



CSU, Chico
Institutional Proposal
Draft 4
March 24, 2003

Colleagues:

This is draft # 4 in which we incorporate our discussion of the March 13, 2003 meeting. We have focused primarily on revising Section 6 of The Educational Effectiveness Review. The intent is that once we agree on the content of this draft that a presentation would be made to Cabinet, followed by a presentation to the Executive Committee before we share with the other audiences mentioned in Section 3 Engagement of the Campus Community.

In this revision:

- We corrected the typos you identified.
- We substantially changed Section 5, The Preparatory Review. We took out all the detailed references to existing policies, procedures and websites. We will save them for the real thing!
- Section 6 was also substantially changed again. We deleted the Workload Study (Section 2.1 in Draft 3) and put it under priority # 5 as a performance indicator project. We similarly deleted the study of Development. Next, we reintroduced Technology as a subject for study under the EE Review: a) it was subject of much commentary in the previous team visit report and hence needs to be addressed and b) we believe we have a story to tell. .
- We pose a question for section 1.3 in section 6. Do we want to subsume Assessment under Academic Program Review or treat as a separate topic for study?
- We suggest specific areas to be included in the development of campus-defined performance measures. Do we want to add others? Delete some of the currently proposed?
- Sections 7-8-9 remain the same.

Please review this draft in some detail. As we outline these specifics for the Preparatory Review and the Educational Effectiveness Review we are de facto committing the campus and your individual divisions to some significant efforts.

1. Institutional Context

Historical Perspective: A Precious Sense of Place

“On the afternoon of April 8, 1887 a telegram arrived in Chico announcing the selection of Chico as the site of the new state normal school. Then Governor Bartlett had overcome the lobbying effort of Red Bluff, Redding, and Colusa to produce a unanimous vote for Chico among members of the site selection committee. The Oroville Mercury commented, ‘Chico’s condition is Normal ... It will probably be abnormal on Friday.’”



*A Precious Sense of Place:
The Early Years of Chico State*

W.H. Hutchinson and Clarence F. McIntosh

Since its beginnings in 1889, CSU, 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.

Our Recent Past

In fall 1993, newly-arrived President Manuel A. Estéban commissioned the *Task Force on the Future of CSU, Chico* to plan a course of action for the coming years. On October 9, 1995, in response to the Task Force’s report, he issued the *Strategic Plan for the Future* that included a vision statement, a mission statement, and five strategic priorities that were to guide our future.



In the Report on the Comprehensive Site Visit of California State University, Chico (1996), members of the Visiting Team noted that “the key to the future is the pursuit of the strategic plan.” They added: “At the heart of CSU, Chico's strategic planning is the creation of a learning-centered environment. This concept emerged as an important campus direction during the WASC Self-Study and the work of the President's Task Force on the Future of CSU, Chico. In this context of "learning-centeredness," the "Strategic Plan for the Future" identifies as priorities the following: an innovative and high-quality student-centered campus; faculty and staff development; and enhancement of the academic program through state-of-the-art technology. The Visiting Team agreed with this emphasis and concluded that these points are key to CSU,

Chico's future.” The Team sensed “a real readiness on the part of the faculty and staff to fully engage this focus.” And, indeed, they have over the ensuing years.

In a letter to the campus community dated March 12, 1999, President Estéban, on behalf of the Academic Senate, Academic Affairs, Student Affairs, and Business and Finance, announced the adoption of an updated strategic plan. The updated plan affirmed the campus “commitment to building campuswide partnerships on behalf of student learning” and “our support for the systemwide goals of educational results, access to higher education, financial stability, and accountability to the State of California.” It further affirmed our commitment to “finding ways to shape our curriculum and student support services in a way that will meet the needs of our students both in and outside the classroom.”

In his 2001 Convocation speech, the President stated that "... this plan has served us very well," and noted that " represented then and it represents today a collective vision, which still animates our present and serves as a valuable guide to our future."

Our Future

The Estéban era is about to come to an end and the campus readily and unanimously acknowledges his many accomplishments. Most importantly, the accomplishments of the past decade have instilled confidence that “the best is yet to come.” The campus therefore looks forward to a new era that will preserve the core strengths built up during the Estéban years while at the same time working to stimulate and drive progress that will impel forward movement and change.



We believe that the following areas will benefit from such stimulation:

1. *Enhancing Academic Quality and Excellence.* Chico has prided itself on having created special learning and working environments. We see a continuation of these efforts, especially with respect to the academic innovation and experimentation that has come to be the distinguishing feature of many of our academic programs.
2. *Faculty and Staff Renewal and Development.* Workload issues at all levels, i.e. faculty, staff and administration, continue to be of concern and may indeed worsen in the face of on-going budget reductions. Being a knowledge-based organization such issues directly affect our current and future reputation and

image. Development efforts need to be continued and focused on maintaining core strengths and building desired strengths.

3. *Next Phase in Academic Technology Revolution.* CSU, Chico, for years, has been one of the quiet leaders in the successful experimentation with the use of technology to create high quality learning environments. The next phase of this revolution will focus on how we can demonstrably use the new academic technologies to enhance learning, provide access and increase learning productivity.
4. *Management of Scarce Resources.* As the State of California faces multi-year structural deficits, higher education, in general and CSU, Chico, in particular, is likely to be impacted by reductions and/or redirection of financial resources. The future will require explicit leadership to ensure that resource allocations are aligned with vision, mission and strategic priorities.
5. *University Advancement in the Broadest Sense.* This arena encompasses not only improved friend and fundraising efforts, but also the more global theme of crafting, reinforcing and sharing the university's distinct image. Under this theme we envision highlighting the quality of our academic programs, reframing advancement as an entrepreneurial activity, and the further cultivation of mutually beneficial external relationships at local, state and federal levels.

*Dropped # 6
priority on
Senior
Leadership*

2. Expected Outcomes for the Review Process

The California State University, Chico views the WASC re-accreditation process as an aid in further promoting the development of a “culture of learning” by deepening campus engagement with issues of educational effectiveness and student learning and in further institutionalizing a “culture of evidence” in which performance indicators inform and drive institutional improvement and decision making.

WESTERN ASSOCIATION
OF SCHOOLS & COLLEGES

Took the very global outcomes and made them part of the introduction.

More specifically, we expected the review process to:

1. Deepen campus conversations about the nature of student engagement at a residential institution such as CSU, Chico.
2. Assist in the re-engineering of the Academic Program Review Process with particular focus on General Education-, Major- and Special programs.
3. Explore alternative approaches to configuring and managing faculty and staff workloads in times of increasingly scarce resources.
4. Strengthen our performance measurement systems and promote their use in decision making at all levels of the institution.
5. Stimulate progress in becoming a better learning organization by recognizing, sharing and transferring best practices.

Tried to set up more specific outcomes in line with proposed studies described in later sections.

3. Engagement of the Campus Community

The first draft of the California State University, Chico Institutional Proposal as the first element of our Institutional Presentation was developed by members of the Council of Institutional Effectiveness and Accountability. The Council was formed by Cabinet on April 27, 2001 to “coordinate the design and implementation of institutional effectiveness measurement and accountability management systems that support the CSU, Chico Strategic Plan.”



The Steering Committee of the Council is chaired by the Vice Provost for Planning, Resource Allocation and Evaluation and has members whom are designated by the Provost and Vice President for Academic Affairs, the Vice President for Business and Finance, and the Vice President for University Advancement and Student Affairs, the three major divisions within the University, and the Chair of the Academic Senate. Members of the Office of Institutional Research and the Office of the Vice Provost for Planning, Resource Allocation and Evaluation serve as staff to the Steering Committee. Where appropriate, the Steering Committee can assemble technical workgroups to identify variables, create data definition and calculation conventions and develop reporting strategies for each of the content areas contained in the CSU, Chico Strategic Plan for the Future and the CSU Accountability Process. The Steering Committee will assemble such task forces following review of our Institutional Proposal by Senior Commission Staff.

*Essentially the same
as in the third draft*

During spring 2003, the draft proposal was (*will be*) reviewed by:

- Executive Committee of the Academic Senate.
- Members of the Academic Senate.
- Members of the Academic Affairs Council.
- Council of Academic Deans.
- Members of Provost Staff.
- Academic Chairs.
- Members of the Business and Finance Leadership “I” Team.
- Members of the UASA Leadership Group.
- Cabinet.
- Provost
- President.
- Public via specially-created CSU, Chico WASC Re-accreditation Website.

4. Staging of Preparatory and Educational Effectiveness Reviews

The Preparatory and Educational Effectiveness Reviews will be conducted within the framework of Chico's vision and mission statements and its strategic plan. Accordingly, it will review in depth aspects of the five strategic priorities identified in its *Strategic Plan for the Future*.

Members of the Council for Institutional Effectiveness and Accountability will serve as the Steering Committee for the entire WASC Re-accreditation effort. The Council will engage Working Groups and Advisory Groups to guide the next phases of the re-accreditation process in general and guide the conduct of the self-study topics for the Educational Effectiveness Review in particular. Chairs of the additional groups will interact regularly with members of the Council for Institutional Effectiveness and Accountability to ensure effective coordination and communication among all groups and campus constituents.

Some typos were corrected. Essentially same as in Draft 3.

Following approval of our Institutional Proposal, we plan to initiate immediate work toward completion of both the Preparatory Review and the Educational Effectiveness Review. Significant work is already under way to assemble relevant information as evidence in support of CSU, Chico's long-standing and proven commitment to Capacity. The Preparatory Review will be completed in Fall 2005, in preparation for a Spring 2006 site visit.

We propose to devote a larger portion of our time and resources to demonstrating and further enhancing Chico's commitment to Educational Effectiveness. Work Groups will be composed in the Fall 2003 to commence significant investigation of the topics selected for self-study. Multi-year project schedules will be developed to guide the completion of the Educational Effectiveness Review by the Fall 2006, in preparation for a Spring 2007 site visit.

5. The Preparatory Review

The Preparatory Review is designed to demonstrate that CSU, Chico fulfills the Core Commitment to Institutional Capacity, i.e. that it “... *functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures and processes to fulfill its purposes.*” Accordingly, in its submission of the Preparatory Review, CSU, Chico will provide descriptions and data on the institutional parameters, inputs, structures and decision processes that support its vision, mission and strategic priorities.

We have shortened this section by not listing all data items to be included.

As part of the Preparatory Review, we will develop a web-based portfolio that will display institutional data organized around the WASC capacity standards. Experiments are currently under way to determine if such a portfolio may be presented via the PBViews software.

Such presentation will allow internal and external access to the following data:

Institutional Purposes

- *CSU System Parameters*
- *CSU, Chico Purposes*

*Standard 1.1
– 1.3*

Institutional Integrity and Autonomy

- *Institutional Integrity*
- *Institutional Autonomy*

*Standard 1.4
– 1.9*

Institutional Resources

- *Faculty and Staff Resources*
- *Fiscal Resources*
- *Physical Resources*
- *Information and Academic Technology Resources*

*Standard 3.1
– 3.7*

Organizational Structures and Decision Making Processes

- *University Organization Chart*
- *Selection and Review of Administrators*
- *Academic Senate*
- *CSU Superstructure*
<http://www.calstate.edu/AcadAff/Portfolio/index.shtml>

*Standard 3.8-
3.11*

Reflective Essay

We propose to compose a number of reflective essays that address Standards 1-4 to demonstrate our use of data to assess and improve our campus on an on-going basis. The essays will employ hyperlinks to exhibits and major documents to guide the reader through the evidentiary basis for Chico's commitment to Institutional Capacity.

*These sections had
been added in draft 3.*

Required Data Elements

An appendix consisting of the required data elements stipulated by WASC will be included in the Preparatory Review document.

Issues Raised during Previous WASC Review

The Appendix will also include a documentation of Chico's response to issues identified by Ralph A. Wolff's letter of June 27, 1996 to President Manuel A. Estéban, President of California State University, Chico and by the WASC Comprehensive Site Visitation Team Report, March 25-28, 1996, chaired by Gerald L. Bepko of Indiana University, Purdue University Indianapolis.

6. The Educational Effectiveness Review

The vision, mission, and strategic priorities of CSU, Chico served as the framework for the selection of the following areas of emphasis to be examined in the course of this Educational Effectiveness Review.

Strategic Priority # 1: High Quality Learning Environments

Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside the classroom.

In pursuit of this priority, we propose to undertake a number of self-study investigations with attending campus conversations:

1.1 *The Nature of Student Engagement at a Residential Campus*

CSU, Chico sees its unique residential situation as an opportunity to create an intensive, high quality learning environment. The underlying belief is that such learning environments foster improved student learning. The institution proposes to use the Educational Effectiveness Review as a mechanism to begin to test that assumption by collecting information about “student engagement” in five benchmarks of effective educational practice. In particular, the NSSE benchmarks of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences and supportive campus environment will be used to provide a window into Chico’s student and institutional performance in these areas.

(Insert project management schedule here)

1.2 *Excellence in the First-Year of College*

CSU, Chico recognizes that the first-year experience is central to the achievement of its vision of a unique residential situation that provides innovative learning environments. Indeed, in the 1990 President’s Commission on Student Life Report, members of the Academic Subcommittee on Student Life recommended accentuating the first-year experience as a means to becoming a scholarly community. Since that report, CSU, Chico has experimented with a number of ways to strengthen the quality of student life and learning, especially for freshmen. It now wants to

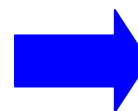
This section was completely revised as part of Draft 3. It has been further refined in Draft 4.

further enhance those efforts by participating in “Hallmarks of Excellence in the First Year of College” project as a means of systematically validating its efforts, current and future.

(Insert project management schedule here)

1.3 Re-Engineering the Academic Program Review Process

The Office of the Vice Provost for Academic Affairs is undertaking a new framework for Five-Year Program Review. The elements of this new framework 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.



Do we subsume Assessment under Program Review or do we need a separate heading for that?

The new review process is based on a belief in the fundamental value of evidence and the willingness to be disciplined by it. It is based on the conviction that any form of inquiry must be informed and its result must be verifiable. Evidence in this respect is the substance of what is advanced to support a claim that something is true. Traditionally in program reviews, a program used data to describe itself rather than explain what the program *does* and illustrate *how well it does* relative to its goals and standards of performance. The new five-year review process refocuses 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.

This section borrows from the WASC “Evidence Guide.”

(Insert project management schedule here)

1.4 Rethinking the Delivery of General Education

(Insert project management schedule here)

1.5 Alcohol Abuse Education and Prevention

The use and abuse of alcohol by a significant number of students on college campuses is widely known. Many institutions continue to address this reality of college life in a variety of ways.

Results from the Spring 2002 CORE Survey, of 1,250 Chico State students, reveal that the mean number of drinks per week was 8 at CSU, Chico compared with 5 drinks nationally. Not surprisingly, the percentage of CSU, Chico students reporting adverse consequences related to their alcohol use are significant. On the 2002 CORE survey, 45% of CSU, Chico students reported some sort of public misconduct (trouble with police, fights, DWI, DUI) in the last year as a result of drinking.

The university, and particularly Student Affairs, has made alcohol education and prevention a major priority. The campus has in place a comprehensive alcohol drug education program, which utilizes various prevention strategies to combat high-risk drinking. As the institution continues to put energy and resources into programs aimed at discouraging alcohol abuse and encouraging responsible behavior, it is natural to ask questions regarding the efficacy of these efforts.

What evidence is available or might be collected in an attempt to measure the impact of the institution's efforts to reduce alcohol abuse and/or binge drinking among university students?

(Insert project management schedule here)

1.6 Diversity

In working towards fulfilling Priority 1 of *CSU, Chico's Strategic Plan For the Future*, a dynamic learning environment must include sensitivity to diversity as the institution prepares students to participate in an environment that is global and a world that is increasingly diverse.

However, with the relatively small number of ethnic and culturally diverse students on campus, the limited number of offerings in the curriculum from which students can learn about other races and cultures, and the small number of ethnic faculty, the opportunities for a rich cross-cultural experience among and for the university students is limited.

In spite of this shortcoming, the university does provide opportunities for exposure to various cultural experiences,

lifestyles, issues, and interaction among groups. The question becomes to what extent can we measure the effect of these efforts.

(Insert project management schedule here)

Strategic Priority # 3: Wise Use of Academic Technology

Believing in the wise use of new technologies in learning and teaching, we will continue to provide the technology, related training and support needed to create high quality learning environments both in and outside the classroom.

In pursuit of this priority, we propose to undertake a number of self-study investigations with attending campus conversations:

Themes / Areas of Inquiry

1. Refinement of Vision of Academic Technology at CSU, Chico
2. Success in implementation of “Beyond 2000” strategic plan for information technology.

Questions for Institutional Engagement

- What are the core-established technologies that are broadly used on campus today in teaching, learning, and creative expression?
- What are the key emerging technologies that units should begin to take notice of during the next 3 to 5 years?
- What are the barriers to the exploration of emerging technologies and how might they be addressed?
- Does the use of academic technology improve effectiveness in learning and teaching?

(Insert project management schedule here)

Strategic Priority # 5: Strategic Use of Resources

Believing we are accountable to the people of the State of California, we will continue to diversify our sources of revenue and strategically manage the resources entrusted to us.

5.1 Further Develop the Strategic University Management System (SUMS)

We have re-introduced SP #3 as an area of study in the EE Review. It was a subject of considerable comment in the last visit and we have a multi-year story to tell. Check w/ Post.

In its *Strategic Plan for the Future*, the California State University, Chico committed itself to “strategically manage the resources entrusted to us by the State and the people of California.” This strategic management thrust was to be supported by “the installation of formal assessment and performance measurement systems.” In addition, the campus committed itself to “being fully accountable to the people of the State of California” by creating an accountability environment that is linked to its own vision, mission and strategic priorities as well as to the CSU *Cornerstones* fundamental policy goals.

Given these commitments to institutional effectiveness and accountability, Chico proposed to begin the design and implementation of institutional effectiveness measurement and accountability management systems that support the CSU, Chico Strategic Plan for the Future. This effort will build on the foundation provided by the CSU Accountability Process by augmenting system-defined accountability performance indicators with campus-defined performance indicators that address our unique goals and priorities.

In pursuit of this priority, we propose to undertake a number of self-study investigations with attending campus conversations. The performance areas selected for special consideration in the Educational Effectiveness Review include:

Faculty and Staff Workload

- Nature and scope of faculty and staff workload
- Perceived ideal workload configuration for faculty and staff

Faculty and Staff Development Outcomes

- Nature and scope of faculty and staff development efforts
- Outcomes of faculty and staff support efforts

Diversification of Sources of Revenues

- Financial discipline at CSU, Chico
- Level of diversification of sources as revenues

Strategically Managing Resources

- CSU, Chico as a learning organization

As proposed at our meeting, we are using the “Indicator Study” as a way to address some of the topics we did not want to tackle as individual studies in the EE Review.

CSU, Chico further proposes to use the PBViews software as a means to provide the institution with a comprehensive view of its performance. Performance measures that are linked to our strategic priorities will be displayed in a hierarchical structure similar to our organizational chart. PBViews will then allow for a visualization of relevant facts and data that will stimulate reflection and performance improvement.

(Insert project management schedule here)

7. Basic Descriptive Data

The Basic Descriptive Profile for the California State University, Chico is as follows:

- Student Body Characteristics
 - ✓ Enrollments by level
 - ✓ Enrollments by full-time/part-time status
 - ✓ Total degrees granted by level
- Faculty and Staff
 - ✓ Faculty by employment status
 - ✓ Staff by employment status
- Financial Ratios
 - ✓ Return on net assets
 - ✓ Net income ration
 - ✓ Operating income ratio
 - ✓ Viability Ratio
 - ✓ Instructional expense per student



*As per WASC
"Required Data
Elements to
Support the
Proposal and
Special Visits"*

8. Off-Site and Distance Learning Degree Programs

The California State University, Chico offers the following programs off-campus or by distance learning:



Program

FTES

Headcount

9. Institutional Stipulation Statement

I, Manuel A. Estéban, President of the California State University, Chico, hereby stipulate that the:

- California State University, Chico is using the review process to demonstrate our fulfillment of the two Core Commitments (Institutional Capacity and Educational Effectiveness); it will engage in the process with seriousness, and it will present data that are both accurate and representative of the institution.
- California State University, Chico has published and publically available policies in place as stipulated in Appendix I of the *Handbook of Accreditation*.
- California State University, Chico will abide by the procedures adopted by the Commission to meet the United States Department of Education (USED) procedural requirements as stipulated in Section VI of the *Handbook of Accreditation*.
- California State University, Chico will submit all required data, and any data specifically requested by the Commission during the period of Accreditation.
- California State University, Chico has reviewed its off-campus programs and degree programs offered by distance learning to ensure that they have been approved by the WASC substantive change process.

Manuel A. Estéban, President

Date