

**STANDARD 1
EVALUATION AND RECOMMENDATIONS**

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

EVALUATION AND RECOMMENDATIONS	Future Steps	Implementation Process	GROUP	EASE OF IMPLEMENTATION	PRIORITY
Quality: The mission statements, consensually developed and consistently followed, are highly reliable and valid representations of the missions of the respective levels of the CSU system and are directly related to the requirement to be so guided by clear mission statements.					
Improvements: No improvements are needed					
Needed Evidence: None					

- 1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.

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Quality: The Executive Memorandums submitted in evidence demonstrate the clear and ongoing process by which the educational objectives for this campus are developed, evaluated, and approved for all academic degrees and for all general education course offerings.					
Improvements: No improvements are needed					
Needed Evidence: Existing procedures appear to be adequate and effective.					

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

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Quality:					
Improvements:					
Needed Evidence:					

1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.

EVALUATION AND RECOMMENDATIONS	Future Steps	Implementation Process	GROUP	EASE OF IMPLEMENTATION	PRIORITY
Quality: The majority of the evidence was considered of high quality. Three areas were found to be of moderate quality.					
Improvements: The three found to be of moderate quality are: Faculty Code of Ethics, Student Judicial Affairs Brochure, and the Student Handbook					
Needed Evidence:					

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

EVALUATION AND RECOMMENDATIONS	Future Steps	Implementation Process	GROUP	EASE OF IMPLEMENTATION	PRIORITY
<p>Quality:</p> <p>Policies The quality of this evidence is high as it is the accumulation of official University policy on this topic. The evidence shows that CSU, Chico regularly reviews and updates relevant policies and procedures, and adds policies as necessary. We abide by the collective bargaining agreements with all of our unions and insure that the policies and procedures they contain are reflected in universal documents as necessary. We make policies widely available to the campus and other constituencies through both printed and electronic media. We provide links to policies that are used system-wide and work to ensure our policies reflect the system policies.</p> <p>Educational and Co-Curricular Programs The evidence for this criterion can be very difficult to find and hard to document. While we were able to list a tremendous number of activities, clubs, organizations, etc., they are not collected in any easily accessible place, they are not consistent one to another, and they are often aimed at a very narrow audience (which is sometimes appropriate, but not always). It is clear the campus is not well informed about the range and type of co-curricular programs that are available – unless someone knows exactly where to look or spends an inordinate amount of time extracting the data. Some web sites and materials are very engaging and informative, others are not.</p>					

<p><u>Administrative and Organizational Practices</u> The websites are high quality and reliable, although the diversity website will need to be expanded using the data in this report as a guide. The listed EMS have to do with the organization of the University, but may not be very useful to outsiders trying to understand how the university is organized.</p>					
<p>Improvements:</p> <p><u>Policies</u></p> <ul style="list-style-type: none"> ? The links from several web directors to faculty/staff policies and procedures produced an error message. You can get to individual policies and procedures in other ways but you cannot directly access them at this time. This should be remedied. ? The listing of EMs and their content is not very useful. We should perhaps divide them between academic program revisions and other policy matters. ? It would be very helpful to have an EM subject search function that allows people to find what they need without scrolling through every EM on the list. <p><u>Educational and Co-Curricular Programs</u></p> <ul style="list-style-type: none"> ? The diversity web site needs to be expanded to include all the existing data, and someone needs to be responsible for gathering information about activities and groups that do not have a web presence. (We cannot expect complete information on every activity or organization – some are large and well-organized, others more at the grass roots level.) ? We need to continue to work diligently to be sure that students and others can find and take advantage of the wide range of co-curricular and educational programs available. 					

<p>? The new portal may be one answer to the problem – collecting data on individual student interests and then sending out specific announcements by category of interest. (The process used by the AS Activity fee is a good one, but it would be impossible to do this for every single club or organization.)</p> <p><u>Administrative and Organizational Practices</u></p> <p>? A general statement about our definition and commitment to diversity as a University is included in the website listed above. It would be good to have this statement include some details of the way we organize and administer for diversity.</p> <p>? There is a list of committees on the site that is incomplete.</p> <p>? The website should be expanded to become a great place to find out about all the other things we are doing to support and foster diversity on this campus. Right now it is very limited in its scope.</p>					
<p>Needed Evidence:</p> <p><u>Policies</u></p> <p>? A listing or series of links on the diversity website of all relevant policies would be an excellent addition.</p> <p>? The Diversity website should be linked from the CSU homepage.</p> <p>Information on the diversity of faculty, staff, and student groups on this campus should be shared campus-wide. Currently interested parties have to access these in the library or go to Admissions, but this information is not online or in any regular report to the campus. Student information is a bit more available through the data store, but not for issues of diversity.</p>					

<p><u>Educational and Co-Curricular Programs</u></p> <p>? None</p> <p><u>Administrative and Organizational Practices</u></p> <p>? It would be interesting to know what resources are available campus-wide for diversity efforts. We understand, anecdotally, that there is a budget for recruiting a diverse student body, budget for a new diversity officer, no budget for Building Bridges, etc.</p> <p>? What offices and individuals have responsibility for matters of diversity across the campus? We have tried to tease this out of other information, but a listing of official positions/titles/responsibilities would be helpful.</p> <p>? Resource allocations would be a form of data that could be regularly monitored and shared to show our progress/health/problems in this area.</p>					
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1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.

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Quality:					
Improvements:					
Needed Evidence:					

1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.

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Quality:					
Improvements:					
Needed Evidence:					

1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.

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Quality: The evidence was found to be of high quality.					
Improvements: None noted.					
Needed Evidence: None noted.					