
  - Tenure track and full time lecturer numbers and degrees

3.3. Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

Links to Evidence and Related Topics

○ Faculty
  - Appointment Policies for Probationary Faculty  FPPP 12.0-12.19
  - Appointment Policies for Temporary Faculty FPPP 13.0 to 13.3
  - Assigned Weighted Teaching Units (AWTU) for 2001-2005
  - Periodic Evaluation FPPP 17.0 to 17.4
  - General provisions for retention, tenure and promotion FPPP 18.0 to 18.8
  - General provisions for periodic evaluation and performance review FPPP 19.0 to 19.16
  - Specific performance review procedures FPPP 20.0 to 20.17
  - Policies relating specifically to retention, tenure, or promotion FPPP 21.0 to 21.3
  - Student Evaluation of Faculty FPPP 16.0 to 16.1
  - CBA
    - CBA Article 12: Appointment
    - CBA Article 13: Probation and tenure
    - CBA Article 14: Promotion
    - CBA Article 15: Evaluation
    - CBA Article 20: Workload
  - CSU faculty Workload report and final recommendations
  - Faculty Leaves, FPPP 22.0
  - CPEC salary Report
  - CSU, Chico faculty workload report
  - Department RTP Guidelines:
    - Health and Community Services
    - Kinesiology
    - Management
    - Professional Studies in Education
  - Recruitment plans: CSU, Chico and CSU system
  - College workload reports (WTU, AWTU)
  - Class enrollment numbers
  - CSU Recruitment rates
  - CSU Salary data

○ Staff
  - CSU, Chico Human Resources
  - CSUEU contracts
  - Staff Handbook
3.4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.

CSU, Chico recognizes that scholarship, research, and creative activity are essential components of its mission. The University invests in the currency and the continuing professional development of its faculty and staff as a vital means of strengthening the capacity and quality of its programs and the services that flow from them.

Links to Evidence and Related Topics

- Faculty
  - Environmental Health and Safety Training Programs
  - Environmental Health and Safety Web-Based Training
  - Faculty Technology Training – the university supports faculty learning to use technology through an extensive training and support system
  - Faculty and Staff Assistance Office:
    - Needs assessment survey, spring 2005:
      - Results
      - Workshop results
      - Results by positions
      - Supervisor Training results presentation
  - Faculty and Staff Assistance Work/Life Program
  - Faculty and Staff Assistance Supervisor Referral Process
  - Group workshops are available through the IT training program: Stats Doc: yearly IT training stats
  - One on one training and help is available via appointment with the Technology and Learning Program (TLP)
  - Technology and Learning Program (TLP):
    - WebCT
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

- **Vista**
  - TLP Statistics 2004-05
- Self-paced online training is available to faculty:
  - Microsoft elearning
  - TLP online tutorials
- The Center for Excellence in Learning and Teaching (CELT):
  - Demonstrates a valuing of faculty work which results in the creation of high-quality learning environments both in and outside of the classroom. Also indicates how accomplishments are disseminated.
  - Annual conference since 1994 to disseminate teaching innovations, successes, strategies.
  - Conference attendance numbers for 2000-2006
  - 2006 CELT conference presentation proposal
  - New faculty orientation
  - New faculty surveys:
    - Fall 2004 1st year cohort [survey](#)
    - 1st year survey: fall 2004 cohort results
    - Fall 2004 2nd/3rd year cohort [survey](#)
    - 2nd and 3rd year survey: fall 2004 cohorts results
    - Fall 2005 1st year cohort [survey](#)
    - 1st year survey: fall 2005 cohort results
    - Fall 2005 2nd/3rd year cohort [survey](#)
    - 2nd and 3rd year survey: fall 2005 cohorts results
  - CSU, Chico Rubric for online education
  - Teaching Resources
- Information Resources provides a number of sources for faculty support and training:
  - **Beyond 2000**:
    - Building the Electronic Learning Community: Train faculty in use of new technology (pg. 6)
    - Provide access to electronic resources (Goal Area C - pg. 13)
    - Assure faculty have access to secure, networked personal computing devices (pg. 17)
    - Assure access to appropriate classroom technology (pg. 19) “Campus computer refresh”
    - Develop learning management system (pg. 21)
    - Assure faculty have efficient administrative tools to support students (pg. 25)
  - Faculty Computing Project – provide refresh cycle for faculty desktop computers. “FCP Allocation by Year”
  - Target 2000 Appendices- Inventory of Faculty Development Resources.
  - Official statements, newsletters, open letters to the campus community, etc. repeat the assertion that the institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes:
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

- Provost Scott McNall (Archive 1998). The Scholarly Teacher
- Provost's Corner: Teaching and Learning with Technology
  - The Center for Ecological and Environmental Sciences
  - The Center for Science and Math Education- A non-profit organization serving as a region-wide liaison between the university community colleges, K-12 schools and the business community in the areas.
  - WebCT Course Section Satisfaction Course Chart
  - Workstation Satisfaction Course Chart

Staff
- Environmental Health and Safety Training Programs
- Environmental Health and Safety Web-Based Training
- EM 95-03: University Policy on Health and Safety Training Sessions
- Technology and Learning Program training
- Faculty and Staff Assistance Office:
  - Needs assessment survey, spring 2005:
    - Results
    - Workshop results
    - Results by positions
    - Supervisor Training results presentation
- Faculty and Staff Assistance Work/Life Program
- Faculty and Staff Assistance Supervisor Referral Process
- Human Resources
- University Staff Development Workshop calendar
- Fee Waiver Benefit Program
- Information Technology Training
- Staff Computing Project
- Human Resources - Staff Handbook

3.5. Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kind of educational programs offered both now and for the foreseeable future.

CSU, Chico builds its resource base on a four-pillar platform of state support, fair student fees, private support, and effective and wise stewardship of all our resources.
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

Links to Evidence and Related Topics

- Fiscal
  - Processes to Assure Quality Financial Management and Resource Utilization:
    - CMS Financials Commitment
    - CMS Commitment to Quality Training Materials
    - CMS Training Program
  - Policies Related to Management and Protection of Campus Resources
    - EM 01-16: University Policy on Hospitality Expenses - Supersedes EM 99-28 (Food Policy)
    - EM 99-33: Policy on Motor Vehicle Purchases and Donations
    - Campus Assets/Property Management
    - CSU, Chico Insurance Programs
    - Fiscal Schedule
    - Policy and Procedures for Obtaining Approval to Establish or Revise Miscellaneous Course Fees
    - Separation Clearance Procedure
    - Retiree Parking Policy
    - Pre-Tax Parking Fee Deduction
    - Travel Procedures and Policies
    - Private Vehicle Policy Guidelines
    - Insurance Requirements/Executive Order 849
    - Academic Field Trips/Off-Campus Activities
    - Special Events and Campus Activities
    - University Police Safety website
    - Environmental Health and Safety Programs
  - Independently Audited Financial Statements and Compliance Audits:
    - Annual Audited Financials (KPMG)
    - Financial Integrity and Management Accountability (FISMA) Audit/2004
    - Auxiliary Organizations/2003
    - Risk Management and Insurance/2002
    - Construction Audit – BMU 2002
    - Development/2002
    - Delegation of Authority/2001
    - Continuing Education/1999
  - Campus Financial Planning Documentation:
    - Campus Annual Budget Plans
    - Campus Master Plan
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

- Fiscal Schedule General Definitions
- Lottery Information
- Student Fees
- University Budget Committee Presentation 2004/05
- University Budget Committee Presentation 2003/04

- Parents and Students Key Financial Services Information:
  - Registration Fee
  - Hope Scholarship and Lifetime Learning Credit
  - Fee Payments Methods
  - Taxation Compliance-Nonresident Alien Taxation Support

- Performance Indicators & Key Financial Ratios:
  - Data set of campus specified data to calculate Key Financial Indicators. This is a dynamic document, and still in progress. It addresses the “Next Steps” aspect of WASC and our movement toward using pbviews/strategic indicators/measures.
  - Composite Financial Index (CFI) Analysis, August 2006:
    - CFI Narrative
    - CFI Composite Score Calculation
    - Scale for Charting CFI Performance
    - CFI Graphical Profile
    - CFI Primary Reserve Ratio
    - CFI Net Income Ratio
    - CFI Return on Net Assets
    - CFI Viability Ratio
    - CFI Campus Data
  - Key Financial Indicators:
    - Compensation Profile, 2001-2004
    - Development Income Profile, 2001-2004
    - E&G Technology Expenditures - Hardware and Software, 2001-2004
    - Expenditure Allocation Ratio, 2001-2004
    - External Grants and Contracts, 2001-2004
    - Information Capital Profile, 2001-2004
    - Instruction and Academic Support Expenditures per FTES, 2001-2004
    - Instruction Expenditures per FTES, 2001-2004
    - Library Expenditures, 2001-2004
    - Major Capital Projects Profile, 1990-2014
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

- Major Sources of Operating Funds, 2001-2005
- Multyear Enrollment Planning
- Resource Control Ratio, 2001-2004
- Student Financial Aid Expenditure Profile, 2001-2004
- Student Financial Aid Number Recipients, 2001-2004
- Student Financial Aid per FTE, 2001-2004
- Student Financial Aid per Recipient, 2001-2004

- Key Financial Indicator Annual Reports:
  - 1995-96
  - 1996-97
  - 1997-98

- Assessments for Information Resources:
  - 2003-04
  - 2004-05
  - 2005-06

- Student Affairs Measures of Quality and Performance

- Other

- IPEDS:
  - CSU Fee Cohort, 2002-03
  - Full Peer Group: Fiscal Year 2003
  - Data Feedback Report, 2005

- Research Foundation Performance Indicators
- Required WASC Financial Data and Ratios

- Physical

The 2005 CSU, Chico Master Plan provides principles and guidelines for the physical development of the 119 acre main campus and the 800 acre University Farm so that CSU, Chico can both build upon and sustain its distinctive strengths into the 21st Century. The Master Plan also communicates the campus values of commitment to environmental sensitivity and respect and to sustainable building and living practices.

- CSU, Chico Master Plan
- Facilities Management and Services
- Final Environmental Impact Report – CSU, Chico Master Plan
- CSU Impact Report
- From the President ’s Desk – Updating Our Master Plan
**Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability**

**Written Material**
- The official CSU, Chico *Space and Facilities Data Base, SFDB,* as well as other views of the campus inventory of space and facilities
- A 1-, 3-, 5- and 20-Year Enrollment and Facilities Master Plan ([Chancellor's Office/CPDC College and Department Enrollment and Capital Development Master Plan](#) -- Entitlement Analysis and Projections)
- **CPDC** is a set of CSU charts and tables, and includes current and year by year projections of enrollment versus physical capacity, academic year, and calendar year FTES capacity, on a college and department basis. It provides a project by project timeline for major capital projects, their program, and effect upon space entitlement for each category of space, per State, CSU Trustees, and SUAM standards.
- The CSU System *Averaged Scheduled Utilization by Campus* for lecture and laboratory facilities. This is an annual published report available in the Office of Facilities Planning, and may be made available on-line through the CSU Chancellor’s Office System. It compares all CSU campuses. ([May 2003 report, page 25 for fall 2000](#)).
- An annual analysis, [*Section Size Plan*](#), of actual enrollment on a section size frequency basis, compared to lecture room actual physical capacity is provided in the Campus Data Store.
- An annual analysis, [*Facilities Utilization by College and Room*](#), of how well each college uses the lecture and laboratory rooms assigned to them, both by day & time and SOH, is provided in the Campus Data Store.
- [*The CSU Accountability Process and Reports*](#)
- [*A Strategic Plan for the CSU Libraries, June 2000*](#)
- Library and Instructional Technology space are evaluated annually in terms of entitlement versus actual space capacity by category.
- A new report of hours of Non-instructional Use of Campus Facilities will be developed and placed in the Campus Data Store. It will report by appropriate categories the average hours per week and hours per semester our campus facilities are scheduled for such use.

**Data**
- Accessibility: [*ADA Transition Plan*](#)
- [*Alternate Forms of Transportation*](#): Bicycle surveys, Bus Ridership
- Building Expansion: [*Campus Major Capital Spreadsheet*](#)
- Campus Growth: [*Master Plan*](#)
- Campus Parking Needs Assessment report prepared by KAKU Associates:
  - [*Pre-Qualification Statement*](#)
  - [*Interview Notes*](#)
  - [*Work Scope*](#)
  - [*Parking Needs Assessment*](#)
- [*Campus Utility Costs, 2004-2005*](#)
- Classroom Technology: [*Smart Classrooms spreadsheet*](#)
- Deferred Maintenance : Pacific Partners Report
- Facilities Management and Services – [*Information Brochure*](#)
- Facilities Management and Services – [*Service Guide*](#)
3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution’s purposes, and are appropriate, sufficient, and sustainable.

Information technology provides opportunities to revolutionize and improve the way we teach, learn, and conduct university business. CSU, Chico has enjoyed a history of leadership in the effective use of academic technology. We will continue to distinguish ourselves by building an electronic learning community that links knowledge, curricula, students, faculty and staff.

**Links to Evidence and Related Topics**

**Technology Use and Satisfaction:**
- Faculty IT Survey (biennial); [1999-2005 results](#)
- Staff IT Survey (biennial); [1999-2005 results](#)
- CSU Measures Of Success (MOS) Survey; CSU, Chico specific data available upon request, stored in excel and pbviews
- Educause Core Data Service: [2002-2005 Survey data results](#)
- National Campus Computing Survey (Green Survey):
  - CSU Systemwide Comparison Tables 2001
  - CSU Systemwide Comparison Tables 2002

**Network Operations:**
- Wildcat email — see IRES Profile
  - # of users, frequency of use, storage space used [Available upon request]
  - Availability
  - Nagios website (requires ID & password from CNS)
- Exchange email — see IRES Profile
  - # of users, storage space used [System Management reports available on request]
  - Availability
  - Nagios website (requires ID & password from CNS)
- LDAP (main campus directory) — see IRES Profile
  - Availability
  - Nagios website (requires ID & password from CNS)
  - Active Directory (Windows)

**Classroom Technology:**
- Smart Classroom Survey [Fall 2005]
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

- Number of smart classrooms
- # upgrades to existing smart classrooms - B2000 Annual Report
- ATEC Reliability

**Online learning support:**
- [WebCT](#) – Level of use, increase in use:
  - Faculty Satisfaction – [Faculty IT Survey](#) and [results for 1999-2005](#) (biennial)
  - Staff Satisfaction – [Staff IT Survey](#) and [results for 1999-2005](#) (biennial)
  - Reliability
- [Rubric for Online Instruction](#)
- [Enterprise Systems](#): see [IRES Profile](#)
  - Portal reliability
  - Central Web Services reliability
  - CMS – HR reliability
  - CMS – Financials reliability
  - CMS – Student Administration reliability
  - Available on request from Computing Services

**Desktop Computing Support:**
- [Desktop Computing Support](#)
- [Faculty technology satisfaction survey: 1999-2005 results](#) (biennial)
- [Staff technology satisfaction survey: 1999-2005 results](#) (biennial)

**Student Computing Support:**
- Addressed in Student Computing in [2.13](#)

**Library:**
- [Library Home page](#)
- [About Meriam Library](#)

**Library Collection Use:**
- Addressed in Meriam Library in [CFR 2.13](#)

**Web Self Service:**
- [Portal](#)
- [Podcasts](#)

**Distance and Online Education (CDOE):**
- Student Survey, [spring 2006: results](#)
- [Survey results, fall 2001-spring 2006](#)
- [Distance and online library support](#)

**Consistency with Institutional purpose:**
- [Campus Strategic Plan, updated May 2006](#)
- [B2000 campus technology plan](#)
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

- Information Resources Annual Performance Report, 2005-06
- Enterprise Technology Roadmap, 2005/06

3.7. The institution’s information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.

Links to Evidence and Related Topics

Coordination:
- Information Resources (INF)
- B2000 campus technology plan: Integrates IT initiatives into the campus strategic plan
- B2000 Committee meeting minutes
- Information Systems Committee meeting minutes
- Information Security Committee meeting minutes

Support:
- Surveys (listed in 3.6)
- Computing Support Coordination:
  - Lab Management Coordination - Student Computing sponsors a lab managers meetings each semester for sharing of information among campus-wide technology staff [Agendas available on request]
  - Information Resources holds regular meetings with college administrative support staff to share information on faculty/staff support projects:
    - AAS SME meetings and minutes
    - CISC
    - CMS project status
    - CMS Progress newsletters
- User Services sends out a monthly newsletter on current desktop computing projects and issues.
- Software Standardization - Staff representing each technology support department within INF meet each semester to determine campus software standards.
- Desktop Computing Hardware Standardization – Staff from several INF units determine supported desktop computing hardware and coordinate bulk purchases

Open Labs:
- Computer Labs
- Department Computer Labs
- Communication Design computer labs
3.8. The institution’s organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision making.

**Links to Evidence and Related Topics**

- Academic Senate
- Academic Program Review procedures
- CSU, Chico Avian Pandemic Influenza Business Continuity Planning Guide
- CSU, Chico Organization Chart
- Division of Academic Affairs Organization Chart
- Division of Business and Finance
- Division of Student Affairs
- Division of University Advancement and Development
- Emergency Preparedness Information
- Office of Research and Sponsored Programs Organization Chart
- Staff Council

3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.

The Board of Trustees is responsible for the oversight of the California State University (see Organization Organizational Structure). The Board adopts rules, regulations, and policies governing the California State University. The Board has authority over curricular development, use of property, development of facilities, and fiscal and human resources management.

**Links to Evidence and Related Topics**

- The California Education Code
- The California State University – Mission
- The California State University - Board of Trustees
- The California State University - Organization of Board of Trustees
- The California State University - Role of Trustees
- The California State University – Executive Management Plan
- CSU, Chico Alumni Association
- University Senate Officers
3.10. The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.

The president of the California State University, Chico has numerous responsibilities as the chief executive officer of the institution, as the primary liaison between the university and the greater community, and as the public ‘face’ of the university. The president maintains a close working relationship with the CSU’s systemwide office, reporting to the chancellor and representing the campus on the systemwide Executive Council.

**Links to Evidence and Related Topics**

- CSU Presidents Orientation
- CSU Board of Trustees Policy for the Selection of Presidents
- CSU Criteria for Presidential Assessment
- CSU Policy and Procedures for Review of Presidents
- CSU Authority on MPP Salary Programs/Presidents vs. Chancellor’s Office
- CSU MPP Policies and Programs
- Executive Memorandum 03-10: Executive Management Evaluation and Development; Supersedes Executive Memorandum 95-10, Administrative Personnel Policies and Procedures
- CSU, Chico MPP Performance Appraisal Form
- University Organization Chart
- Provost and Vice President for Academic Affairs
- Vice President for Business and Finance
- Vice Provost for Human Resources
- Vice President for Student Affairs
- Vice Provost for Planning, Resource Allocation and Evaluations
- Vice President for Advancement
- Vice Provost for Enrollment Management
- Vice Provost for Research
- Vice Provost for Information Resources
- Executive Memorandum 05-17, University Budget Committee

3.11. The institution’s faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution’s educational purposes and character.

CSU, Chico strengthens its institutional effectiveness by affirming a shared-governance structure that encourages participation of members of the University community in key decisions of the institution.
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

Links to Evidence and Related Topics

- Academic Senate – Organization Chart
- Constitution of the Academic Senate
- Constitution of the Faculty of CSU, Chico
- Current Activities of the Academic Senate
- Academic Senate - List of Committees
- Comments from the Chair of the Academic Senate
- CSU, Chico Staff Council
- Constitution of the Staff Council
- Role of the Staff Council
- Staff Council News
- CFA
- CSUEU

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.
Strategic Thinking and Planning

4.1. The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate.

One of the action bullets of Chico’s Updated Strategic Plan for the Future states that we will ensure that academic priorities guide our plans and actions, especially the interrelationships among strategic planning, enrollment planning, the Master Plan, advancement operations, budget design and decision making.

Links to Evidence and Related Topics

- Business and Finance Strategic Planning
- Strategic Plan Update May 2006
- Strategic Plan Update 2005
- University Advancement Methods of Giving
- Mission Statement
- President’s Cabinet
- President’s Senior Management Group
- President’s speeches and writing
- Executive Memoranda
- President’s Inaugural Address
- President’s Convocation Address 2004
- President’s Convocation Address 2005
- President’s Convocation Address 2006
- Enrollment Management
- University Advisory Board
- University Diversity Efforts
- University Academic Senate
- 2005 Master Plan

4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.
CSU, Chico conducts its planning and alignment processes in a number of ways. Chico’s vision and mission statements provide direction for decision making at all levels. The statement of values informs judgments in the allocation processes. Planning processes vary by unit but generally involve retreats, annual plans, management team meetings and end-of-year performance review meetings.

Links to Evidence and Related Topics

- Academic Affairs Planning, Resource Allocation, and Evaluation
- Academic Affairs
- Academic Affairs Action Plan for 2003-2004
- Academic Affairs Action Plan for 2001-2002
- Academic Senate
- Academic Senate Committees
- Accountability Report 2002
- Accreditation of Programs and University
- Assessment Programs
- Beyond 2000: Building the Electronic Learning Community
- Budget Analysis and Research
- Budget Development Cycle
- Business and Finance Strategic Themes
- Business and Finance 2006-07 Collective Goals
- Campus Master Plan
- Campus Planning Executive Committee (CPEC)
- Data Store: Institutional Information
- Facilities Planning Information
- Human Resources
- Institutional Research
- Mission Statements
- Office of Research and Sponsored Programs
- Student Affairs
- University Advancement
- University Construction Advisory Committee (UCAC)
4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.

CSU, Chico stipulated as one of its expected outcomes for the review process the further institutionalizing of a ‘culture of evidence’ in which performance indicators inform and drive institutional improvement and decision making.

Links to Evidence and Related Topics

- [2002 Accountability Report](#)
- [Institutional Research](#)
  - [Common Data Set](#)
  - [Enrolled Students](#)
    - First Time Freshman Enrollment by Race as a Percentage of Freshman Totals, fall 1997-fall 2006
- [Graduation Rates](#)
  - First Time Freshman Graduation Rates, 1990-2002
  - First Time Freshman Graduation Rates by Gender, 1990-2002
  - First Time Freshman Graduation Rates by Ethnicity, 1990-2002
- [Persistence Rates](#)
  - First Time Freshman Persistence, 1990-2004
  - First Time Freshman Persistence by Gender, 1990-2004
  - First Time Freshman Persistence by Ethnicity, 1990-2004
- [Progression Rates](#)
  - First Time Freshman Progression, Overall and by Gender, 1990-2004
  - First Time Freshman Progression by Ethnicity, 1990-2004
- [Surveys Conducted](#)
  - Integrating Quality Improvement with Strategic Planning and Accountability
  - Performance Measurement System (Pbviews)
  - First Year Retention Rates and Graduation Rates from Campus of Origin, 2000-2005
  - University Police Safety website

4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures and processes, curricula, and pedagogy.

- [Curriculum review procedures](#) are in place in every department and for every academic program. The levels of review include
department/program committee review; college curriculum committee review; review at the level of the Provost’s Office, together with reviews by academics from off-campus. The present template used to structure the content of these reviews is available for review.

- 95% of Departments have reported that they have mission statements, Learning Goals and Student Learning Outcomes in place and use these for assessment purposes. These materials are now being collected by AURA and are available for review.

- First Year Experience has initiated a process of evaluating campus-wide evidence. Their reports will be available shortly.

- The campus has undertaken broad-based assessment of curriculum, course assessment, and learning initiatives through college-based groups (college curriculum committees. The Writing Center in HFA, a spring 2003 Need Assessment Study sponsored by BSS) and CELT initiatives and workshops. At least one college (BSS) reported on the Student-centered research that it sponsored and had this information disseminated to all BSS Chairs and discussed in EC. Ongoing assessment of both CELT initiatives and college-based initiatives is being evaluated.

- General Education revision process: In recent years a faculty task force worked in conjunction with the Academic Senate to produce a new Executive Memorandum (EM 99-05) which was released in February of 1999. Subsequently an MOU was produced for the "Administration of General Education policy” in May of 2001 and revised once in November 2002. This memo lays out the structure and the substantive concerns of General Education review and is in the process of being used for the most recent program and course reviews. Provost and Academic Senate are currently working together to re-examine this process.

- Student Affairs Annual Goals and Outcomes

Links to Evidence and Related Topics

- 2006 CSU Customer Satisfaction Surveys
- Guidelines for Proposals for Significant Changes in Curriculum
- Guidelines for Proposals for Minor Changes in Curriculum
- Guidelines for Proposals New or Changes to Existing Credential Programs
- Guidelines for Proposals New Degree Programs
- Guidelines for Proposals New Options and Advising Patterns
- Guidelines for Proposals New Minors
- Guidelines for Proposals New Certificates
- Guidelines for Proposals For Addition, Deletions and Changes in Courses
- Guidelines for Undergraduate Five Year Program Review
- Guidelines for Graduate Five Year Program Review
- The Associated Students Annual Report:
  - 2005-2006 report
  - 2004-2005 report
- Housing Annual Quality of Life survey done by residents:
  - Results by hall, fall 2005
  - Results by gender, fall 2005
  - Question frequencies, fall 2005
  - Survey Results, spring 2006
- Career Planning and Placement Survey
4.5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of the institutional research function are the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution’s purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data.

**Links to Evidence and Related Topics**

**CSU Distributed Information:**
- Analytical Studies: information on student data for the 23 campuses
- CSU Benchmarking/Quality Improvement
- Campus Accountability: information on broader performance of student achievement
- Graduation Rates by Campus and Ethnicity: information of retention and graduation rates for various cohorts of students organized by the Student Retention Data Exchange (CSRDE)
- Early Assessment Program
- Statistical Abstracts
- System level Technology Surveys (Greene)
- Proficiency/Remediation system data
- Systemwide Information Technology Services

**CSU, Chico Generated Data:**
- Office of Institutional Research maintains a data base of historical and current facts about the university, including applications, enrollments, degrees granted, demographics, test scores, grades, courses and outcomes.
Standard 4: Creating an Organization Committed to Learning and Improvement

- Student Evaluations of Teaching (SETs)
- Student Evaluation of Faculty as referenced in FPPP section 16.0
- Faculty Personnel Policies and Procedures (FPPP)
- Program Review Guidelines
- Old Strategic Indicators:
  - University Planning Data Book
  - Older indicator: Menu Information Report
- President’s Taskforce on the Future, including the June 1994 report, The Future of CSU, Chico
- Rethan’s Council on Institutional Effectiveness and Accountability
- King’s Ad Hoc Data Management Group
- Periodic Surveys and data acquisitions:
  - Annual Survey of graduates:
    - Survey results for Baccalaureate graduates, 2005
    - Survey results for Masters graduates, 2005
    - Survey results for graduating seniors, spring 2006
  - Registration Survey System (in progress/Worth/Hannigan)
  - Housing Exit Survey:
    - Spring 2005 summary
    - Spring 2005 Question Frequencies
    - Spring 2005 Questions by Gender
    - Spring 2005 Questions by Hall
  - NSSE
  - SNAPS (5 yr cycle /was not done in 2004)
  - Dean and executive periodic evaluation survey:
    - Dean’s Review Survey
    - Provost
  - GE Math Survey, spring 2006
- Faculty IT Survey (biennial); 1999-2005 results
- Staff IT Survey (biennial); 1999-2005 results
- Ad hoc surveys on management issues, summer hours, etc.
- Parallel (non-IR) work that speaks to “addressing strategic needs”:
  - CSU Accountability Process (Cornerstones)
  - Discipline based accreditations and assessment (AURA)
  - CSU Benchmarking/Quality Improvement
  - Student Evaluations of Teaching (SETs)
- 95% of Departments have reported that they have the following in place and use these for assessment purposes:
  - Mission Statements
Standard 4: Creating an Organization Committed to Learning and Improvement

- Learning Goals
- Student Learning Outcomes
- Also demonstrated in Accountability Goal 1
  - Facts and Statistics
  - The Library—a tremendous source of data relevant to running a university
  - Enrollment Data disseminated via the Data Store and used in decision making at all levels: Census FTES by Course, by College and Department and by Mode and Level.
  - Chico Financial Data Mart; BRIQ On-Demand server for access to business and financial information for authorized users.
  - Enrollment Management: Access to student information and reports for authorized users.
  - APO Academic Data Base Services: Classroom and Office Management information, includes:
    - Office and space assignment information and Space Management Database
    - Course Inventory, Schedule and Workload Information
  - Common Data Set for California State University, Chico

Academic Affairs:
- Provost Webpage
- Provost Budget
- Vice Provost for Planning, Resource Allocation and Evaluation

Business and Finance:
- Vice President Webpage
- General Information on CSU budget developments
- Specific Information on CSU budget allocation

Student Affairs Division:
- Vice President Webpage

University Advancement:
- Vice President webpage
- CSU 2004-05 Annual Report on External Support - information on voluntary and special support

4.6. Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.

One of the action bullets of Chico’s Updated Strategic Plan for the Future state that we will achieve clarity about learning outcomes, coordinate teaching and assessment, and align structures and resources to serve student learning and other institutional intentions.

Links to Evidence and Related Topics
Standard 4: Creating an Organization Committed to Learning and Improvement

- **Academic Advising Programs**
- **Academic Department Manual**
- **All University Responsibility for Assessment (AURA)**
- **Associated Students:**
  - All Activity Fee and Student Union programs are undergoing or recently completed their first round of CAS evaluations. These evaluations will become regular practice for these programs and provide assessment of their services.
  - Associated Students Annual Program Review Report addresses the success of each area the previous year:
    - 2005-2006 report
    - 2004-2005 report
  - **Agenda’s and Minutes** from the Board of Directors and standing committee’s show program reports and annual Budget discussions as to program focus and where support is provided for co-curricular programs.
- **NSSE Data**
- **CAVE 2006 Efficacy Study**

- **Business and Finance Strategic Planning**
- **Campus Assessment: Guidelines for Assessment**
- **Campus Environment - Conversations on Diversity**
- **Campus Planning Executive Committee (CPEC)**
- **CELT conference programs**
- **Chico Performances:**
  - Chico Performances [web site](#) lists performances for each year. Audiences are routinely canvassed as to the quality of the performance.
  - Teachers provide anecdotal feedback about the Field Trip Series during master classes, lecture demonstrations and lectures.
  - Campus instructors and students give feedback from the Master Classes, Workshops, and Lecture Demonstrations that are provided by Chico Performances.
- **Comparisons with other CSU Libraries**
- **Educational Policies and Programs Committee (EPPC)**
- **Faculty Promotion Procedures: FPPP 18.0**
- **General Education Advisory Committee (GEAC)**
- **Instructionally Related Activities (IRA):**
  - IRA agendas and Minutes
  - Exemplary Performance Proposals and Post Event Evaluation Forms
  - IRA Work Study Requests
  - Annual Review of Programs for 2005-06:
    - College of Agriculture Intercollegiate Livestock Evaluation Team
    - College of Agriculture SS-AAEA Academic Bowl Competition Team
    - College of Agriculture Western Collegiate Food Marketing Competition Team
Standard 4: Creating an Organization Committed to Learning and Improvement

- College of Business Students in Free Enterprise
- College of Business Marketing Student Competition
- College of Business Advertising Competition Team
- College of Natural Sciences Hands-On Experience
- Annual Review of Programs for 2004-05:
  - College of Engineering, Computer Science and Construction Management
  - College of Behavioral and Social Sciences Museum Studies Program
  - College of Humanities and Fine Arts Cost Center
- Annual Review of Programs for 2003-04:
  - College of Communication and Education Orion Program
  - College of Communication and Education Forensics Team
  - University Box Office
  - Graduate, International and Sponsored Programs
- Requests for Certification of a new program
  - Mission Statements
  - Residence Hall Association (RHA):
    - State of the Place -2001
    - Past Student Leader Survey-Spring 2004
    - Leadership Recognition, Scholarships, and Annual Awards
  - Student Activities and Student Organizations:
    - Annual Measures of Performance reports are prepared by each staff member in Student Activities, Greek Life and Campus Alcohol and Drug Education Center (CADEC)
    - Leadership educational program offerings conduct participant evaluations of each program
    - 2002 and 2003 surveys of student organizations have been conducted
  - Student Evaluation of Teaching Committee
  - Student Judicial Affairs Discipline Cases
  - Teaching portion of the RTP process (FPPP 17.2.2)
  - University Budget Committee (UBC)
  - University Construction Advisory Committee (UCAC)
  - University Housing and Food Service (UHFS):
    - Monthly Programming Reports from each living area community
    - Staff Semester Evaluations (done by residents, supervisors, and self)
    - Housing Annual Quality of Life survey done by residents:
      - Results by hall, fall 2005
      - Results by gender, fall 2005
      - Question frequencies, fall 2005
Standard 4: Creating an Organization Committed to Learning and Improvement

- Survey Results, spring 2006
  - Semester reports, surveys, and focus groups
  - Tracking of attendance numbers
  - University Police Crime Stations
  - WASC accrediting process

4.7 The institution with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.

Links to Evidence and Related Topics

Goals to Achieve the Mission

Support the existing strong commitment of our faculty and staff to meet the academic needs of our students. Serve as the catalyst for strengthening and creating a variety of learning communities. Explore, publicize, and assist in the development of campus wide programs to enhance student, faculty, and staff learning.

- Academic Honesty: EM 04-36
- Academic Integrity Survey:
  - Student Results, spring 2004
  - Faculty Results, spring 2004
  - Undergraduate results comparison with national norms, spring 2004
- Academic Rigor:
  - College of Agriculture:
    - Survey
    - All college results, fall 2005
    - ABUS major results, fall 2005
    - AGET major results, fall 2005
    - AGRI ANSC major results, fall 2005
    - AGRI major results, fall 2005
    - ANSC major results, fall 2005
    - PSSC major results, fall 2005
    - Agriculture and non-Agriculture majors results, fall 2005
    - Questions by majors results, fall 2005
Standard 4: Creating an Organization Committed to Learning and Improvement

- **Frequency**, fall 2005
  - Academic Senate Academic Integrity Committee
  - All University Responsibility for Assessment Committee (AURA)
  - Alumni Association
  - Environmental Health and Safety help to provide essential **conditions** that promote safe learning environments for several laboratories based academic programs on campus. Their activities include:
    - Encouraging and developing [self inspection programs](#)
    - Training of both staff and faculty related to health and safety for themselves as well as students
    - Providing [Hazard communication](#) information
    - Providing [preventative evaluation](#) and criteria for fume hoods, eye washes and safety showers
    - [Disposal of hazardous wastes](#) of various types such as bio-waste, medical waste and chemical waste
  - Foundation Support of University, 1997-2006
  - Freshman Year Experience
  - FPPP guidelines on teaching effectiveness, e.g. sections 18.2 and 17.2
  - NSSE
  - Offering new faculty reduced teaching loads to allow them to get experience teaching in a less pressured situation
  - Policy on Outstanding Faculty recognition and Support Committee: [EM 05-06](#)
  - Policy and Procedures for Faculty Merit Increases (FMIs) linked to teaching excellence: [EM 00-99](#)
  - Report to the Provost prepared by the Provost's Task Force on Student-Centered Learning
  - Research Foundation
  - Seven Principles for Good Practice in Undergraduate Education
  - Student Judicial Affairs Academic Integrity
  - Student Judicial Affairs catalog link
  - Teaching Excellence and Technology:
    - [Academic Technologies](#)
    - Instructional Media Center
    - Technology and Learning Program
    - WebCT
    - HorizonWimba
    - T2000
    - [Exemplary On-line Instruction](#)
    - Smart Classrooms:
      - Smart Classrooms [tutorials](#)
  - Teaching portfolios
  - University Support:
    - [Accountability Report, 2002](#)
    - [From the President's Desk, 8/30/01 Inside Chico article](#)
  - University Writing Center

*CSU, Chico CPR Evidence Report w embedded links.doc: Standard 4*
4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of educational programs.

**Links to Evidence and Related Topics**

**Advisory Groups:**

- **College of Engineering, Computer Science and Construction Management:**
  - Accreditation Board for Engineering and Technology (ABET)
  - Computer Science Accreditation Commission (CSAB)
  - National Association of Industrial Technology (NAIT)
  - American Council for Construction Education (ACCE)
  - College Industrial Advisory Board and each department within the college also have advisory boards (6).

- **College of Business:**
  - Association to Advance Collegiate Schools of Business International (AACSB-I)
  - The College has an active Business Advisory Board
  - Business Information Systems Advisory Group
  - Entrepreneurship Advisory Board

- **College of Humanities and Fine Arts:**
  - National Association of Schools of Music
  - National Association of Schools of Art and Design
  - The North State Symphony
  - Janet Turner Print Museum

- **College of Agriculture:**
  - College of Agriculture Advisory Council
  - Superior Ag (fundraising)

- **College of Behavioral and Social Sciences:**
  - Council on Social Work Education
  - National Academy of Early Childhood Programs
  - National Association of School Psychologists
  - National Association of Schools of Public Affairs and Administration
  - Accreditation Association for Ambulatory Health Care
  - Child Development Advisory Board
  - Public Administration Advisory board
  - College Advisory Board
  - Criminal Justice Advisory Board
**Standard 4: Creating an Organization Committed to Learning and Improvement**

- College of Communications and Education:
  - Accrediting Council for Education in Journalism and Mass Communication
  - American Speech-Language-Hearing Association
  - California Commission for Teacher Credentialing
  - National Recreation and Park Association Council on Accreditation

- College of Natural Sciences:
  - College Advisory Board
  - Department of Geological Science Advisory Board
  - American Chemical Society
  - American Dietetic Association
  - National League for Nursing
  - State of California Board of Registered Nursing

- Center for Regional and Continuing Education:
  - Northern California Local Government Leadership Institute
  - In Service to Families, Children and the Courts
  - Localization
  - American Language & Culture Institute (ALCI)
  - American Association of Intensive English Language Programs (AAIEP)
  - Member programs must endorse the AAIEP Standards, and have successfully completed the Program Self-Appraisal (PSA) process or shown proof of accreditation by Accrediting Council for Continuing Education and Training (ACCET) or the Commission on English Language Program Accreditation (CEA)

- University-wide:
  - University Advisory Board
  - University Foundation Board

- Other involvements of stakeholders:
  - Annual IR Alumni Study - 2004
  - Placement Center Surveys of recruiters
  - Discipline specific surveys of either alumni and/or advisory-industry:
    - English MA Alumni Survey and Update Form
  - Accreditation review of Counseling Center programs and Internships by the International Association of Counseling Services