

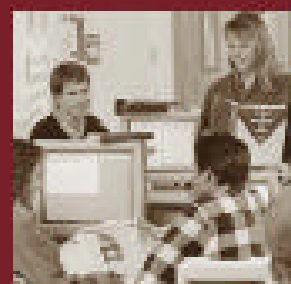
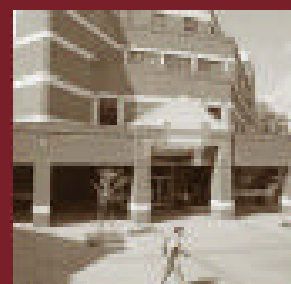
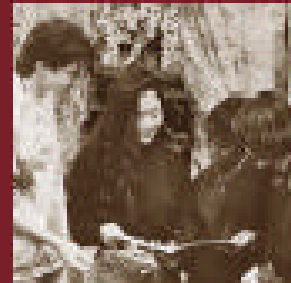
CALIFORNIA  
STATE  
UNIVERSITY  
**CHICO**

2004

**REVISED INSTITUTIONAL PROPOSAL  
FOR REAFFIRMATION  
OF WASC ACCREDITATION**



**FEBRUARY 14, 2004**



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# 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, 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.

## Our Recent Past

In fall 1993, newly-arrived President Manuel A. Esteban 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 its June 27, 1996 letter to President Esteban, the Commission for Senior Colleges and Universities, first and foremost, noted that it “encourages and supports the University’s efforts to move forward in the directions it has established.”

“The strategic plan developed by the University provides ... a foundation for charting the future course of the University, and serves as an effective benchmark against which to measure progress.” “... successful implementation will be determined by only campus constituents working together with the conviction that the University can and must construct its own future.”

Since 1996, Chico has moved forward in the directions established by its *Strategic Plan*. In his 2001 Convocation speech, after highlighting the accomplishments within each of the institution’s strategic priorities, President Esteban concluded that “... this plan has served us very well,” and noted that it “... represented then and it represents today a

collective vision, which still animates our present and serves as a valuable guide to our future."

Chico has also moved forward on the Commission's recommendation to create "strategic budget principles ... to fund the transition to a learning-centered environment." In our 2000 Fourth-Year Report, we described the implementation of "performance-based budgeting" as a mechanism for "investment for the future."<sup>1</sup> We further described the characteristics of the system and its functioning at CSU, Chico. Strategic budget allocations continue to be effective in aligning the allocation of resources with the strategic priorities of the institution. The allocation of one or two percent of the budget in this manner has definitely focused campus attention.

Further, CSU, Chico has heeded the Commission's recommendation that "improvement of learning be the organizing basis for the technology distinction." Its *Target 2000: Building the Electronic Learning Community*, Chico's 1995 master plan for technology integration has been implemented and its *Beyond 2000: Building the Electronic Learning Community* is now being realized. The next phase of this revolution will focus on how we can effect broader proliferation of new academic technologies to demonstrably enhance learning, provide access and increase learning productivity.

Most importantly, Chico has accomplished all of this following the Commission's exhortation that "faculty and administration must confront the reality that to move ahead on a new agenda in times of declining budgets will require eliminating some current activities in order to provide needed resources for the new."

## **Our Future**

With the arrival of President Paul J. Zingg, Chico begins a new era that will preserve the core strengths built up during the Esteban years while at the same time work to stimulate and drive progress that will impel forward movement and change. In his first official communication to the campus community, President Zingg<sup>2</sup> noted:

"Positioning Chico for greater distinction and focusing its resources to this effect are principal aims of 'The Strategic Plan for the Future of CSU, Chico.' There is a lot that is clear and compelling in this document, but no element more so than its declaration that student learning is the heart of the university's mission and the key measurement of its success.

This is how it should be. Nothing we do is more important than ensuring an environment that enables our students to discover the joys of learning and to become contributing members of their communities. All facets and operations of a university must be justified and measured in terms of their support of the teaching/learning process, or of their direct support of other critical institutional missions and functions, such as research and service.

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<sup>1</sup> California State University, Chico, *Progress toward Reaffirmation in the New Century*, The California State University, Chico 2000 Fourth-Year Report, March 2, 2000, p. 16.

<sup>2</sup> Paul J. Zingg, "Working Together," *Inside Chico State*, Volume 34, Number 7, February 5, 2004.

To this effect, we must ask ourselves if academic excellence is the first priority of the university. And we must have a clear and concurrent sense of what the hallmarks of such excellence are. For this awareness will give us needed focus to maintain the highest academic quality where it now exists and to address key areas where academic quality and support for student learning and personal development are critical and can be improved.

I look forward to a great deal of communication with you on academic excellence, student success, and the many other matters that define and engage us. I anticipate that these conversations will be rich, spirited, open, and inclusive.”

In this new era, then, we expect to see progress in such Commission-raised issues as the nature of student engagement at a residential institution, a focus on academic excellence, an assessment of outcomes, the development of a performance measurement / accountability system to inform campus discussions and decisions, and the effective and wise organizing and marshalling of resources. Accordingly, these expectations become major emphases in our Institutional Proposal.

## **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.

More specifically, we expect the review process to:

- ✍ Deepen campus conversations about the nature of student engagement at a residential institution such as CSU, Chico; including academic and social engagement, first-year experience, substance abuse education and prevention, and diversity.
- ✍ Re-orient the Academic Program Review Process towards a system of review that reinforces the values and principles of CSU, Chico, the CSU, WASC and other accreditation agencies.
- ✍ Enhance assessment of General Education within the frameworks of the CSU, Chico General Education Policy and the CSU Accountability Process.
- ✍ Explore alternative approaches to the wise use of academic technology in fostering scholarship in general and student learning in particular.
- ✍ Strengthen our performance measurement systems and promote their use in decision making at all levels of the institution.
- ✍ Stimulate progress in becoming a better learning organization by recognizing, sharing and transferring best practices.

### 3. Engagement of the Campus Community

The first draft of the California State University, Chico Institutional Proposal was developed by members of the Council of Institutional Effectiveness and Accountability (CIE&A) as the first element of our Institutional Presentation. The Council was formed by the President's 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. The Steering Committee is authorized to assemble necessary task forces and advisory groups following review and acceptance of our Institutional Proposal by Senior Commission Staff.

During spring 2003, the draft proposal was reviewed by:

- ✍ Members of the Executive Committee of the Academic Senate.
- ✍ Members of the Educational Policies and Programs Committee of the Academic Senate.
- ✍ Members of the Staff Council.
- ✍ Members of the Council of Academic Deans.
- ✍ Members of Provost Staff.
- ✍ Academic Chairs.
- ✍ Members of the Business and Finance Leadership Team.
- ✍ Members of the UASA Planning Council and Advancement Staff.
- ✍ Members of the President's Cabinet.
- ✍ President.
- ✍ Campus community and external publics via the specially-created CSU, Chico WASC Re-accreditation Website.

The organizational structure for implementing our Institutional Proposal is as follows:

- ✍ *Steering Committee*: charged with project management of the entire WASC reaffirmation of accreditation effort. The Council for Institutional Effectiveness and Accountability forms the Steering Committee for the current effort.
- ✍ *Task Forces*: charged with responsibilities for pursuing the specific studies outlined in this proposal as scholarly research inquiries.

Currently, several task forces are fully functional and conducting business. The *First Year Experience Task Force* is working on issues related to student engagement at a residential campus (<http://www.csuchico.edu/vpaa/FYE.html> ); the *Minority Recruitment and Retention Committee* within the Academic Senate is working on academic diversity issues; The Office of the Vice Provost for Academic Affairs and associated review committees continue to work on program review standards and processes (<http://www.csuchico.edu/vpaa/manual/Undergrad5yrReviewGuide.htm>); and the *Council for Institutional Effectiveness and Accountability* itself will address the development of a performance measurement system (<http://www.csuchico.edu/vpaa/vppra/evaluation.html> ).

- ✍ *Advisory Groups*: charged with guiding the conduct of specific components of self-study topics.

Currently, the *Academic Technology Group* (<http://www.csuchico.edu/atec/> ) is addressing issues related to the use of technology in the delivery of large enrollment venues.

## 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, each will review in-depth selected aspects of the five strategic priorities identified in Chico's *Strategic Plan for the Future*.

### Timeline

- ✍ Spring 2004: Finalize charges to task forces, advisory groups and existing university committees, and agree upon project management schedules.<sup>3</sup>
- ✍ Fall 2004 to Spring 2006: Implementation of project management schedules by task forces, advisory groups and university committees.
- ✍ May 2006: Complete the Preparatory Review Report.
- ✍ Fall 2006: Preparatory Review Site Visit
- ✍ December 2006: Complete the Educational Effectiveness Report.
- ✍ Spring 2007: Educational Effectiveness Review site visit.

### Organization for Execution

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 the conduct of the self-study topics for the Educational Effectiveness Review in particular. Chairs of the additional groups will interact monthly with members of the Council for Institutional Effectiveness and Accountability to ensure effective coordination and communication among all groups and campus constituents.

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<sup>3</sup> Organization and timing of 2003-2004 WASC-related projects may be found at <http://www.csuchico.edu/vpaa/actionplan/ActionPlan03-04.html> .

## 5. The Preparatory Review

The Preparatory Review is designed to demonstrate that CSU, Chico fulfills the Core Commitment to Institutional Capacity. Since the Commission's 1996 letter, significant work has been conducted to assemble relevant information to demonstrate CSU, Chico's long-standing commitment to Institutional Capacity and Educational Effectiveness. As described in our 2000 Fourth-Year Report, "campus administrators are experimenting with the Balanced Scorecard Framework (Kaplan and Norton, 1996) as the cornerstone of a new strategic management system for accomplishing its vision and mission and for addressing accountability and responsiveness issues."<sup>4</sup> We propose to use the Preparatory Review as a vehicle to formalize the results of these experimental efforts and move towards the development of an electronic, web-based performance measurement system.

More specifically, we plan to:

- ✍ Review / reaffirm the critical success factors for each of the strategic priorities in the *Strategic Plan*.
- ✍ 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.
- ✍ Assemble workgroups to identify and/or further refine campus-defined performance indicators and develop reporting strategies for each of the content areas within the strategic priorities.
- ✍ Develop the infrastructure to use *PBViews* as the reporting system for the performance measurement system.

### Reflective Essays

The new performance measurement system should yield data on indicators and metrics of achievement that will allow the campus to assess its progress towards achieving its vision, mission and strategic priorities. Thus, our Institutional Portfolio will mirror our performance measurement system and organize exhibits in terms of our five strategic priorities with cross references to Commission Standards. Reflective essays will review performance in the areas of learning environments, faculty and staff development, use of academic technologies, interaction with the region and the marshalling and use of our resources. A concluding essay will review our overall strengths and opportunities for improvement in relation to our strategic plan and the Commission's Standards. The essays will employ hyper-links to exhibits and major documents to guide the reader through the evidentiary basis for Chico's commitment to Institutional Capacity and its implications for undertaking the Educational Effectiveness Review.

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<sup>4</sup> California State University, Chico, *Progress toward Reaffirmation in the New Century*, The California State University, Chico 2000 Fourth-Year Report, March 2, 2000, p. 17.

## **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. Esteban, 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:

- ✍ The Nature of Student Engagement at a Residential Campus.
- ✍ The Refinement of the Academic Program Review.
- ✍ The Innovative Use of Technology in the Delivery of Effective General Education Offerings.

### **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 both in and outside the classroom. The underlying belief is that such learning environments foster improved student learning. CSU, Chico chooses to use the Educational Effectiveness Review as a means of systematically validating these beliefs.

More specifically, we plan to:

- ✍ Analyze and act upon data on Chico's student and institutional performance in the NSSE benchmark areas of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences and supportive campus environment.
- ✍ Embed diversity in our assessment of educational effectiveness in terms of student learning, student preparation and student success.
- ✍ Assess the efficacy of Chico's comprehensive alcohol drug education program that utilizes various prevention strategies to combat high-risk substance abuse.

- ✍ Examine the factors that promote learning and success for first-year freshmen students and participate in the “Foundations of Excellence in the First Year of College” project.

### **The Refinement of the Academic Program Review**

Program review processes play a key role in the improvement of undergraduate education at CSU, Chico. Such reviews have the potential to systematize a program’s approach to academic quality and educational excellence. They provide a framework for quality management in our program offerings and other educational activities. Accordingly, we propose to refine our Five-Year Program Review processes as part of the Educational Effectiveness Review.

More specifically, we plan to:

- ✍ *Develop a New Framework for Academic Program Review.* 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. The new review process is intended 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 first-year milestone of this project, involving three degree programs (American Studies, Sociology and Mathematics) as test units for the new standards, has been successfully reached. The continuing “plan-do-assess-revise” analysis of efforts in this area will demonstrate our increasing capacity for assessment, diversity and quality improvement.
- ✍ *Enhance Assessment in General Education.* The General Education program is the foundation of undergraduate education at CSU, Chico. As such General Education was a special topic in the Report on the Comprehensive Site Visit of CSU, Chico, March 25-28, 1996 as well as in the March 2, 2000 Chico Fourth-Year Report entitled “Progress Toward Reaffirmation in the New Century.” Following exhortations in these reports, we will demonstrate our established mechanisms for translating GE assessment information into actual program change as part of the Educational Effectiveness Review. We will conduct an audit of current GE assessment activities, identify “best” and “lesser” practices, and develop studies to improve the “lesser” practices. We propose to present several case studies of GE assessment initiatives that show our commitment to a culture of evidence and a culture of learning. We will include not only long-established assessment initiatives, but also some of the newer initiatives resulting from the audit.

## **The Innovative Use of Technology in the Delivery of Effective General Education Offerings**

The Report on the Comprehensive Site Visit of CSU, Chico noted that “information and technology are keys to CSU, Chico’s future and the Learning-Centered Campus” and included an appendix entitled “*Role of Information Technology at CSU, Chico in 2006.*” Both the report and the appendix foreshadowed many of the issues Chico has faced since the visit. Of particular interest here is the question posed by Stephen Ehrmann: “*What Implications Does This New Information Infrastructure Have For General Education Reform and Vice Versa?*” The projected state of funding for the CSU in general and CSU, Chico in particular and concomitant concerns about educational quality has increased the urgency and relevance of that question. We propose to explore academic technology as a means for leveraging faculty and student efforts, especially in the area of general education where the need for greater efficacy with fewer resources is most critical.

More specifically, we plan to:

- ✍ Review existing approaches and techniques (including CSU, Chico’s Learning Productivity Projects) that allow effective student learning and strong student engagement in large-enrollment venues.
- ✍ Experiment with the use of academic technology to achieve student learning, student engagement and cost savings in a limited and representative number of larger demand General Education courses.

## 7. Basic Descriptive Data

See attached Basic Descriptive Profile for the California State University, Chico.

## 8. Off-Site and Distance Learning Degree Programs

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

Degree Level/ Name of Program	Modality	FTE/ Spring 2003	Approved by WASC Month /year	Implemented Month/year	Closed Month/year
BA Social Science	Distance Education	16.6	Pre-1989	8/1975	
BA Liberal Studies	Distance Education	84.4	Pre-1989	8/1975	
BA Sociology	Distance Education	34.2	Pre-1989	8/1975	8/2005
BA Political Science	Distance Education	5.0	Pre-1989	8/1975	5/2001
BS Computer Science *	Distance Education	8.6	Pre-1989	8/1988	
MS Computer Science *	Distance Education	5.6	Pre-1989	8/1984	

\* The BS and MS in computer science are non-general fund programs, i.e., the degrees are offered through special session and do not generate FTES for the purposes of state funding.

The number of FTES displayed in this table does not represent a complete total of FTES generated by online courses. Additional online enrollments generated via distance education produced an additional 26.1 FTES for Spring 2003.

## 9. Institutional Stipulation Statement

I, Paul J. Zingg, 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 put in place publicly available policies 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.

\_\_\_\_\_  
Paul J. Zingg, President

\_\_\_\_\_  
Date

## APPENDIX



## Headcount Enrollment by Level (Fall Term)

	<b>Total</b>	<b>Lower Division</b>		<b>Upper Division</b>		<b>Graduate</b>		<b>Post-Baccalaureate</b>		<b>Total</b>
	<b>Headcount Enrollment</b>	<b>Headcount</b>	<b>Percent</b>	<b>Headcount</b>	<b>Percent</b>	<b>Headcount</b>	<b>Percent</b>	<b>(Non-Graduate) Headcount</b>	<b>Percent</b>	<b>FTE Enrollment</b>
<b>1999</b>	15,261	5,258	34	8,226	54	850	6	927	6	13,963
<b>2000</b>	15,912	5,369	34	8,646	54	949	6	948	6	14,534
<b>2001</b>	16,704	5,649	34	9,125	55	925	6	1005	6	15,181
<b>2002</b>	16,246	5,321	33	9,035	56	1,012	6	878	5	14,834
<b>2003</b>	15,516	5,106	33	8,765	56	932	6	713	5	14,271



## Headcount Enrollment by Status and Location (Fall Term)

	<b>Total</b>	<b>Full-Time</b>		<b>Part-Time</b>		<b>On-Campus Location</b>	
	<b>Headcount Enrollment</b>	<b>Headcount</b>	<b>Percent</b>	<b>Headcount</b>	<b>Percent</b>	<b>Headcount</b>	<b>Percent</b>
<b>1999</b>	15,261	13,314	87	1,947	13	15,261	100
<b>2000</b>	15,912	13,845	87	2,067	13	15,912	100
<b>2001</b>	16,704	14,419	86	2,285	14	16,704	100
<b>2002</b>	16,246	14,128	87	2,118	13	16,246	100
<b>2003</b>	15,516	13,648	88	1,868	12	15,516	100



## Degrees and Certificates Granted by Level (Academic Year)

	Total	Bachelor		Post-Baccalaureate		Master	
	Degrees Granted	Count	Percent	Count	Percent	Count	Percent
<b>1998-1999</b>	3,502	2,677	76	578	17	247	7
<b>1999-2000</b>	3,448	2,401	70	733	21	314	9
<b>2000-2001</b>	3,557	2,696	76	572	16	289	8
<b>2001-2002</b>	4,026	2,943	73	807	20	276	7
<b>2002-2003</b>	3,350	1,711	51	1,484	44	155	5



## Faculty by Employment Status

	Total Faculty		Full-Time Faculty		Part-Time Faculty		Total Faculty	
	Headcount		Headcount	Percent	Headcount	Percent	FTE	Percent
1999	956		607	63.5	349	36.5	761.0	80.4
2000	973		616	63.3	357	36.7	772.2	79.4
2001	1030		626	60.8	404	39.2	804.5	78.1
2002	996		690	61.1	387	38.9	782.5	78.6
2003	986		613	62.1	373	37.9	780.5	79.1



## Key Financial Ratios

	1998/1999	1999/2000	2000/2001	2001/2002 <sup>*</sup>
<b>Return on Net Assets</b>				
Change in Net Assets / Total Net Assets at the beginning of fiscal year	0.068	0.006	0.017	0.007
<b>Net Income Ratio</b>				
Change in Unrestricted Net Assets / Total Unrestricted Revenues	0.007	0.004	0.018	-0.009
<b>Operating Income Ratio</b>				
Operating Income / Total Expenses	0.550	0.540	0.530	0.513
<b>Viability Ratio</b>				
Expendable Net Assets / Long Term Debt	0.424	0.721	0.789	0.826
<b>Instructional Expense per Student</b>				
	\$4,397	\$4,503	\$4,746	\$4,647
<b>Net Tuition per Student</b>				
	\$2,506	\$2,525	\$2,637	\$2,291

\* Most recent fiscal year for which audited financial statements are available