

CHICO

1. Quality of Baccalaureate Degree Programs

Assessment efforts continue to be monitored, guided and supported by our All University Responsibility for Assessment Committee (AURA). [AURA](#) provides campus leadership for ongoing campuswide conversations on the nature of student learning assessment and its relationship to effective teaching, learning and advising. All major programs have or are in the process of developing or further refining program missions, program goals, student learning outcomes, course alignment matrices and assessment plans. Members of AURA serve as individual coaches to the efforts within their respective colleges.

Continuous improvement is also being recorded in the assessment of general education (GE). Good progress is being made in terms of defining student learning outcomes in core areas of [GE](#) as well as in creating the rubrics that are helpful in assessing and evaluating student work products. The collection of cross-sectional data on student performance in writing, oral communication and quantitative reasoning in GE classes allowed comparisons of first-year students versus seniors, across colleges and between native and transfer students. Assessment data are being shared widely on campus and are guiding efforts at curricular and pedagogical changes to enhance student learning.

The institutionalization of these assessment and evaluation efforts is further stimulated by an [academic program review project](#) designed to refocus programs toward becoming more systematic and intentional about gathering data about the right things—performance and effectiveness—and on using the resulting information to continuously improve what the program does. The elements of this new framework will align under the strategic priorities of the university, the ten principles of Cornerstones, the principles of the CSU Accountability Process, and the “core commitments” to institutional capacity and educational effectiveness that are embodied in the new WASC accreditation standards.

2-4. Progress to Degree, Persistence, and Graduation

Traditionally, CSU, Chico has turned in respectable performances in the area of student success in terms of progress to degree, persistence and graduation. Chico continues to be vigilant in these areas by experimenting with new approaches to ensuring continued success. One such new approach has been the instigation of departmental conversations on data derived from the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE). Conversations, involving students, are structured around an examination of changes in student behaviors and faculty behaviors that would help deepen student engagement as a means of creating academic communities. The sharing of departmental best practices has suggested a number of important lessons. We have learned that active learning occurs both inside and outside the classroom. We have learned that breaking down barriers to communication between professors and students is essential to student success and faculty satisfaction. We have learned that if we want our students to be engaged citizens, we must provide them with opportunities for ethical growth and involvement in real leadership opportunities. It turns

out there is no right or wrong way to go about building learning communities; it will vary by department and college. What we must do is to continue the dialogue and share our experiences in an open and positive manner, which is what assessment is all about.

6. Relation with K – 12

The Early Assessment Program (EAP) developed by the California State University in partnership with the California Department of Education and the State Board of Education was designed to test students' proficiency in mathematics and English and to reduce the likelihood that students will have to take remedial classes once they enter college. Within the [EAP](#) framework, CSU, Chico has continued its efforts to increase the college readiness of high school students as well as to increase the understanding of mathematics and science at all age levels. Most notable among these efforts are the seven California Subject Matter Programs (CSMPs), including the [California Writing Project](#) and programs sponsored by our [Center for Mathematics and Science Education](#), including the [Chico Mathematics Project](#) and [the Hands-On Lab](#). Each offers a variety of programs for both teachers and students in the Northstate. Such efforts are further supported by other programs such as [Educational Talent Search](#), [America Reads/Counts](#), [Summer Bridge](#), [Upward Bound](#), [MESA](#) and [Community Service Learning](#).

9. University Advancement

The arrival of a new Vice President for University Advancement has allowed CSU, Chico to strengthen its to a values-based philanthropic culture and the execution of bold initiatives in the areas of fund raising and university advancement at both university and college levels. Advancement efforts are now connected to our vision, mission, values and strategic priorities and are becoming a critical element of an integrated, multifaceted approach to resource acquisition and stewardship. The investment of resources to establish a high performance advancement operation that serves the entire university community is already beginning to bear fruits. In 2005-06, the number of gifts has increased by almost 2500 (a 13% increase), the number of individual donors has increased by almost 2000 (a 18% increase), and, most importantly, our fundraising in 2005-2006, has increased by more than \$4 million over the previous year making it one of the most successful fundraising years in the University's history. The University endowment is now valued at nearly \$31 million, almost a 50% increase since 2001-2002. Although we are only the 12th ranked campus in the system in terms of enrollments and budget, we are seventh ranked in the size of our endowment.

We will continue to invest in strengthening our Advancement infrastructure and culture as we take the initial steps towards a major fund-raising campaign in conjunction with the University's 125th anniversary, which we will celebrate in 2012.