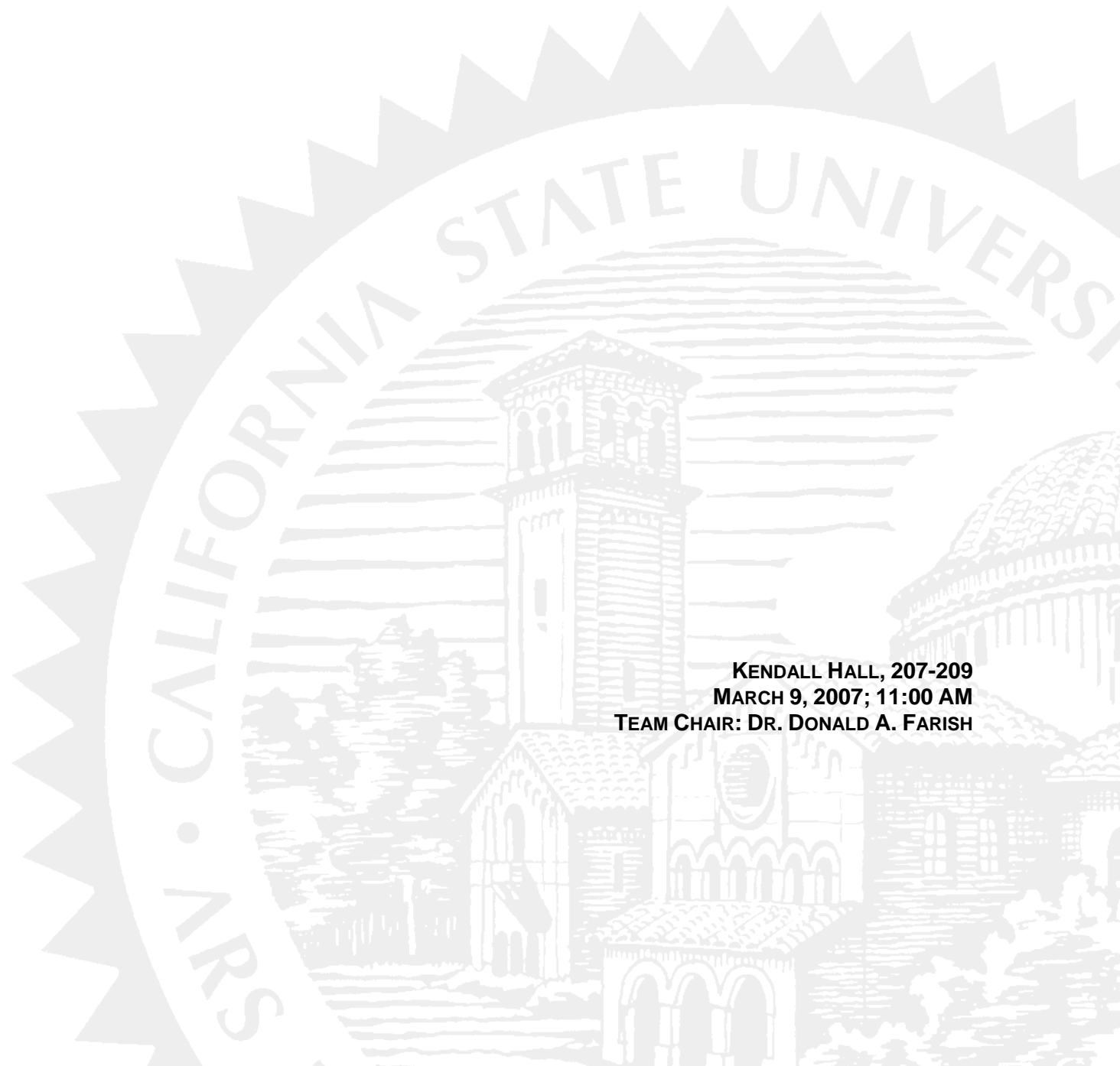




***EDITED TRANSCRIPT OF THE  
WASC CPR VISITATION TEAM  
EXIT INTERVIEW***



**KENDALL HALL, 207-209  
MARCH 9, 2007; 11:00 AM  
TEAM CHAIR: DR. DONALD A. FARISH**

**EDITED TRANSCRIPT OF THE  
WASC CPR VISITATION TEAM EXIT INTERVIEW**

Thank you very much, Paul. Let us then start as President Zingg said by asking these people to introduce themselves. A few I've seen are familiar faces, so we've let them know who we are. But it might be helpful just to do the formal introduction. I'm going to ask that each of my collaborators in crime here to identify not only who they are, but what campus they're from and what position they hold at that campus so you get some sense of the collective. Can we start with you Tina?

I am **Tina Leimer**. I'm Director of Institutional Research and Assessment Planning at CSU, Fresno.

Hi, it's nice to see so many familiar faces in the audience. My name is **Andrew Grosovsky**. I'm the Vice Provost for Undergraduate Education at UC Riverside and I am also a professor of cell biology there.

Good morning my name is **Julie Sina**. This is actually my last day as the University Vice President and Secretary of the Board of Regents at the University of the Pacific and on Monday I will begin a new position at UCLA.

I am **John Gemello** and I'm Provost and Vice President of Academic Affairs at San Francisco State University.

I am **Mark Schlesinger**. I am Associate Vice President for Academic Technology at the University of Massachusetts Central Office.

And I am **Don Farish**; I am President of Rowan University in New Jersey. I am a biologist by education and a one-time member of the CSU community having spent 15 years at the University of Sonoma. You'll notice why it is that we do this job. We have not even finished our task and Julie has already been promoted. (Laughter). There are advancement opportunities.

I want to be clear that our role here is not to sit as your judge or judges. We are here as your peers. The whole process of accreditation is a peer-mediated process as President Zingg said. And many of you know you have done work yourselves, we monitor each other in the profession and in that light, try to keep an arms length with those who do it for us or to us as the case may be. And I'm going to say something about that in just a moment.

But I want to start by thanking the campus, thanking President Zingg, Provost McCall, McNall sorry (you moved behind the post), and I especially want to thank Arno Rethans because of the work that he did. We drove him absolutely crazy. I recall just four days ago he had jet black hair. (Laughter). It has been a true pleasure working with these people and with the rest of you. It's a wonderful campus and I know I speak for the entire Team that we very much enjoyed our visit to Chico and meeting this outstanding group of people. You have a wonderful community. In fact we're not leaving; we're just going to move in! The Chico experience has overwhelmed us. No wonder you people do not want to leave; it's a great place.

I want to talk a little about the WASC process that's been started. There have been some changes in WASC over the last few years. All the accrediting agencies around the country are

going through their own evolution. In the case of WASC there are now the visits, twin visits. The first visit that occurs, which this one is, is for capacity and preparation. The intention here is to ensure that things are as they need be in order to be able to authorize the second visit, which is the Educational Effectiveness Review. That normally takes place about eighteen months to two years after the first visit occurs. So our task, then, is to do the (CPR) evaluation and make recommendations to WASC about the preparation of Chico towards its second review.

Now, recall that this is not all on campus. You know that the campus does a Self Study. Chico chose to do this by infusing into the self study the six initiatives of the strategic plan. Our job is to evaluate those materials and augment with what we learned from written materials on the campus visit itself, referencing everything against the four WASC standards and then make a recommendation to the Commission.

We're going to talk about what we found today and various comments that we will have to make and which we hope are, in any case, constructive and useful. We are certainly not here to sit, as I said earlier, as judges. But the recommendation for the Commission, that's privileged. That's to the Commission and the Commission is the one who actually formally communicates back to the campus. So, we will not be telling you what we will be telling Commission. That's for them to tell you. And this is something that we are bound and determined to maintain to our graves. No, it's not quite that serious but it is still the case that it is confidential information.

One thing I want to observe is that assessment, especially assessment of learning outcomes, is now pervasive through all of the accrediting agencies. I have been doing some work on the east coast with the Middle States Group and it's the same situation there. And there are two things I want to say about this. One is that with the Spellings Commission and some of what came out of the Spellings Commission, is sharp criticism, frankly, of the regional accreditors, a self serving group of people, as it was described, that really were not doing an adequate job; they were just making nice with each other and were not critical enough or engaged enough or worrying about accountability enough. The Spellings Commission was only too anxious to recommend that the federal government become more involved in what we now call accreditation.

Of course, we saw that as a perfectly awful idea and what is happening now is that the accrediting agencies are, I think, stepping up their efforts to ensure that we document what it is that students are learning so that we avoid the kind of anecdotes that exist right now where... Margaret Spelling herself did some of this in making reference to problems that she had getting her daughter placed in the university... wait, we're basing a federal policy on Margaret Spelling's daughter? But the point of the exercise is that the burden does fall on us to be able to demonstrate, to anyone who wants to be skeptical, that we are in fact adding true value and we are not guilty of graduating lots and lots of illiterates even though there's always a story out there that someone's niece's barber's daughter's knows someone who can't read and write English even though they are a college graduate.

So we're seeing a lot of this emphasis, but the real story here, on assessment, is that as we have gotten into this, we realize that it actually works. It actually creates opportunities to do a better job of ensuring that students are getting maximum value for their time and their dollar and their experience here. And it helps the faculty understand what it is that is sinking in. We've all heard stories that people say "I'm a wonderful teacher, but I have a class full of lousy learners." We are trying to get past that notion and refocus on learning outcomes. So you will hear some references to that today.

My last point, the draft report that we will be sending to the campus in about two weeks is for purposes of correcting any factual errors and we may have some and we're not going to be defensive on that point. If we have said something that just isn't correct or have come away with a misimpression based on some lines that we have drawn, we are certainly prepared to stand corrected. And then the final version will be going through the commission and then back to the campus. I can't say as to how long it will take. It won't be more than four or five weeks I don't believe.

Okay, so what we're going to be talking about today are the findings of the Visiting Team here, certain recommendations or concerns that we have. All of which we intend to be constructive criticism, not critical. And various actions we want to commend because I think that's only fair.

A gentle point on the outset; Chico we find has an unusual affinity for collecting data. There are lots and lots of data and at one time or another we have seen references to all of it. If you printed it all out it would represent a small library. We just do not have, did not have, the capacity to assimilate all of that information and so at various times, especially before we arrived, we weren't sure whether there really was a forest or whether there were just lots and lots of trees. We were, by and large, persuaded otherwise; there is indeed a forest here. It did involve removing some of the stomach linings of the President and Arno Rethans during those encounters, but we have come out a better Team for it.

But let me start with a big one and one that I know caused some raising of eyebrows. But again having seen references to the Chico Experience, we were curious about the Chico Experience. So we began asking questions about the Chico Experience. And it's important because, in a sense, it falls under the standard of clarity of institutional purposes of educational objectives.

So, let me just make a point. I'm going to have to apologize as I do this this morning. This is going to be a bit disjointed because I need to tell you how this is done. Each of us had responsibility for a different section and we were doing those all during the course of the evening and then it went into this morning and so if I suddenly develop narcolepsy at some point, I hope one of you will raise my head up... I'm just a little fatigued. The report will be a more polished document but I'm trying to give you the flavor of what's here. Let me just read this short section.

"Although the Team certainly recognizes the significance of the reality of the Chico Experience and the character and quality of the university, there did not seem to be a sufficient consensus definition of what the community understood that experience to entail. This is one important example where the university does not document and gather data on some of its most important successes and therefore is not at the best possible position for telling the story. The Team recommends that the university should consider enhancing its efforts to articulate best practices in a way that can be monitored, assessed and readily communicated so that they may better propagate across the campus on a larger scale. In essence CSU, Chico already has the characteristics of a very large and successful learning community. This provides a unique and very strong foundation to build well developed first year learning community programs that leverages all that the community loves about the Chico Experience. We recommend that the campus invest in this opportunity by carefully articulating the aspects of the Chico Experience that enhance student affinity for the community and that support academic success."

And let me plug that into more conversational language. I was just telling the President a few minutes ago that the Chico Experience, you people have a great deal to be proud of in terms of what you have accomplished on this campus. The fact that the campus is geographically

isolated from other large communities and the fact that your students are therefore 24/7 residents of the community is an opportunity that you can take full advantage of. But there have been so many ways in which initiatives have been developed that what is missing, in my view as an outsider, is that it isn't gathered up in some way. It is allowed to happen, it is encouraged, it is blessed, and the students understand it. But from the stand point of recruiting students, what an opportunity to talk about how it is that the campus shapes the whole person. And I know you're doing that, but as a visitor to the campus that's one of these things that I would think you'd be celebrating in a more obvious way and we would encourage you to do that because you have a great story to tell.

**The Strategic Plan.** We learned that the strategic plan is well known. People on campus have heard about it, which is not always true on campuses. Long-standing but recently amended, it was done and developed in a consultative manner and it is still a work in progress in so far as there is now the need to prepare implementation strategies and assess outcomes, which we know is intended.

**Diversity,** a long standing issue at Chico, commented on at length by a Visiting Team in 1996 and for that reason we were particularly interested in seeing what has happened regarding diversity in the intervening years. It is a problem that Chico has that is created again by the geography and demographics. But one now strongly addressed by President Zingg and the Team strongly commends his leadership in this area. The diversity scorecard, the School of Business program, MESA, EOP are all being commended for their efforts to increase potential. We learned that there are still a few lingering community problems. Hard to know how prominent those are. One student did mention that he felt great on campus, but wasn't so great when he stepped across campus into town. But that's certainly a lot less visible than it was 10 years ago. *Recruitment and retention of staff and faculty* of color we know remains a challenge, but we want to commend the progress you've made on this very important issue. We recommend that these positive developments and recruitment of underrepresented minority students be routinely framed as a critical advantage for *all* of Chico's students. This isn't just about doing well by the minority community. It is about creating an opportunity for the majority of students to work in a diverse community so they are well prepared when they graduate to move into the kind of diverse society that the State of California is now representing.

On the issue of **high quality learning environments**, the Team met with six academic departments as well as with the General Education Advisory Committee and the First Year Experience Coordinating Group. We know that FYE is beginning to be assessed and we assume that the assessment process will be in place by the time the Educational Effectiveness visit occurs and we certainly encourage that. The departments we learned are in various places along the continuum of assessment, but we were impressed in particular with Biology and History, which is not to slam any other department. It is just that they were very persuasive in what they were able to show. We do assume that by the time of the Educational Effectiveness visit that a large majority of the academic departments will have assessment fully in place, and we have no reason to believe that this won't happen as long as you continue to progress in what you are doing right now.

We learned that AURA is a widely praised (once we learned what AURA was, for a while we thought it was one of those peculiar California phenomena), but the Visiting Team commends the efforts of AURA. I think it would have been easy for AURA to be perceived as the curriculum police. They themselves, members of the team, indicated that they worked hard to avoid that label and I think they have been successful.

We know that while AURA has received funding, opportunity to implement assessment of funding... I'm sorry, I said that wrong, but, yes... but various departments, were mentioning to us, if we could just have release from a course, we could move along quickly. Of course that's a common response to any new initiative. But I would not be doing justice if I did not mention that this is something that I'm sure the people who said it wanted the people in this room to hear; so I'm saying it. There is an opportunity here for rewarding what it is that you want to measure and attain. So I will flatly mention that the absence of such carrots was an impediment to getting work done ... but they were still doing it. It is often a problem; scarce resources are very much a part of the world we live in. But we recommend, nonetheless, that this be looked at as a way of moving some departments along. If, in fact, you are not satisfied with the progress they are making because it will be important to see that well developed by the time of the Educational Effectiveness visit.

Under the broad heading of **faculty and staff resources**, we have noted two very different issues that arose repeatedly. One is the extraordinary commitment of the faculty and staff to student success. It is something to be commended. I don't know to what extent we were seeing people that were truly representative of a cross section of the faculty and staff, I can only assume that we did and we were unanimously very impressed by their dedication and commitment.

The faculty mentioned repeatedly in conversations that I had with them that the quandary they found themselves in, they felt that they were reaching at times sort of the limit of what they could do, and yet every time they were ready to throw in the towel, a student came along to thank them for something they had done and it gave them the strength to go on one more week. Nobody, at least to me, said that their morale was broken or that their spirits were in any way endangered beyond the fact that they were conscious of working flat out, and that's something that's there. I'm sure you realize it, but to outside eyes its quite real. And yet, what is being accomplished on this campus is remarkable because of the energy and the dedication of these individuals.

The loss of senior faculty and staff to retirement, there is concern that this is not always offset by the hiring of new people, so there's worry that there aren't as many hands on the rope as there were a few years ago, and that more burden is falling on the fewer remaining senior faculty because there's many departments, as you are well aware, where there is a commitment of the department senior faculty to help the junior faculty with their workload so that they are in a position to successfully undergo retention and tenure review, have a chance to develop their research agendas, but that is a burden on the senior faculty. These problems transcend Chico; they are endemic in the CSU and to some extent throughout many public universities all across the country. It would not be appropriate for us not to mention since this is something that did come up repeatedly in conversations, that there was concern that there wasn't much more to give; people were working about as hard as they could.

**Program assessment**, we found, seems a bit inconsistent. You're going to hear some back and forth here because what I'm doing is blending comments from different people and even though we had different sections to write about, there are places of overlap. So if it sounds redundant, we'll clean it up in the final version. I'm just trying right now to do justice to my colleagues who were responsible for each of the different areas.

The matrix that we have, provided by AURA, lists all the departments, numbers and so forth, indicates that most programs are making real progress here. But it wasn't always clear to us whether assessment was resulting at this point in the format of change, certainly the ultimate

purpose of the action. We know what's happening in some cases but we're not clear just how ubiquitous that is and by the same token, it's very clear that assessment is being taken very seriously by your campus community, especially in your academic areas. It is just that people are at different points on the continuum.

It is the case also that the assessment initiative seems to be focused very largely on the undergraduate curriculum. The graduate curriculum is failing a bit, at least as it seemed to us. So coming out of that, is a question for your consideration, and that is to the extent that as you move through the assessment process and find in implementing the findings of assessment for purposes of the continuing to improve the curriculum, might there be instances where there are going to be cost consequences, where you find that we need to do something differently and has thought been given to where the funds would come from to do that because to identify a need as consequence of assessment, and then to be told there are no funds available to make the change that is necessary, would be problematic from the stand point of the assessment movement because you want to be able to close that gap. That's for the future, but it something we wanted to point out to you now.

Let me move to **support systems for students**. The Visiting Team was very impressed with the enthusiasm of the students. The students love this university. They love it, love it, love it! We could not get students, even with bribes, to say bad things. And it is really very genuine enthusiasm, it is not faked, we had no sense that they were saying this because they knew we were the Visiting Team and they were just being loyal to the home crowd. This is something they believe. Whether they're students who started here or students who came here from some place else, we've heard over and over again, even from our waitress at the restaurant last night, clever who planned that, Arno missed no opportunity – a master planner. Really it has to be gratifying. It certainly was for us in a vicarious sense, but gratifying to all of you to know that the energy that this campus puts into the job you're trying to do, is so well received by the students. It would be very frustrating if they were not as appreciative as they are, but they are much more than would be typical on campuses that I've been on. So that's a great thing that you should be very, very proud of.

The student affairs people said that there is... (*lost*) problem with housing. The evident care that the staff shows the students, it is not just the faculty, the staff are equally embedded in this. One of the students mentioned... Let me say first that one of the things we want to comment on and commend is the willingness of the campus to trust the students as much as you do with positions of real authority and leadership. Clearly there are enormous gains to be made by the students. In a holistic sense as they graduate, we know, we were told repeatedly how well received your graduates are by recruiters because of their skills of 'working in teams' and that's all things that are manifested by virtue of the level of responsibility that you give these students while undergraduates. One student said that her mentors helped... (*lost*) write her story. I just thought that was eloquently put. So, very good things are going on here so far as the students are concerned.

Again, I know the exceptional levels of responsibility that in many of the critical areas the students have, in food service, the bookstore, it may be controversial but nonetheless it is giving the students a great opportunity, to CAVE, and I'll have more to say about CAVE in a few minutes, and other support programs. The programs such as the Business Resource Center, MESA, the Student Learning Center, AMP, EOP, academic advising, are all singled out by the students.

The 200 student organizations, 200+, and the opportunity to create new organizations, are a real source of pride to the students. They feel that they are very well served. And I want to note that the 350 students studying in 23 countries during the last academic year, something approaching 10% of your graduating class. That's a significant achievement and one that we applaud. We have a few recommendations and accolades.

Moving to **learning enabling resources and IT**, the campus obviously has taken seriously the recommendation from 1996 to focus on learning outcomes in the use of technology and not just worrying about implementing technology for its own sake. The satisfaction surveys indicate strong support for all services provided by the units reporting to the Vice Provost of Information Resources. Although some students were critical of WebCTs implementation for certain courses, that was not widespread but noted, and maybe it is just unavoidable. We really don't know what's behind that, other than just making a comment.

A challenge for the campus is to document the effect of the extensive use of WebCT on teaching and learning, and as an issue there, trying to identify, we're not there, where the responsibility lies for the assessment. Whether that's within IT or within the academic framework but somebody needs to do it.

A second challenge is to identify the underlying rationale for online offerings. The people who are the practitioners, people who are engaged in online offerings may well understand it, but we found that the issue hadn't found its place in institutional discourse. A related challenge is the assessment in terms of learning outcomes of the online programs, but something we understand is now underway, as it should be, given that it is something that will be looked at during the Educational Effectiveness Review.

A final challenge involves the relationship of academic technology training to faculty development. We got wind, and we don't know if this is accurate or not, but it seems that some people were saying that the historical partnership between TLP and CELT has fallen off. Aren't you impressed by the way I mastered these acronyms? I'm just throwing this out there as if I knew what it meant. Actually I do.

Information literacy is well reinforced by the freshman year experience, the freshman writing course, and we see that the topic is also addressed in courses in political science, communication studies and nursing. And satisfaction of this initiative is evident. A short and long term gain in clientele in information literacy is now being measured resulting in changes in the manner of offering of freshman year experience and freshman writing, this is a commendable example of the use and value of assessment.

Chico has been committed, as you know, to enhancing the IT learning infrastructure of 98 classrooms, now technologically enhanced, and we note approval of faculty work stations on a renewal cycle. I'm not, by the way, trying to indicate in the oral report everything that we found, every finding, that would take us a long time. The report itself will be maybe 30 pages long and so we do note that in the final written report, you're going to see from a factual stand point, what it was that we learned and there were lots of things we did learn about the campus. And a great majority of which we note with approval and excitement. So, if I'm not mentioning your particular program today don't be too offended, I'm sure it will show up in the report. I just want to give you some examples of kinds of things that we are picking up.

Chico has also made a substantial commitment we know to using IT to enhance access to administrative services, the center of these being the Common Management System.

Performance measures have also been developed for this and similar initiatives, another commendable action. Two challenges, many of these accomplishments have come from staff that has remained relatively stable in number even as workload has increased and this is a classic case of being victims of their own success. The second is to continue to refine performance measures in preparation for the EER, the Educational Effectiveness Review.

Now, let me move then to another piece of the study and that was *servicing the needs of the North State*, one of your strategic initiatives. And this particular initiative cuts across a number of features, but I want to note, from the standpoint of student engagement... actually there are several parameters here but I'll start with *student engagement*. The fact that the university is strongly committed to service learning and civic engagement comes through in this North State initiative.

I did this particular section and one of the things that many of us saw as we were going through the course of the last two days, we learned more and more about CAVE, and CAVE is really a remarkable thing. And again, I'm not telling you anything you don't know, but by virtue of the fact that it impressed us, the program that has been running for 40 years and involves more than 2,000 students annually, activities of more than 20 programs, this is a major factor of the undergraduate and graduate role here. Some of these students admit that they are doing this for curriculum requirements, but many are simply volunteers in these activities and they really are developing a true sense of citizenship and giving back to the community, characteristics that I'm sure they will carry with them long after graduation.

One student I spoke with yesterday testified that over the last two years he has spent 30 hours working at an elementary school, a weekend at the Veterans Hospital in Yountville, 30 hours working in the citizenship program, 16 hours in the probation department, some time spent on the Butte County homeless census, and 480 hours in a cancer treatment center. Apparently he's not enrolled in anything (laughter), but I recognize that that is perhaps an exception, but he talked about how much it changed his life over the last two years. He felt it was just a dramatic impact on him. He was talking about the impact on him, not the impact he had on other people. Charming.

We learned about the work of the College of Agriculture, a thousand K-12 students on Ag Day. I didn't know there were a thousand, well anyway that's because I live in New Jersey where there's no agriculture. The students in the first year experience, working with Native Americans to replace exotic plantings, from Bidwell Days along Big Chico Creek, native plants... this is lots of little tidbits that we learned. The one thing I want to say, two things about this. One is that I can't say enough about how impressed we were and how remarkable this work is and how commendable it is.

And with that said, I want to come back to the issue of how it is that becomes built into the Chico story, broader world of recruiting students. The question that I had was why isn't Chico identifying these activities as a Hallmark of the Chico Experience? I mean really, that's my impression. I'm certainly not telling you what to do; I'm just saying if I had that program I would really like to push it hard.

Could you potentially show the positive learning outcomes of these experiences? Is there a way of assessing them in some kind of pre / post way? If there were, that would be a wonderful thing. And given how important this is and how well it is received by students, does it makes sense to ask whether there are more departments who wouldn't want to be involved in this, in the sense of making it a part of their own requirements. I realize you can't tell academic

departments how to put together their curriculum, but the impact its having on the departments that do have it, an interest in this requirement is worth examining.

There are five areas of engagement in the North State initiative. One is *education engagement*. Again, a lot of this falls under the category of the College of Education and the work they are doing, but there are many of the other colleges that are involved as well. And just to sort of summarize, there's a very significant level of activity that the college campus offers, is engaged in, providing additional opportunities for people living in the Chico service area and the campus needs to be commended for its efforts in that area.

The impact of the campus on the lives of the people in the North State region is manifested in many areas, not the least of which is the opportunity to engage with the in-service teachers, giving opportunities to work with K-12 and in many other areas.

*Economic engagement.* I learned yesterday of the active and even aggressive role Chico is playing in promoting the economic development of the North State. I talked to people from the Center for Economic Development and the folks involved in the Geographic Information Systems lab, the Office of Environmental Projects, and the College of Agriculture, the Center of Archaeological Research, and the Office of Research and Sponsored Programs, and the collective is that there is a tremendous amount of work being done to stimulate the economy of the entire region.

*Artistic engagement.* You are a credible source for the surrounding region in terms of providing opportunities for people to participate in artistic expression of all kinds. I know the presence of several galleries on campus showing national, local, student works. An opportunity for high school kids during the summer to have a show. The kids camp in the arts. The Anthropology Museum -- its exhibits and tours for K-12 students. The Theatre Department and its touring ensemble with musical theatre students who focus on K-12 but a group who also works with freshmen and service groups throughout the greater Chico area. Court Theatre and the fact that there are now seven theatre groups in the Chico area, that's ridiculous. I mean, that's a huge number and it's impossible to deny the conclusion that the impact Chico State has had on the Chico area in terms of raising the visibility of the arts and the recognition and participation. So the Visiting Team wants to commend the efforts of arts departments for their effective work in creating an unusually high awareness of the arts in the North State region.

And finally, Scott McNall cornered me and filled me full of *sustainability* yesterday. And I apologize for calling you McCall earlier; my budget officer's name is McCall. If one of you would change your name, it would be a lot easier in my life, but McNall. Environmental engagement, this is the sixth initiative the campus has on its list. Commitment to extensive, pretty extensive commitment, to sustainability. I learned that the work began about a decade ago, with the initial focus on Watershed, on the local environment. In the intervening years there's been this organic growth. So this is not a Johnny come lately program. This is something that has been sustained for a long period of time. The program to minimize the impact on local landfills by making service property available to non-profits.

The students are certainly enthusiastic about the sustainability initiative and I talked with your AS President yesterday and she was very articulate in the notion of having "Aha!" moments. That what was happening here was not just a case of being told what to think, but the students must be allowed to discover for themselves and have that joy of discovering which we found very commendable. In fact, the AS has now passed a \$5 student levy per semester for purposes of hiring a sustainability coordinator with the balance going to student organizations

that are focused on sustainability. It's a wonderful initiative. I don't want to lose sight of the fact that this transcends the more obvious things, the environmental arts and film festival, not an obvious one but that's a great way of expanding this program across a broader campus.

The campus has adopted a minimum Leed Silver standard for its new buildings. One hundred and forty-seven courses have sustainability as part of their efforts. The fact that staff serve on the Chico Mirrors Climate Committee to help the city become carbon neutral. So this is not just an issue for the campus itself when you're exporting these ideas. The faculty and staff point out a consistency of vision from central administration has been critical to the success of this initiative and mention both Provost McNall and President Zingg by name. So, the Visiting Team commends the vision and efforts of Chico State in identifying and implementing sustainability as a new way of engaging the campus and the surrounding community.

**Strategic Planning, Resource and Data Alignment.** The question of how well is the strategic plan aligned with resources that are then being followed along behind, pretty good stuff here. While there is much to commend about the role that the strategic plan plays in resource allocation decisions, there are two concerns. First, while the strategic plan fully informs resource allocation within Academic Affairs, it was not clear from interviews on the campus that the plan has the same importance for units outside of Academic Affairs. We may stand corrected on that point.

Second, and much more important, there is no evidence of a series of performance indicators attached to the activities identified under the six priorities of the plan and without these indicators the university would be unable to demonstrate that they met the desired goals and the overarching priorities. We believe that this is a work in progress, but that's something we will be looking for, or the next team will be looking for at the next review.

We think there is a healthy interaction between providers and consumers of data within the university. Makes it sound like a farming community, doesn't it – providers and consumers? We did note in the university's own report which stated, "While CSU, Chico demonstrates substantial capacity to collect and disseminate evidence it demonstrates far less well the use of results of assessments and evaluations to revise and improve structures, processes, curriculum, and pedagogy. CSU, Chico has been a victim of its own data decentralization at a modest level, making the integration of data and evidentiary information more difficult." And we agree with you. Major strides have been made in developing a true culture of evidence, but there's work to be done there. We do think that the Enterprise Knowledge Management Initiative is a key priority and we encourage you to make that a high priority in order to facilitate the assessment of educational effectiveness.

And finally as we move into the area of **preparedness for Educational Effectiveness Review**, we note the many strengths and challenges delineated in your concluding essay and its reference to the campus as an inclusive learning community of faculty, staff and students seems to be an evident characteristic of the environment in which the faculty, staff and students take great pride. And that's very much a positive.

But again I come back to, or we come back to, because each of us is coming at this in our own ways, assessment activities would of course provide compelling and powerful evidence in telling the Chico story. It's clear that substantial action is being taken to develop systematic assessment and evaluation in efforts to promote student success. But generally, its development is in the early stages and indeed are infrequently analyzed, interpreted and

applied to making changes. So that's something that we obviously encourage you to continue to do.

The WASC Review Team certainly accepts the university's integrity and intentions in this regard. We must however indicate our concerns about the need for substantial progress in these areas in time for the EER, Educational Effectiveness Review, which is to take place in two years. The financial costs of these implementations are going to have to be carefully managed. This is not something that's unknown to the Chico State administration, as they noted in the last paragraph of their concluding essay. But the Team wants you to know the challenges Chico faces as it moves toward the final stages of reaccreditation and Educational Effectiveness Review.

That is our report. It is structured in such a way that it is just a report, as we mentioned in the beginning, it is intended to be a one-way communication, I'm sorry about that. You will have an opportunity for correcting any factual errors in the written report as I said earlier. President Zingg, we can expect to see you again in approximately two years.

I want to thank you again for the opportunity to visit your campus. One of the reasons we visit campuses at all, on our end, is that we learn a great deal that we take it back to our own home campuses. And so, if you suddenly see certain of your programs mysteriously appearing, bobbing up around the country, you'll know just how well you have done.