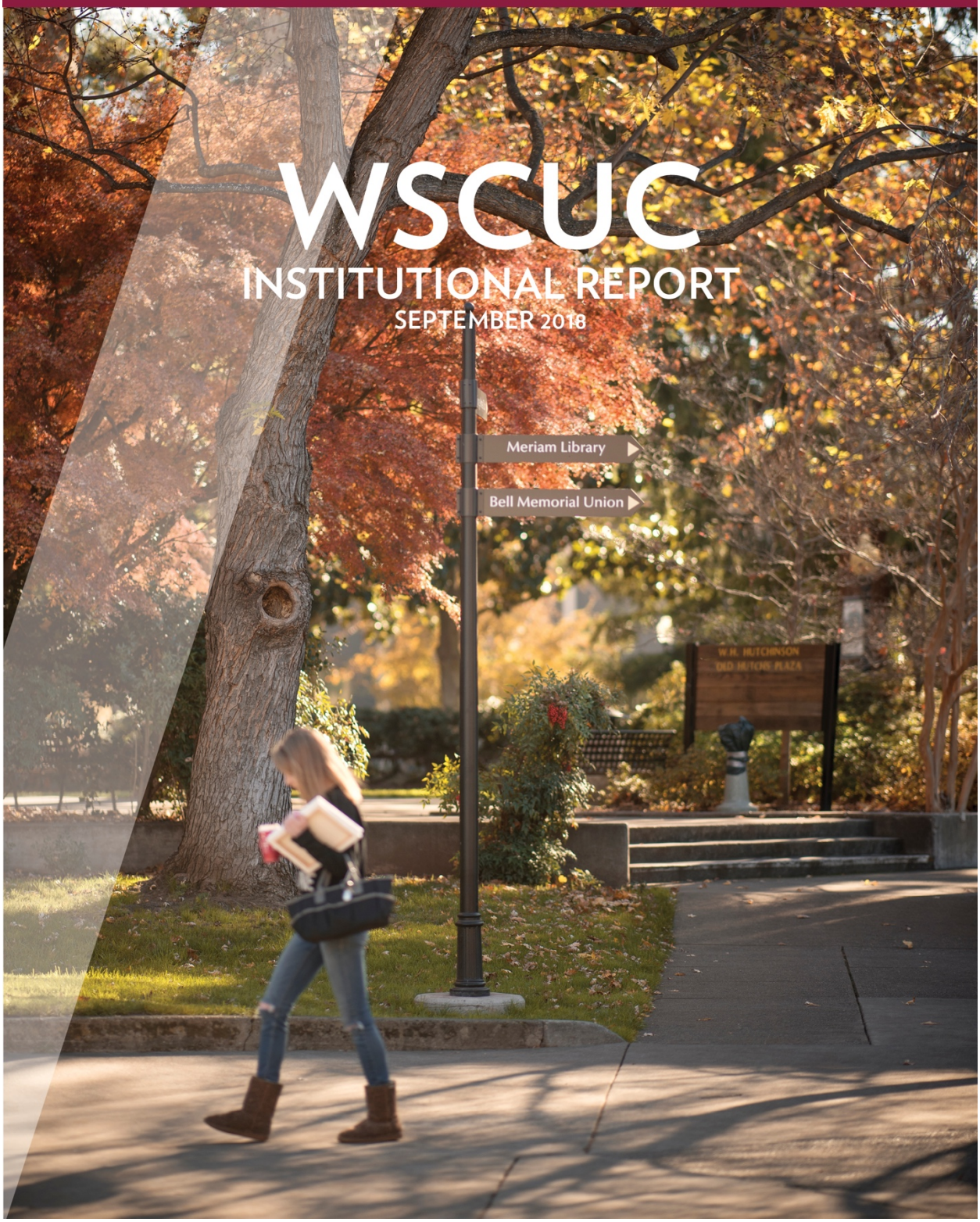
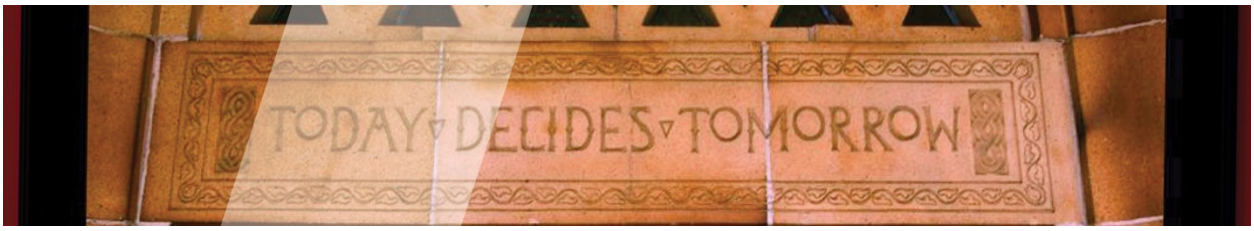
CALIFORNIA STATE UNIVERSITY, CHICO



WSCUC
INSTITUTIONAL REPORT
SEPTEMBER 2018



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CALIFORNIA STATE UNIVERSITY, CHICO

September 25, 2018

WASC Senior College and University Commission (WSCUC) Site Visitation Team

Dear accreditation team members:

I am pleased to submit to you California State University, Chico's 2018 Institutional Self Study. This letter affirms the accuracy of the information presented and underscores the University's intention to comply fully with WSCUC standards and policies. We look forward to speaking with you in December of this year for our Offsite Review and welcoming you to campus for our March 2019 site visit.

As a preview of what you will see when you visit California State University, Chico, I offer this link to a video we believe captures the spirit of our community and the beauty of our institution.

If you have any questions or if you would like additional information, please do not hesitate to contact Accreditation Liaison Officer Daniel Grassian, who serves as vice provost for academic programs, at dsgrassian@csuchico.edu or 530-898-6894.

Sincerely,

Gayle E. Hutchinson
President

I. Introduction to the Institutional Report: Institutional Context; Response to Previous Commission Actions

A. History

California State University, Chico was founded in 1887 as the Northern Branch State Normal School of California, opening its doors to 90 students in 1889 for the purpose of training and educating teachers. Throughout the years, the college grew and its name changed to reflect that growth—from Chico Normal School to Chico State Teachers College to Chico State College. In 1972, Chico State College joined the California State University (CSU) system and became CSU, Chico—affectionately known as Chico State. Chico State is a regional, comprehensive master's institution and the anchor institution of higher education in Northern California, serving a 12-county service area approximately the size of Ohio. (For more about Chico State's history and traditions, click here.)

B. Student Body

Chico State proudly enrolls students from throughout the state of California: over 80% of first-time freshmen come from regions outside the large but significantly less populated rural service area, including the greater Sacramento valley, the Bay Area, the Los Angeles basin, and San Diego. The university strives to serve all Californians interested in an affordable, high-quality college education. Chico State's student body is largely of traditional age (18–24). This combined with a location in a small to mid-size city (population nearly 95,000) in a largely agricultural area gives Chico State a distinct, residential character. Its proximity to downtown Chico—literally across the street from campus—reinforces a college town feel.

Chico State's beautiful 119-acre campus and 800-acre farm host a diverse student body of over 17,000, served by a dedicated, highly qualified cadre of 987 faculty and 1,046 staff. Through

seven academic colleges and the offices and affiliated units of Undergraduate Education (UED), Graduate Studies (OGS), Regional & Continuing Education (RCE), International Education (OIE), and Research and Sponsored Programs (RSP), Chico State offers 66 baccalaureate degrees with 89 options and concentrations, 29 master's degrees with 13 options, and multiple teacher credentials. Chico Quick Facts provides a succinct overview of important campus features.

In 2009, when the WSCUC team last visited Chico State, the student population was not particularly diverse (predominantly white with one of the most affluent student populations in the CSU system). Less than 10 years later, Chico State has become a significantly more diverse campus serving a high percentage of first-generation and low-income students. In fall 2014, Chico State's Hispanic student enrollment reached 25% (now over 30%) and the university officially became a Hispanic-Serving Institution (HSI). As noted on Chico State's dashboard (maintained by the CSU Chancellor's Office), the number of underrepresented minority (URM) first-year students enrolled at Chico State increased by 56% over the last five years, the largest percentage increase of URMs of any campus in the CSU. In addition, in the past nine years since the last site visit (2009), Chico State has increased its undergraduate six-year graduation rate to 66% and its four-year graduation rate to 30% (sixth highest in both categories within the entire 23-campus CSU system), while lowering its Pell equity gap to 8.4%. Although the graduation gap between URMs and non-URMs recently increased to 9.3%, it has cumulatively decreased in the past seven years. While more work can and will be done to approach or reach the ambitious CSU-wide Graduation Initiative 2025 (GI 2025) goals (addressed later in the self-study) especially in the area of reducing the equity gap, this is a promising start.

C. Stated Values: "Today Decides Tomorrow”

In October 1995, Chico State adopted its first campuswide university strategic plan, a living document that articulates the university’s mission and goals. Chico State is currently operating with an updated strategic plan adopted in May 2016. The strategic planning process was largely guided by the university’s mission, which is:

> California State University, Chico is a comprehensive university principally serving Northern California, our state, and nation through excellence in instruction, research, creative activity, and public service. The University is committed to assist students in their search for knowledge and understanding and to prepare them with the attitudes, skills, and habits of lifelong learning in order to assume responsibility in a democratic community and to be useful members of a global society.

In 2014, the division of Academic Affairs engaged in a comprehensive process of shared governance to establish its plan, aligning its efforts with the university strategic plan, developing new initiatives and supporting existing initiatives, measuring success, and assigning responsibilities for priority actions. The division is currently operating with the 2015–2020 academic plan. The guiding vision is to “Prepare our academic community—students, faculty, staff, and administrators—to thrive in today’s rapidly changing social, cultural, and economic contexts and to advance solutions to complex local and global problems.”

While Chico State’s previous strategic plans have set a clear course for the future, especially with new senior leadership now in place, it is time to develop a new strategic plan that reflects the university’s current and future realities. Chico State embraces the WSCUC self-study process as a foundational step in this renewal effort and plans to use this self-study and site visit as a launching point for a new strategic plan.

D. Campus Leadership and Chico State's Future

1. Transitions in Campus Leadership

On March 9, 2016, the CSU board of trustees announced the appointment of Gayle E. Hutchinson, as the 12th president of CSU, Chico, succeeding Paul Zingg who served as president from 2004–16. President Hutchinson's transition back to Chico State (she was a former dean and faculty member) has brought recent changes to the university as a whole, as well as in the vice presidential ranks. The new vice presidents include:

- Academic Affairs (VPAA): Provost Debra Larson, who joined the university in March 2017. Larson comes to Chico State from California Polytechnic State University, San Luis Obispo, where she was the dean of the College of Engineering since 2011.
- Student Affairs (VPSA): Milton Lang, who joined in January 2018. Lang comes to Chico State from University of California, Davis, where he served since August 2013 as the associate vice chancellor of Student Life, Campus Community and Retention Services in the Office of the Vice Chancellor of Student Affairs. Lang is also an alumnus of Chico State, earning his bachelor of science in social work.

Vice President of University Advancement Ahmad Boura joined the university in 2015 during the tenure of President Zingg. Boura has successfully launched a culture of philanthropy at Chico State, and the university is well on its way to meeting its $100 million capital campaign by 2020. Larson is rebuilding the practices of Academic Affairs to become more inclusive and transparent. Lang is providing a keen focus on student success and is exploring partnerships with Academic Affairs to provide a comprehensive educational experience for Chico State students. A search is underway for a vice president for Business and Finance, and the chosen candidate is expected to begin in spring 2019. More information about campus leadership can be accessed here.

While the above transitions have been smooth and have reenergized the campus, they did arise from an unsettled period in Chico State's recent history. The rapid erosion of state support during the challenging financial period of 2008–11 and a loss of confidence by the faculty and staff in

senior leadership created a tumultuous period for Chico State, as reflected in a 2015 campus climate survey. In December 2015, the Academic Senate passed a vote of no confidence in the president, vice president for Business and Finance, and interim provost. Instability in the position of the provost, with five permanent or interim provosts appointed between 2008 and 2016, exemplified these challenging times.

The campus warmly received the return of President Hutchinson to her new role as president in 2016. Among her first acts were a Listening Tour to reacquaint her with the state of the university and the initiation of a joint document recommitting the university to shared governance and transparency, signed by the president and representatives of the faculty, staff, and students in May 2017.

E. Response to the 2009 WSCUC Recommendations

1. Engaging Students at a Residential Campus

The 2009 Commission action letter suggested that the campus "better articulate and assess" what was then identified as the "Chico Experience." The team also asked the institution to broaden its educational and co-curricular outreach efforts to a larger number of students, and to develop and refine its specific brand. It also challenged the campus to further develop the First-Year Experience Program (FYE) and to address student alcohol abuse.

Since 2009, the campus has taken significant and meaningful steps to address these recommendations. Student Life and Leadership has completely revamped welcome activities for new and returning students through Wildcat Welcome, with campuswide events that emphasize inclusivity, such as Meet the Cause, where local service agencies connect students to opportunities that make a difference, and The Wildcat Vibe, a showcase of cultural and

multicultural organizations featuring culture, food, and music. In addition, multicultural welcome receptions promote networking and community-building among historically underserved students. Chico State's Cross-Cultural Leadership Center (CCLC) provides mentorship and leadership activities aimed to promote inclusivity on campus. The Associated Students offer a diverse array of campus activities, groups, and services. Recent (fall 2016) data indicate a high degree of student satisfaction in co-curricular student groups and co-curricular activities held throughout the academic year. In addition, Chico State has developed programs for specific at-risk populations such as the Hungry Wildcat Food Pantry and co-curricular life skills workshops like Adulting 101. Chico State has also established co-curricular and residential communities through the Promoting Achievement Through Hope (PATH) Scholars program for foster youth and unaccompanied homeless youth, activities for first-generation students, and the Dream Center for undocumented students.

As detailed in subsequent chapters, UED led efforts in 2010 to revamp the General Education (GE) curriculum, resulting in a distinct GE Pathways program that engages students in foundational courses while promoting integrated learning and the opportunity to receive an interdisciplinary GE minor concurrently. Also, as detailed in subsequent chapters, Chico State now has an engaging and successful FYE Program which includes U-Courses (interdisciplinary, team-taught, project-based courses with embedded student mentors) along with public sphere pedagogy events, which includes Town Hall Meetings, the Chico Great Debate, and an Office of Civic Engagement that has cultivated relationships with many local and national leaders, such as Rural Schools Collaborative, Expect More Tehama, Reach Higher Shasta, and North State Together. As described later in the report, the new GE program has contributed to an increase in the undergraduate retention rate.

Chico State also has intensified its efforts to educate students on the deleterious effects of binge drinking, substance abuse, and sexual violence by promoting harm-reduction and bystander intervention before students experience negative consequences. Every Chico State student completes mandatory trainings to learn the dangers of risky alcohol behavior and establish an understanding of consent. In addition, the Campus Alcohol and Drug Education Center has developed Wildcat ROAR (Reach Out and Respond) training to empower students to intervene if they witness a peer who is at-risk of an alcohol or drug overdose. Similarly, the Title IX Office and Safe Place aim to address sexual violence on and off campus by educating students on affirmative consent and bystander intervention. More specific information about Chico State's efforts in these areas can be read here. Accompanying data detailing progress in these areas can be read here.

2. Refining the Assessment and Academic Program Review Process

The 2009 Commission action letter, while praising Chico State's assessment and program review efforts to date, asked the institution to "focus more attention on assessing student learning at the graduate level," and for its program reviews to "demonstrate how they are contributing to diversity and multicultural learning." The team also asked the institution to assess and refine its GE program. Subsequently, Chico State has made significant efforts to address these recommendations.

Since 2009, the OGS has made substantial changes to its assessment and program review efforts to establish more a data-driven and measurable practice. As mentioned earlier and detailed in subsequent chapters, Chico State did (beginning in 2010) subsequently revise and adopt a new and successful GE program. A recent GE assessment report can be read here. Data and

assessments indicate that the new GE program, in particular the U-Courses and Town Hall Meeting, have helped improve retention rates. In addition, more resources were devoted to assessment and program review. In particular, additional college-level assessment coordinators were hired and several faculty and staff attended and completed the WSCUC Assessment Leadership academy. Further, updated and complete program portfolios with detailed information, including annual assessments, curriculum matrixes, and other degree-related data, are required from all Chico State degree programs.

Chico State also has made diversity and multiculturalism an important component of its program review process. The program review guidelines ask each program to demonstrate "how the program's mission and goals have responded to the increasing diversity of society and the student body." Further, programs report on the "success of diverse students," by "tracking students by ethnicity, gender, income, and first-generation status in support of retention, learning, and graduation." In addition to reporting this data, programs are asked to "discuss changes in curriculum pedagogy, co-curriculum, or hiring aimed at addressing the success of an increasingly diverse student body," and "to enhance student academic engagement and create a welcoming environment for diverse students." To promote an inclusive and diverse staff, programs are asked to "describe how staff hiring practices address diversity goals, and present data on diversity goal accomplishment." Specific examples of how Chico State program reviews address diversity can be read here.

3. Using Technology Innovatively

The 2009 Commission action letter, while commending Chico State's use of technology and describing the institution as a "pioneer" in providing distance education, asked for additional

assessment and review of its distance education and off-campus programs. Distance education continues to be an essential part of the university's mission to expand educational access for the region and the state. The campus successfully offers various baccalaureate degree completion programs. Since 2009, Chico State has added wholly online degree completion programs in sociology (2011), religious studies (2018), and a new online MS in Agricultural Education (2011). The wholly online MS in agricultural education was developed through the collaboration of universities to meet students' needs for flexible graduate studies in agriculture. The degree program, conducted via self-support, could not have been created without the cooperation of faculty at other campuses embracing an innovative model of shared coursework through integrated course scheduling year-round.

In addition, the university serves increasing numbers of students with the expansion of hybrid delivery for the Bachelor of Science in Nursing (RN to BSN), Bachelor of Science in Social Work (BSW), and Master of Science in Social Work (MSW) programs. These programs fill a critical need to increase the number of well-prepared social work professionals throughout the North State. As one measure of acclaim, the website AffordableColleges.com ranked the liberal studies program at No. 21 in the nation. More specific information about CSU and Chico State distance education policies and procedures can be read here.

In addition to increasing the number of online and hybrid degree programs, the campus has invested in increasing the number of fully online courses offered in accelerated winter and summer sessions to help students make progress toward degree completion, recognizing the high percentage of students who work during this period and/or return home. In winter 2018, the

university offered 84% of the courses fully online, with increased need-based aid provided to students in order to shorten their time to degree completion.

The University Center in Redding has struggled to build a steady stream of students, with varied business degrees and options. However, new initiatives have been developed and initiated to increase the vibrancy and visibility of the center. For instance, beginning in 2016, the College of Business successfully expanded the proportion of classes delivered in-person at the Redding site while decreasing two-way video delivery to connect more effectively with students. In addition, transitioning away from a manufacturing focus (supply chain management) to a general management option appears to be fostering greater student interest in the far North State.

At the main Chico State campus, faculty have embraced the Blackboard (Bb) Learn course and learning management system, with around 60% of course offerings utilizing this tool. Chico State is a featured partner campus with the Bb Learn Ally tool in ensuring that learning materials are accessible for all students. The campus utilizes the Smart Planner software tool, which facilitates curricular planning by students and informs programs on course demand. In addition, Chico State has also recently launched the staged adoption of the Salesforce TargetX student lifecycle customer relationship management system as a means of facilitating communication with students, tracking progress to degree, and identifying unnecessary obstacles to student success. Video capture technology applied to both student services workshops and special campus events has deepened access and connections to the life of the university for both distant and on-campus students. Chico State's Academy e-Learning has helped a number of faculty redesign courses using innovative technologies and interactive pedagogies. Other significant or innovative uses of technology can be read here.

4. Increasing Institutional Effectiveness and Accountability

The 2009 Commission action letter, while praising Chico State's development of strategic plans and commitment to use data, recommended that the institution devote more effort to use data to inform "big questions," and that the campus "focus on the most important performance indicators and establish targeted goals and measureable objectives to be reached over the next five years."

Chico State's efforts to support its students and improve their academic success are informed by knowing which interventions are most needed and which ones are most effective. As such, the university has made significant strides forward in its collection and use of data. As one example, the university analyzed recent graduation data in 2013 and determined that, contrary to what was presumed, students who changed majors multiple times or who were undeclared for a long period of time did not have lower graduation rates. Consequently, Chico State devoted its efforts elsewhere to students who were more legitimately at risk of not graduating. As another example, the university conducted an extensive analysis of instructional costs in order to come up with a new budget model for Academic Affairs that would guide a more effective way of utilizing funds. The results of the analysis should be available by the conclusion of the 2018-19 academic year.

In the past couple of years, additional attention has been placed upon using data more holistically throughout the university. For instance, a data governance group with representation across the campus has been chartered and regularly convenes to help guide the effective and efficient use of data. In addition, through the efforts of Information Resources (IRES), the campus has nearly completed a robust and secure upgraded data warehouse, and in partnership with Institutional

Research (IR), it is replacing static reporting systems with stable and accessible dashboards and reports relying on both Tableau and IBM Cognos. Chico State has also created a student success dashboard, guided by the goals of the CSU's GI 2025 and this self-study process, which will be used to help improve the university's graduation and retention rates. The dashboard will also allow internal and external campus stakeholders to "drill down" on graduation rates for the university as a whole, as well as colleges and departments, disaggregated by ethnicity, first-generation, and Pell status. In addition, it will allow the university to use data to develop goals and priorities. This effort has demonstrated the importance of a close alignment of IR with the technical functions and capabilities of IRES. To help further foster this alignment, effective April 2018, IR merged with IRES on an interim basis.

F. Preparing for this Review

The preparations for this review were guided by the university's Accreditation Planning Team and Steering Committee with leadership provided by Academic Affairs. Through February 2018, Interim Vice Provost for Academic Programs William Loker and Accreditation Liaison Officer (ALO) Ben Juliano helped lead the process. Subsequently, Daniel Grassian, who succeeded Loker as vice provost for academic programs, also assumed the duties of ALO. A steering committee of 17 faculty, staff, and administrators authored first drafts of essays that eventually formed the chapters of this self-study. These individuals recruited subject matter experts to form essay-writing committees. In all, more than 75 faculty and staff contributed to the original essays that were edited to form this document. Afterward, events and initiatives were organized to engage the campus community and to gather data for this self-study. In addition, Chico State hosted its WSCUC liaison, Richard Osborn, on two separate occasions with strong attendance at each session.

Preparing for the WSCUC review has afforded Chico State the opportunity to reflect on its core mission of inclusive educational excellence and to identify areas of ongoing strength as well as areas deserving ongoing attention. The university is eager to sustain and elevate its distinctive student-focused educational and co-curricular experiences. Providing the best quality educational and collegiate experience possible for students is an endeavor that requires continual attention, effort, and leadership. Efforts made toward this goal inform much of this institutional report. These include hiring and retaining the best people; continuously monitoring and improving curriculum, pedagogy, and co-curricular experiences; and providing robust student services, including advising, financial support, and mentoring, as well as access to technology and data. Chico State embraces the challenge of providing its students with an excellent, transformative education that prepares them for meaningful professional, civic, and personal lives.

II. Compliance with Standards: Self-Review and the Compliance Checklist

A. Required Documents

1. Inventory of Educational Effectiveness Indicators (IEEI)
2. Review Under WSCUC Standards
3. Federal Compliance Worksheets

B. Procedure and Practice

In 2017, ALO Juliano and Interim Vice Provost for Academic Programs Loker began gathering information for the required documents listed above. To promote inclusivity and, in order to gather data that could be used to help the institution self-assess, the self-review worksheet was converted to an online survey using Qualtrics. The Criteria for Reviews (CFRs) were further broken down to sub-categories to identify specific areas for improvement.

In January 2018, the online self-review survey was administered to focus groups that included the WSCUC Steering Committee members, the campus Academic Assessment Council (AAC), the Provost's Advisory Council, the Student Affairs Directors group, the Academic Senate Executive Committee, and the leadership teams (department chairs) of three of the seven academic colleges. A total of 69 responses were collected. From these responses, a detailed cross-tabulation of the results was created in addition to graphical charts detailing the statistical breakdown of responses. The statistical analysis was used to help guide the analysis for the Review Under WSCUC Standards document.

In February 2018, the ALO position and responsibilities transferred to Vice Provost for Academic Programs Grassian. Using the statistical results and comments detailed above, as well as general university information, the required documents were revised and completed. Through the process of finalizing the IEEI document, the university's program review schedule, external accreditation schedule, and program portfolios were updated.

C. Strengths and Areas for Growth

Not only did the compliance documents help the university shore up its program reviews, program portfolios, and external accreditation schedule, it also revealed some general university strengths as well as areas for growth. The strengths include a campuswide commitment to academic freedom, free expression, and student success. In addition, the university's undergraduate and graduate programs as well as its assessment and program review processes were found to be rigorous and involving. In addition, extensive and effective student support services have played a significant role in the university's recent increase in graduation and retention rates. Also, the process revealed that the campus culture and climate is strong, evident not only by how new senior administrative leadership has rebuilt trust and shared governance, but also through devoted, talented, hard-working faculty and staff committed to providing students with meaningful and valuable educational experiences.

Areas for growth include a more systematic process to assess, analyze, and utilize data to drive the decision-making process. While the assessment and program review processes are rigorous and involving, more can be done to increase the efficiency and practicality of both, including additional attention placed upon ways to improve instructional and co-curricular programs (closing the loop). Especially given the recent university demographic shifts, Chico State could consider additional ways to promote inclusivity and to draw and retain a diverse pool of faculty and staff. Budget permitting, the university could also invest more in tenure-track hires. Given the CSU systemwide focus on increasing graduation rates, Chico State is challenged to develop additional academic and student support services that can help students complete their degrees in a timely manner within its budgetary parameters. The university will also build on the self-study process by developing a new university-wide strategic plan (which it has recently begun).

III. Degree Programs: Meaning, Quality, and Integrity of Degrees

Chico State's mission guides the meaning, quality, and integrity of its degrees, established to provide access to an excellent, inclusive, and affordable education for the state of California and especially the regional service area of Northern California. The university also embraces the CSU mission of access to excellence, educating work-force ready and civic-minded graduates prepared for life-long learning. As a regional, comprehensive university, Chico State is committed to offering a broad array of academic programs from the arts and humanities, social sciences, and STEM fields, to professional programs. This chapter presents distinctive experiences and learning outcomes of an education at Chico State and describes important components of this education, along with processes to maintain degree integrity and rigor.

A. Responsibility for Academic Programs

The quality of Chico State's academic programs is the collective responsibility of the faculty and the administration, particularly the department delivering the program, as enumerated in Article XI, Section 2 of the Faculty Constitution. The Academic Senate provides general oversight of the curriculum, through the Educational Policies and Programs Committee (EPPC). The ongoing management and delivery of academic programs, including assessment of student learning, is the responsibility of departmental faculty, led by a chair or program coordinator. College deans provide direct oversight of academic personnel, facilities, and financial resources needed to support quality programs in their colleges. In addition, the AAC helps guide the assessment process and procedure. More specific information about this committee as well as assessment guidelines and samples can be found on its website. Similar material about program review can be read here. Chico State's program portfolios detail program and student learning outcomes (SLOs), assessment reports, and other pertinent materials for each degree program. Degree

requirements are rigorously enforced and tracked via an automated Degree Audit Program that is used by students, staff, and faculty to track courses and requirements completed and remaining. Degree progress reports for currently enrolled undergraduate students are reviewed for accuracy at numerous points (e.g., when transfer credit is received, when a course substitution is received, and multiple times prior to graduation) throughout a student's career by graduation advisers in the Office of the Registrar. Graduate programs receive support and review through the OGS, the dean of Graduate Studies, the Graduate Council, and other campus units. Further information about the OGS is in the next chapter (Chapter 4).

B. Undergraduate Education (UED)

While graduate education and post-baccalaureate credential programs are important components of the university's mission, undergraduates represent over 90% of Chico State's full-time equivalent students. The instructional budget is correspondingly devoted to baccalaureate-level education. There are several main components to the undergraduate degree and experience at Chico State: general education, majors, minors, or certificates, and an extensive array of diverse co-curricular experiences. In addition, UED provides integrated and important programming through the Chico Student Success Center (CSSC), a FYE Program, as well as an Honors program and a Civic Engagement program.

1. General Education (GE)

At the time of the previous WSCUC institutional review, Chico State was actively examining GE requirements to improve student learning of the essential knowledge, skills, and attributes of an educated participant in 21st century civic and intellectual life.

A nine-member design team, supported by a grant from the Association of American Colleges & Universities (AAC&U), engaged the campus in an extended and highly participatory process that

culminated in a new GE Program—the GE Pathways Program. After extensive debate, the Academic Senate unanimously approved the program in February 2010, codified in Executive Memorandum (EM) 10-01, in March of the same year.

The mission, values, and learning outcomes of the GE program are the most holistic and broadly shared statements of institution-wide qualities of an undergraduate education at Chico State. The program includes 10 SLOs. Four of the SLOs align directly with the WSCUC core competencies of Oral Communication, Written Communication, Critical Thinking, and Quantitative Reasoning. The six additional SLOs include the areas of: Active Inquiry, Personal and Social Responsibility, Sustainability, Diversity, Creativity, and Global Engagement. WSCUC's core competency of Information Literacy is a major subset of Active Inquiry. Every course in the GE program is required to address at least one of the GE SLOs.

In fall 2012, the new GE Pathways Program went live. It consists of 10 Pathways that organize the breadth of GE offerings in the arts, humanities, and natural and social sciences into broad, multidisciplinary, and intellectually coherent domains of study. The Pathways are: Diversity Studies; Ethics, Justice, and Policy; Food Studies; Gender and Sexuality Studies; Global Development Studies; Great Books and Ideas; Health and Wellness; International Studies; Science, Technology, and Values; and Sustainability.

The university's GE program received national recognition through a spring 2011 AAC&U Peer Review article titled "Putting High-Impact Practices and Inclusive Excellence at the Center of GE Reform." An important dimension is that the GE Pathways serve as the basis for interdisciplinary minors that students can, if they choose, complete by earning 18 GE credits—9 lower division and 9 upper division—in a single Pathway. This embedded feature provides

students with the option of seamlessly earning a minor of their area of interest while completing their GE requirements. As of spring 2017, 17% of students graduate with a GE Pathways minor.

The GE program has been governed, since implementation in fall 2012, by the Curriculum Advisory Board (CAB) with representation from all colleges, other appointees, and the 10 Pathway Coordinators. This group recently completed its initial five-year review of the program, with an external report and final essay forthcoming.

2. The Major

While GE provides the breadth of a liberal arts education, the major fields provide depth of understanding in particular disciplines, as well as preparation for work, citizenship, and lifelong learning. Guiding principles for maintaining and establishing majors include societal demand for graduates, serving as a regional comprehensive university, and the values articulated in the university strategic plan and the academic plan. Although, mindful of budgetary restrictions, the university has been cautious in adding new degree programs. New integrated, interdisciplinary, and more cost-effective opportunities have been developed—exemplified by the offerings of departments and programs such as Multicultural and Gender Studies and Computer Animation and Game Development.

The curricula of Chico State's majors are carefully designed by faculty to provide a coherent, scaffolded sequence of courses that allows students to become proficient in the discipline. Teaching and curricular approaches are as varied as the majors they serve. A hallmark of undergraduate education at Chico State is an emphasis on student engagement and applied learning through the deployment of high-impact practices (HIPs)—whether supervised research in the lab, the studio, or the field; a clinical placement; a public performance; or an internship or

service in the broader community. For example, the College of Engineering, Computer Science, and Construction Management requires a capstone design project where senior-level students are paired with industry sponsors to design, build, and test solutions to real-world problems. Other examples include the South Campus Neighborhood Project and Community Legal Information Center, which provide students with community-based learning, internships, and co-curricular activities. In addition, the College of Agriculture provides numerous experiential opportunities and activities for students at its 800-acre University Farm.

3. Co-curriculum

Chico State promotes active learning, curiosity, and the recognition that learning occurs in classrooms, studios, and laboratories, as well as through holistic co-curricular experiences, service engagements, and social activities. This includes expanded opportunities for quality internships and similar practical experiences (policies are currently being revised), undergraduate and graduate student research experiences (which can vary department to department or school to school), service learning, study abroad, and community-based research. The Division of Student Affairs plays a key role in co-curricular leadership development, fostered in part by a high-functioning Associated Students organization that has an especially strong focus on leadership development and civic engagement. Chico State has over 230 recognized student organizations. These include discipline-affiliated student clubs, career-oriented groups, and cultural clubs.

Another rich complement to undergraduate and graduate education is the many formal and informal opportunities for student research, as well as scholarly and creative activities associated with major programs. The Provost's Office provides funding directly to students for faculty-mentored research through Student Awards for Research and Creativity. Other department and schools also provide funding opportunities for students to become involved in faculty-mentored

research. For instance, the Chemistry Department offers a Summer Research Institute for undergraduate majors to work on research projects with faculty.

C. Graduate Education

Since the granting of its first master's degree in 1950, Chico State's graduate division has offered quality programs with a strong commitment to public service that have also provided significant and sustained contributions to the viability of the North State region. Additional information, as well as historical data and recent enrollment information, can be found on the graduate program information website. There are currently over 800 graduate students at Chico State. Each year, 350-400 students complete a master's degree at Chico State in one of the 29 degrees and 13 options (effective fall 2018). These programs are diverse, ranging from those in the social sciences, humanities, and fine arts to those in the natural sciences. Professional degrees are awarded in business, education, nursing, psychology, public administration, communication sciences and disorders, and social work. Graduate programs at Chico State are rigorous, highly engaging, and responsive to the needs of the community.

Hundreds of Chico State's graduate students and alumni are employed on campus as staff, instructors, or administrators. Since 1950, Chico State has awarded more than 12,000 master's degrees. Many of these advanced degree recipients have returned to communities in Northern California, where they have pursued meaningful careers in industry, business, education, social services, local and state government, and nonprofit organizations. Many have also gone on to complete doctoral studies and other terminal degrees.

D. Integrity

Chico State utilizes a number of techniques to inform its internal community and external stakeholders about degree offerings and student success. This starts with the yearly online academic catalog that integrates faculty-led curricula change processes in collaboration with the Office of the Registrar and Academic Advising and is supported by various technology tools such as Smart Planner, Degree Progress Report, and Salesforce. Each college, department, and program hosts webpages that provide degree details, staffing, in-program experiences, and information on the opportunities afforded by the degree. University Communications collaborates with Creative Media and Technology to help offices and departments across campus with their communication needs and share the Chico State story through social media, websites, and online and print publications. Prominent examples include the Chico State Today newsletter and the Program Portfolios. The Experience Excellence website and print booklet pulls together a selection of Chico State pride points showcasing exceptional students, faculty, programs, and alumni and what they have done with the their Chico State education.

E. Reflections/Areas for Growth

As part of the university-wide, upcoming strategic planning work, the institution plans to focus on the following:

- Chico State is committed to sustaining academic quality under conditions of resource constraints by promoting a culture of strategic prioritization through the upcoming strategic planning process and weighing opportunities against the mission to ensure that core programs are being supported and strengthened. The university can better integrate and grow complementary revenue opportunities through RCE, continue to promote a culture of philanthropy, sponsored research and contracts, international student programs, undergraduate exchange programs, and private-public partnerships. The university can utilize techniques of lean process management and technology adoption.

- The influx of new, talented, and motivated administrators in Academic and Student Affairs along with the growing campus trust will afford Chico State the opportunity to

revitalize support units such as IR and the undergraduate research program, along with various teaching and learning-based programs.

- The university will track and measure the impact of the rich co-curricular contributions of a Chico State degree, in order to (as much as possible) ensure equitable and inclusive access for all students in the enriching environment that extends beyond the classroom. The university will employ a more systematic and thorough assessment and review of co-curricular programs to chart progress and to guide its future.

In summary, the educational experience at Chico State is built on a foundation of high-quality degree programs and co-curricular activities and events. The university has a strong reputation for preparing students for satisfying careers and further education. In 2018, Chico State ranked 62 out of more than 2,400 colleges and universities evaluated nationwide by *Money* magazine's "Best Colleges for Your Money." The list recognizes colleges and universities on numerous measures, including educational quality and measures of college affordability, such as student loan repayment, alumni earning power, and mobility rate, which ranks colleges by their ability to launch low-income students into high-paying jobs.

Chico State degrees are more than an accumulation of credit hours and seat time in the classroom. The university's teaching-oriented faculty and staff are dedicated to active learning facilitated by substantial academic offerings and co-curricular opportunities. Chico State's residential campus, so tightly coupled to the surrounding community, provides an ideal setting for such opportunities to flourish. Examples of this include but are not limited to Chico State's Institute for Sustainable Development, the Center for Water and the Environment, the Big Chico Creek Ecological Reserve, and the Center for Bilingual/Multicultural Studies.

IV. Educational Quality: Student Learning and Core Competencies

A. General Education

Chico State's General Education (GE), whose development and implementation was summarized in chapter III, is an integral component of the undergraduate experience. The program includes ten SLOs. Four of the SLOs align directly with the WSCUC core competencies of Oral Communication, Written Communication, Critical Thinking, and Mathematical Reasoning. WSCUC's core competency of Information Literacy is a major subset of the GE SLO of Active Inquiry. The GE program refers to the remaining SLOs as "Value SLOs," reflecting important dimensions of the Chico State experience identified in the university strategic plan.

Chico State's GE program is consistent with CSU requirements found in EO 1100, but distinct in its structure and opportunities for students. The program includes "foundation courses" (oral and written communication, critical thinking, mathematical reasoning, lower division physical and life sciences), the CSU-required American Institutions courses in US history and US government, and both lower-division and upper-division breadth courses covering the arts, humanities, social sciences, and natural sciences. Chico State's program is distinct in that lower- and upper-division breadth courses are organized into 10 pathways of linked courses. Students who earn 18 credits in a single pathway, including all nine upper-division credits, can earn an interdisciplinary minor.

Each GE course addresses one or more SLOs. (A list of all GE courses is on the GE Planning Sheet. A spreadsheet with GE SLOs by course can be read here.) The faculty offering GE courses have identified one or more of the GE SLOs that the courses address; the majority of courses address at least three SLOs. Critical thinking appears most frequently while math

appears least frequently. While quality is more important than quantity, the university can examine ways in which SLO integrations may be more evenly distributed throughout the courses. Oversight of the GE program and the coherence of the pathways is the responsibility of the GE Curriculum Advisory Board (CAB) and is an ongoing component of GE assessments.

B. Assessment of Learning in GE

From the implementation of the GE Pathways Program in fall 2012, the CAB began carrying out assessment of the 10 SLOs (see GE assessment plan). The CAB is committed to program-level assessment wherein student work from multiple courses is sampled for each SLO. Subcommittees of the CAB meet to develop and implement assessment methods for each of the SLOs. Summaries of the assessment results can be read here, and the full reports are located here.

C. Reflections on GE Assessment and Upcoming Program Review

The GE program has nearly completed a full program review that includes:

- Surveys of students, to be compared with student surveys conducted in 2009 before the GE redesign
- Surveys of faculty, both those teaching in the GE program and those outside of it
- Focus groups of faculty, in a variety of departments on campus
- Input from pathway coordinators and advising staff members, who have detailed program knowledge
- Reviews of enrollment, pathway minors awarded, and other data
- Synthesis of SLO assessment reports
- An analysis of the costs of instruction for the program
- An outside reviewer, who has experience in program review at other CSU campuses

It is the CAB's goal to share the results of the review in fall 2018 with the campus community and to lead a robust discussion of curricular and pedagogical changes focused on strengthening student learning. The CAB's initial (not finalized) report can be read here.

D. Additional General Education Developments:

Recent changes in CSU policies regarding entry-level math and writing courses require ongoing coordination and attention. EO 1110 changes the process of determining "college readiness" in quantitative reasoning and written communication, as well as the process of addressing underprepared students in these subjects. EO 1100, which governs GE in the CSU, also broadens the definition of quantitative reasoning. Current practices in entry-level teaching of written communication at Chico State are already consistent with EO 1110 and EO 1100. Entry-level math currently relies on a somewhat complex sorting of students into levels of preparedness with consequent developmental courses needed to advance to GE mathematics courses. Beginning in fall 2018, these developmental courses (non-baccalaureate credit bearing) will be eliminated in favor of co-requisite remediation and "stretch" approaches to preparing students for college-level math. Faculty in the department of mathematics and statistics are working collectively to develop new pedagogical approaches, in partnership with science educators, to meet the requirements of EO 1110 and prepare students with quantitative reasoning skills appropriate for a baccalaureate degree and for their majors. As of early 2018, a preliminary plan has been developed. Assessment will be critical to evaluating the success of these efforts, in addition to ongoing monitoring and improvement of student learning.

E. Graduate Programs

Graduate programs fall under the umbrella of the Office of Graduate Studies (OGS) and the Graduate Council. The dean of Graduate Studies coordinates with colleges, departments, and programs to implement policies; recommend graduate degrees, options, and certificate programs to the provost and Academic Senate; and facilitate systematic program assessment and program review, which are subsequently reported in Program Portfolios.

The meaning and quality of graduate degrees is evidenced by the rigor of the programs as well as the contributions of students—both while at the university and as alumni. Each year, 200 to 300 graduate students serve as paid assistants helping faculty with their teaching, grading, research, publications, grant writing, and lab preparations. One of the most significant experiences offered to graduate students at Chico State is the opportunity to support undergraduate learning, while increasing their own personal and professional development. Graduate students support and staff some of the university's most important HIPs such as: Town Hall Meeting, Great Debate, Model United Nations, This Way to Sustainability conference, English Graduate Student Council Symposium, Student Research Competition, Chico Forensic Conference, and the English Department's Rough Cut Film Festival. Graduate student learning also occurs in internships, service learning, and other forms of field research that take place outside the classroom and integrate graduate students into the community where they make significant contributions to the health and welfare of our local region. More specific information about graduate school policies and procedures can be found here.

High degree completion rates also signal the quality of Chico State's graduate degrees. The average completion rate is nearly 80% over the past seven years. Additional data-based dashboards of graduate programs can be accessed here. External master's degree completion rates for comparisons are hard to locate, but the Council of Graduate Schools did conduct a fairly extensive, five-university study of MBA and STEM field graduate programs. They found that MBA students had an average completion rate of 86% and the STEM fields saw an average completion rate of 66%. In comparison, Chico State's MBA program has a completion rate of 92% and the STEM fields graduate 71% of their graduate students. Since 2009, the cumulative

average completion rate of Chico State's graduate students identifying as URMs is 77% compared to 80% for non-URM students. This is a smaller equity achievement gap than for undergraduates. It may be due in part to Chico State's Graduate Equity Fellowship program, which provides funding for faculty-mentored research for graduate fellows from underrepresented groups. The purpose is to help students develop research skills and prepare for doctoral studies.

F. Teacher Credentialing Programs

Chico State has never lost sight of its rich history in educator preparation, and the university continues to identify teacher preparation as a campus priority. The School of Education contributes to the CSU's preparation of nearly half (49.9%) of all new teachers in California. Chico State and the School of Education provide multiple pathways to 11 different credentials.

The School of Education's credential programs are accredited by the California Commission on Teacher Credentialing (CCTC) (state, mandatory) and the National Council for the Accreditation of Teacher Education (NCATE) (national, voluntary). All programs engage in ongoing reporting, with a site visit at the end of each seven-year accreditation cycle. The result of the most recent spring 2015 joint state and national site visit report was the determination that all programs met all of the standards and led to reaccreditation for the maximum seven-year period.
Chico's teacher preparation is an all-university responsibility, inviting and requiring the participation of faculty and staff across campus.

G. International Education

In the rapidly changing 21st century, cultivating a campus culture that embodies both global diversity and interconnectivity is central to Chico State's mission of educating students to "be

useful members of a global society." Chico State has engaged in efforts to internationalize the campus to enrich all students' learning experiences. In 2010, the University created the Office of International Education (OIE) to centralize the management and oversight of international programs while increasing their prominence. OIE subsequently developed a five-year strategic plan. In particular, the campus is focusing on the following four areas to expand internationalization:

- Increase study abroad opportunities for students;
- Grow international enrollment to provide opportunities for students, staff, and faculty to be exposed to other languages and cultures;
- Expand bilateral partnerships with overseas institutions to generate global engagement opportunities for students, staff, and faculty;
- Locally enhance globalization through internationalizing the curriculum and organizing cross-cultural integration activities.

Chico State has a nationally ranked study abroad program that annually sends out an average of 330 students to 125 program sites in 40 countries around the world. In 2017, the university was ranked second in the nation for the number of students sent abroad for a full academic year or longer, compared with other master's-granting institutions. Concerted efforts are underway to increase the international student enrollment with the goal of fostering an intellectually, culturally, and socially diverse learning community. The OIE recently developed an International Enrollment Growth Plan for the next six years (2017–2023) to increase international student enrollment to 5.8% of total Chico State enrollment (over 17,000).

Current	3 years	5 years
2.7%	4.5%	5.8%
471 Headcount	765	986

At the same time, a plan to support the proposed increase in international students has been developed, along with corresponding policies for recruitment of international students and a funding model.

In recent years, Chico State has incorporated a number of changes to internationalize the curriculum, the most significant being a university graduation requirement of a global cultures course and GE pathways in both International Studies and Global Development. The university continues to integrate global studies into the curriculum as part of the strategic plan, enabling students to be knowledgeable, responsible, and productive global citizens.

H. Improving the Academic Environment

1. Faculty Hiring

From 2014–15 to 2017–18, the university received approximately $3.6 million in base funds from the CSU Chancellor's Office (CO) to support student success and GI 2025. Of these funds, $2.7 million has been dedicated to hiring tenure-track faculty to strengthen academic programs and provide students with the classes they need to make timely progress to degree. This led to a slight increase in tenure density from 59% to 61% (for FTEs) and 46% to 48% (for headcount) over that time period; however, this has not made up for the overall decline in tenure density since 2009, when it was 71% for FTEs and 56% for headcount. In order to move closer to reflecting Chico State's increasingly diverse student population, diversifying the faculty is a priority. However, in fall 2017, the tenured and tenure-track faculty were still overwhelmingly white (89%), while white students made up only 43% of the student population. To foster increased faculty diversity, the hiring process now includes mandatory Avoiding Bias in Hiring training for all tenure-track faculty search committee members.

In addition, the university has proposed collaborations with campuses via the Higher Education Recruitment Consortium (HERC), enhancements to the faculty search process, diversity cluster hires, diversity-related faculty learning communities (FLCs), professional development initiatives for traditionally underrepresented faculty, and other campuswide initiatives that promote campus diversity and inclusion. While the entire proposal, unfortunately, was not funded by the CO, there is funding set aside for this general initiative. The university plans to use available funds to increase diverse faculty hiring, train personnel evaluative committees on equity-minded best practices, and to initiate FLCs for junior faculty with a focus on needs and retention of diverse faculty. In addition, Chico State plans to apply to the CO again for additional support at the next opportunity.

2. Innovative and Inclusive Pedagogy

One of the primary means for promoting student success at Chico State is developing effective and inclusive classroom pedagogy. Chico State's Faculty Development (FDEV) program established opportunities for faculty to join FLCs to address the growing need for faculty with expertise in teaching diverse learners. The Improving Your Teaching Practice FLC began in spring 2017 to address the growing demand from faculty for opportunities to develop more innovative pedagogies and to improve teaching practice broadly. In fall 2017, that FLC was expanded to focus on both tenure-track faculty and lecturer faculty cohorts. Over three semesters (spring 17–spring 18), this FLC has reached 60 faculty.

To address Chico State's recent designation as an HSI, an FLC began in spring 2016 as a collaborative effort among FDEV, the Office of Diversity and Inclusion, and the University Diversity Council. This FLC had overwhelming interest from the campus: 119 faculty applied

and 58 were accommodated. This FLC introduces faculty members to the HSI designation; what it means to teach at an HSI; how the university can better serve students and the region; an overview of student support services that target first-generation and low-income students; and Chico State's institutional progress as a relatively new HSI. The university remains committed to fully understanding what it means to be an HSI and how it can better serve its student body, both inside and outside the classroom.

Chico State's FYE Program has also been a source of innovative pedagogies supporting student success, and has been nationally profiled and acclaimed. Public sphere pedagogy in programs like Town Hall Meetings and the Chico Great Debate embed large-scale public exchanges of information and perspectives about crucial public issues. The Town Hall reaches 600–900 primarily first-year students each semester while the Chico Great Debate reaches 1,200–2,000 students every semester, including significant numbers of potential transfer students from nearby Butte College. Multiple faculty co-created these programs, which reach students enrolled in the required American government course and the required oral communication course. The FYE Program has continued to assess the effectiveness of the Town Hall Meetings and Chico Great Debate separately and together using multiple methods: student surveys, analysis of student reflective writing, and institutional outcomes, especially first- to second-year retention. While assessment results vary from year to year, most years show a strong effect on retention, often with larger increases for students of color. Qualitative assessments indicate that students who experience the Town Hall Meetings and Chico Great Debate often report feeling more academically engaged, with a greater sense of civic efficacy, and score higher on assessments of mental well-being compared to those who lack this experience.

In 2013–14, the FYE Program received CO GI 2025 student success funding to create "U-Courses," blended interdisciplinary first-year courses taught by a faculty pair employing a flipped design stressing inquiry-based learning, analytical skills, and application. U-Courses serve up to 100 students per section and include trained peer mentors embedded in each class meeting at a ratio of 1 mentor to every 12 students. Mentors help first-year students navigate the novel academic environment of college. U-Courses currently reach about 800 first-year students per year. Preliminary assessment results have been encouraging both in terms of retention and student academic success measured by grade-point averages (GPAs).

In 2017, in collaboration with the Educational Opportunity Program (EOP) and Academic Advising, FYE redesigned UNIV 101: Introduction to University Life, to serve first-generation students in EOP and a group of first-generation students who are not supported by any additional programming. The redesign focuses on academic research and writing on the scholarship of place, preparing students for success in English Composition courses. This redesign along with other English Department initiatives (e.g., student mentoring) has helped increase English Composition pass rates from 78% to over 90% for this population.

3. Academy e-Learning and Course Redesign with Technology

Chico State's Academy e-Learning is a cohort-based program that explores effective pedagogies, instructional technologies, and learning spaces in order to (re)design selected courses in ways that will improve student learning and engagement. Academy e-Learning institutes provide faculty with resources they need to teach engaging and intellectually challenging courses and build a community that is continually redefining excellence in teaching through innovative approaches to student-engaged learning. Related to Academy e-Learning, the Course Redesign

with Technology program from the CO has been in existence for five years, but adoption on the Chico campus was inconsistent until AY 2014–15 when coordination of the program moved to FDEV. This resulted in significantly higher adoption rates. Chico State had the highest level of involvement in the system in AY 2015–16 and AY 2016–17 with campus grants exceeding $500,000. Here is an example of success from the Course Redesign with Technology program. Additional examples can be read here and here.

4. Academic and non-academic quality-assurance processes

Chico State ensures the quality and integrity of its curriculum and its delivery with a comprehensive and well-established set of policies and practices. Several Executive Memoranda document the approval process for significant program changes and improvements. Highlights include the processes of suspending and discontinuing programs as well as for making significant changes. A flow chart outlining these comprehensive processes and practices is available here.

A variety of institutional practices and policies ensures the integrity of the curriculum. Faculty are the bedrock of Chico State as an institute of higher education. A high-quality faculty dedicated to student success is essential for realizing the university's core mission of delivering educational programs that serve its students'—and society's—interests. Faculty design the curriculum based on disciplinary expertise, hone the pedagogical approaches that most effectively facilitate learning, assess student learning, and, through research and scholarly activity, bring emerging ideas to the classroom and the institution. Faculty also participate actively in the shared governance of the university to help keep it focused on its mission.

Chico State has a large number of outstanding faculty. As of 2017, the University employed 987 instructional faculty, of whom 475 are tenured or tenure-track; the remainder are lecturers with a variety of contractual arrangements varying from part-time, short-term contracts to full-time renewable three-year contracts. On a full-time equivalent faculty basis, Chico State's tenure density is 61%, fifth highest in the CSU system. Of tenured and tenure-track faculty, 96% hold terminal degrees in their field of specialization. Among lecturers, 21% hold terminal degrees.

Each department maintains guidelines for retention, tenure, and promotion that ensure the teaching, research, and service provided by the faculty are of the highest quality. The Faculty Personnel, Policies, and Procedures (FPPP) manual outlines the expectations of department evaluation guidelines. The department guidelines go through a rigorous approval process that culminates with certification by the provost that they meet the high standards in the FPPP. The Faculty & Student Policies Committee (FASP) helps determine these standards. The university also has in place significant mechanisms for sustaining the quality of its academic leadership. These include Executive Memoranda governing the selection as well as evaluation and development at and above the dean level.

In summary, Chico State has significant policies and practices in place to sustain and improve the quality of academic programs. These policies and practices address program modifications, development and assessment, faculty expertise, and executive leadership at all levels.

Throughout the university, divisions and departments utilize ongoing assessment and analysis of nonacademic student services and business operations to ensure quality and effectiveness. This includes but is not limited to an intentional and ongoing review of services; assessment of

contributions to, and impacts on, SLOs; business process redesign; and benchmarking with comparable and aspirational universities.

High-quality evaluation assumes a variety of forms including:

- Responding to federal, state, and CSU audits
- Considering student services value-added to academic programs and student retention
- Maintaining service and center accreditation standards
- Completing annual reports with detailed SLO analysis and progress toward goals
- Conducting program reviews adhering to Council for Advancement of Standards and complying with accreditation standards

Collectively, these evaluation processes support the adaptation and evolution of effective procedures, policies, and services to sustain the quality of nonacademic programs. These, in turn, support academic sustainability, which will be addressed in chapter seven, along with other forms of sustainability.

V. Student Success: Student Learning, Retention and Graduation

Student success at Chico State is defined in both the university strategic plan and the most recent academic plan. The university strategic plan states, "The University is committed to assisting students in their search for knowledge and understanding and to preparing them with the abilities, skills, and habits of lifelong learning in order to assume responsibility in a democratic community and to be useful members of a global society." The recent (2016) addition to the strategic plan of statements on civic engagement and diversity reflects a restatement of the university mission to emphasize the community focus of a Chico State education delivered to an increasingly diverse student body. The academic plan states, "We are committed to the goal of *inclusive excellence* for all students at California State University, Chico as we prepare them for fulfilling professional, civic and personal lives." The following demonstrates some of Chico State's more important and recent methods and activities to achieve inclusive excellence.

A. CSU Graduation Initiative

A focus on increasing graduation rates has a long history in the CSU system, but GI 2025, announced in 2016, brings it even more to the forefront. Termed by Chancellor Timothy White, as the "CSU moonshot," the system is investing personnel and funding in efforts aimed at increasing graduation rates well beyond historic levels and levels in similar institutions across the country.

GI 2025 follows a similar initiative launched by then-Chancellor Charles Reed in late 2007. Similar to GI 2025, this earlier effort set specific campus targets regarding overall graduation rates and reducing graduation gaps between historically underserved students and others. Chico

State's targets from the CO were to increase six-year graduation rates from 56% in 2007 to 60% in 2015 and to halve the graduation gap between URMs and non-URMs from 21% to 10%.

Data analysis in 2008 revealed that the single largest factor affecting graduation rates was first- to second-year retention. At that time, more than 20% of all first-time freshmen and 25% of URM students were being lost in the first-to-second year transition, suggesting that the biggest improvements in graduation rates would come from reducing first-year losses. This focus reinforced Chico State's commitment to an engaging GE program, a FYE program aimed at coordinating efforts to retain first-year students, and effective co-curricular student services that will be detailed in this chapter.

In spring 2015, Chico State reached and even surpassed both the six-year graduation rate and achievement gap targets set by the CO—one of only six campuses in the CSU to do so. The overall first-time, full-time freshman six-year graduation rate for the 2009 cohort was 64%, exceeding the 60% goal set by the CSU system, and the university reduced the achievement gap between URMs and non-URMs from 21% in 2005–2006, at the start of the GI to 10% in 2014–2015. Recent graduation data for the institution can be found at the Chico State Graduate Initiative Dashboard site.

GI 2025 sets new ambitious goals for the CSU and for Chico State. The emphasis is on six- and four-year graduation rates for first-time, full-time freshmen and four-year and two-year graduation rates for transfer students, as well as the elimination of graduation gaps between historically underrepresented students, Pell recipients, and the remaining student population. The table below lists Chico State's goals and most recent rates:

Grad Initiative 2025 Targets	2025 Goal	2017 Rate
Freshman 6-Year Graduation	**74%**	66%
Freshman 4-Year Graduation	**41%**	30%
Transfer 2-Year Graduation	**43%**	32%
Transfer 4-Year Graduation	**86%**	77%
Gap—Underrepresented Minority	**0%**	9%
Gap—Pell	**0%**	8%

To address these ambitious goals, the Chancellor requested that each campus draft a campus plan outlining strategies to meet these targets. Chico State's GI 2025 campus plan identifies three main areas of effort: (1) improving the academic environment by investing in faculty—both in numbers and professional development for improved pedagogy; (2) creating a culture of caring by strengthening student support services; and (3) supporting data-informed decision-making.

B. Analyzing the WSCUC Graduation Dashboard Data

Chico State's WSCUC dashboard data as well as the accompanying summary of results provides a more holistic account of enrollment, retention, and graduation rates at the university from 2008 to 2016. Both documents suggest that the six-year IPEDS graduation rate (which averages 60% from 2008 to 2016) significantly underestimates the university's Absolute Graduation Rate (AGR), which averaged 91% from 2008 to 2016. It is especially telling that Chico State's overall proportion of students in the IPEDS cohort is 41%, compared to an average of 84% for the WSCUC region.

The above reveals something that many faculty and staff have suspected for some time. For various reasons (e.g., financial, personal, etc.), many Chico State students do not begin as first-time, full-time students and/or take longer than six years to graduate from the time they first

matriculate; however, the vast majority do eventually graduate. Not accounting for length to degree, the university does an excellent job of graduating students, as noted by how the average WSCUC region Absolute Graduation Rate is 59% (compared to Chico State's 91%). Chico State also offers a strong return on its investment, as noted by the 92% average Unit Redemption Rate (URR) from 2008 to 2016 (compared to an average 79% for the WSCUC Region).

Drilling down further into the WSCUC dashboard data reveals other items of importance. While the institution did experience a downturn in enrollment from 2009–2011, which aligned with the Great Recession and its aftermath, it consequently experienced an artificial bump in its URR and AGR from 2010–2012. These rates, though, have understandably decreased as enrollment increased (as it has each year since 2011). The most recent data (2015–16) is especially promising, in that even though there was an increase in enrollment of nearly 3% from the previous year, the URR increased to 89% (from 85% in the previous year), and the AGR increased to 86% (from 84% in the previous year).

C. Creating a Culture of Caring: Student Support Services

In order to improve Chico State's graduation and retention rates, as well as time to degree completion, the university emphasizes a number of student support services. Chico State focuses on helping all students develop and realize their academic potential by providing a range of support services: meaningful and timely advising; outstanding supplementary instruction and mentoring; comprehensive counseling and wellness services; and a culture of caring in which basic needs are met and student success is viewed as central. For a summary of the student success support programs at Chico State, their goals and outcomes, click here. The following narrative focuses on four programs, all of which have received significant financial support

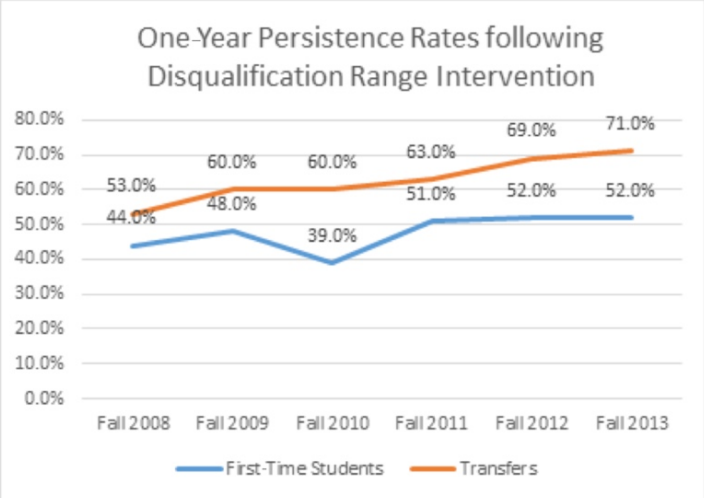
through the GI: Academic Advising, expansion of supplemental instruction (SI), expansion of the EOP Summer Bridge, and the CSSC's Raising Educational Achievement in Collaborative Hubs (REACH) program.

1. Academic Advising

GI base funding has supported the hiring of three additional academic advisers, permitting an expansion of services. This investment in personnel has been complemented by ongoing investment in academic technologies that help students and advisers track progress to degree, such as the automated Degree Audit Report. Academic Advising Programs (AAP) strive to guide all undergraduate students successfully through their academic careers—students who are "undeclared," students within one or two semesters of graduation, students exceeding 140 completed units and students on academic probation or students recently disqualified. An overview of advising upper-division students by department can be read here. Usage data indicates a 60% increase in one-on-one advising appointments since AY 2008–09. AAP also works with campus partners to provide proactive embedded advising for particular majors (e.g., College of Business) and student populations (e.g., athletics, EOP, REACH, etc.). Quarterly meetings of faculty and staff advisers strive to better coordinate and align advising services, providing a seamless experience for students.

Due to their risk of noncompletion, support for students on academic probation remains a primary institutional priority. From fall 2008 through fall 2014, first-time freshman and transfer students who ended their first term with a GPA in disqualification range were required to attend an academic advising "Back on Track" workshop. Data shows that both first-time transfer and

first-time students' one-year persistence rates increased steadily following the probation intervention.



Beginning in 2014, AAP worked with faculty in the department of Mathematics and Statistics to create and test a predictive model to better target students at risk of not persisting from year two to year three. Based on the predictive model, AAP designed intervention strategies for deployment and intervened with targeted student populations. This project generated promising results at critical student transition points. Within the target population, students who met with an academic adviser as a result of the intervention persisted at a higher rate and had a higher GPA than those who did not.

2. Expanded Tutoring Services: Supplemental Instruction (SI)

The Student Learning Center (SLC) provides the majority of subject tutoring, SI, and other forms of learning assistance on campus with a focus on first-year, GE, and high stakes, bottleneck courses. In total, over 4,000 students made close to 40,000 visits to the SLC in 2016–2017. This represents a near 100% increase in usage in the past eight years.

The CO identified SI as a highly effective intervention to reduce repeatable grades. Consequently, the university has invested GI 2025 funds to expand SI. GI 2025-funded SI has expanded from eight sections with SI in spring 2016 to 28 sections with SI in spring 2017. The expansion focused primarily on STEM courses, as these courses tended to have higher student failure rates. Thirty-nine SI leaders offered 120 hours of SI in biology, chemistry, computer science, math, mechanical engineering, and multicultural and gender studies in 2016–17. These developments have been part of the reason for the increase in SLC usage. In addition, in 2016–17, the SLC brought in more than $150,000 primarily through collaboration with the Chemistry Department, an HSI STEM grant, a special endowment award from the CSU board of governors, CSU GI funding, and course redesign funds from the CO.

Also, in 2016–17, 2,700 students attended SI sessions over 16,000 times. On average, those who attended SI earned half a grade higher than those who never attended. Those who attended SI consistently (eight or more times in a semester) earned an entire letter grade higher than those who never attended. For additional detail, please click here.

In collaboration with Meriam Library, the Math Department and the SLC joined forces to offer extended drop-in math tutoring hours on the fourth floor of the library. The more accessible location and hours expanded the availability of math tutoring, resulting in 600 students visiting 3,300 times for math tutoring in spring 2017 alone.

By renovating the physical space to incorporate more opportunities for group study, enhancing accessibility to tutoring services, developing an information literacy curriculum, and offering the new Graduate Writing Center (a collaborative effort with the OGS), Meriam Library has

expanded its commitment to ensure information access for all students and to student success and collaborative learning.

3. Chico Student Success Center (CSSC), the REACH program, and the Cross-Cultural Leadership Center

The CSSC serves and supports first-generation, low-income, and traditionally underrepresented learners, from outreach to graduation. The CSSC recruits diverse students to Chico State from 49 partnership schools that serve low-income students from throughout California. Over 1,200 currently enrolled students (as of fall 2017) have sought some level of service through the CSSC.

In 2014, with GI funding, the CSSC implemented the REACH program. REACH provides structured peer and faculty mentoring in collaborative hubs of ten students. CSSC provides advising for all new REACH students during summer orientation and block enrolls REACH students into the majority of their courses for the fall semester, including extensive use of U-Courses. The REACH program supports academic success for first-time freshmen by cultivating relationships with faculty and peer mentors, linking students to academic resources, creating learning communities, and sponsoring social and service activities in the larger Chico community. In just three years, REACH has supported over 352 mostly first-generation, low-income first-year students. Employing research-based practices (Engle & Tinto, 2008; Institute for Higher Education Policy, 2012) such as the use of cohorts, weekly peer and faculty mentoring, structured study opportunities, and informal social opportunities to explore the campus and larger Chico community, REACH has made significant impacts on student academic success as well as campuswide impact on how faculty, staff, and mentors work with these students. A video found here highlights the successful work done by faculty and peer mentors.

In 2016–17, the CSSC completed the third year of the REACH student success initiative with 188 students participating for the entire year. The following table shows the effectiveness of REACH in terms of first- and second-year persistence as compared with overall university rates.

REACH Cohort Entering Fall Semester	**Full Year Participation (N)**	**1st Year Persistence Rate**	**Variance From University Rate**	**2nd Year Persistence Rate**	**Variance from University Rate**
2014	161	89%	+6%	83%	+9%
2015	191	94%	+9%	79%	+5%
2016	188	88%	+5%		

Further, to reach at-risk student populations, in spring 2017, the CSSC piloted a leadership class focused on professional and academic development that included peer and faculty members. Of the 30 students enrolled, 13 were on academic probation and at high risk of not returning the subsequent year. In fall 2017, 26 of these students returned and only five were on academic probation. The average GPA for these students went from 2.0 at the end of the fall semester to 2.5 at the end of the spring semester when they took the class. Based on this success, additional sections of the course were offered and will continue.

Another unit devoted to student success and inclusivity is the Cross-Cultural Leadership Center (CCLC). The CCLC aims to help every student to feel respected, included, connected, and affirmed. It is a cross-cultural, welcoming space with campus events and activities in a supportive family-like atmosphere where students are assisted in overcoming obstacles and achieving success. More can be read about the CCLC on its website and a survey details student responses to the CCLC.

4. EOP and Expanded Summer Bridge

In 2014, EOP received additional funding from the CO GI 2025 to increase the number of participants and expand the Summer Bridge program from one week to two, with math and study skills components added to already successful work focused on improving students' academic writing. The number of students served in Summer Bridge increased from 148 in summer 2013 to 197 in summer 2014 and has hovered around 190 every summer since. The expansion of Summer Bridge to two weeks allowed EOP to involve student participants in a rigorous and intensive five-day math component. Students then retook the entry level math exam (ELM), enabling nearly half the participants to satisfy remediation requirements, either moving up a 'level' of remediation or entering GE math directly. EOP and Summer Bridge will continue to work with math faculty to serve Summer Bridge participants with appropriate academic support in the new co-requisite environment created by EO 1100.

D. Challenges

A distinct challenge is responding to EO 1110 issued by the CO in summer 2017, eliminating the ELM and its writing placement counterpart in favor of multiple measures for writing and math placement. Remedial (non-baccalaureate credit bearing) courses are limited to one unit to be delivered in a co-requisite or stretch format. This represents a sea change in the CSU's approach to entry-level writing and especially math. At the time of this writing (2018) math faculty, supported by one-time GI 2025 funding, are working assiduously to develop co-requisite and stretch models for the delivery of GE math, similar to approaches already in place for English Composition.

Chico State is also challenged to increase its four- and six-year graduation rates for first-time first-year students and two- and four-year graduation rates for transfers at a time when the university's student demographics include more students with historically lower graduation rates. It bears mentioning that with the most diverse student body it has ever enrolled, Chico State's four- and six-year graduation rates are currently higher than they have been since the institution began collecting data on this in the 1970s. Yet, it is also the case that simultaneously raising graduation rates overall and closing graduation gaps is challenging. The institution hopes to meet this challenge by augmenting academic and co-curricular initiatives that have produced or can produce promising results (e.g., the REACH program, SI instruction, advising, tutoring, etc.) in improving student success and retention.

VI. Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

Chico State has a strong tradition of established processes for supporting program faculty and staff in the assessment of student learning and program effectiveness. Assessment of institutional effectiveness takes place across all divisions. Assessment is supported and overseen centrally, but it is ultimately the responsibility of the faculty and professional staff closest to the academic and support programs under examination. As a critical quality assurance process, assessment takes place in all academic, academic support, and nonacademic programs, including programs that have external accreditation. In addition, every academic program not accredited by an external disciplinary agency regularly submits an academic program review (APR).

Among other responsibilities, Chico State's IR Department assists with quality assurance and improvement by focusing on the development and use of data related to university functions in areas including but not limited to enrollment management, academic affairs, and student affairs. IR also provides general and data-driven support for program review as well as for accreditation, as evident by the WSCUC graduation dashboard. In addition, IR has begun a Faculty Fellows program that supports faculty research on institutional measures of success. The work of the first Faculty Fellow has provided great insights into patterns of retention, achievement gaps at the course level, and other valuable knowledge guiding efforts aimed at supporting our students' success and removing barriers to graduation. As mentioned earlier, to enhance institutional reporting, effective April 2018, IR transitioned on an interim basis from an independent unit in the Office of the Provost to IRES, a unit in Academic Affairs.

A. The Annual Process of Assessing Learning

Academic program assessment at Chico State is decentralized and faculty-led, consistent with the university's culture of shared governance. Led by the vice provost of academic programs (VPAP) and supported by the Academic Assessment Council (AAC), all degree programs participate in a yearly assessment of learning (see the chart on the next page). This annual effort is led by assessment facilitators at the department level who work with faculty to select one or more program-based SLOs to assess, guided by their individual program assessment plans. Assessment activities vary depending on the program and SLO(s) selected, but usually involve direct assessment of student work, which may be complemented by indirect assessment. Assessment results are recorded in the annual program assessment report (APAR), with a running, multi-year account maintained via an annual program assessment status update (APASU). (APAR and APASU templates are available here.) The APAR template requires an overview of the program goals, SLOs, curriculum matrix, identification of the specific SLO(s) assessed that year, the methodology, results, and analysis of the assessment, followed by a description of closing the loop and future plans for improvement. The APASU is a parallel document that briefly summarizes the basic aspects of the APAR and efficiently displays the assessment work completed over the previous years, beginning with the most recent.

The division of Academic Affairs provides funded assigned time to each college for the appointment of a college assessment coordinator or equivalent. These coordinators support the process of assessment by working with program assessment facilitators in their college, by serving on the AAC, and by providing information, training, and guidance for their college's programs. Assessment procedures can be accessed here. The institution maintains a publicly

accessible website of all program portfolios, which include assessment results, located on college websites and centrally here.

The AAC, comprised of college assessment coordinators and other representatives of Academic Affairs, meets regularly. It has a strong web presence and hosts workshops to advance assessment practices and supports new and continuing program facilitators each fall and spring. The AAC also facilitates additional assessment presentations at Chico State's Center for Excellence in Teaching and Learning Conference.

B. Strengths and Challenges to Annual Assessment of Learning

Overall, the decentralized approach at Chico State has successfully provided support, guidance, and self-direction to the assessment of student learning. Assessment of program-based SLOs is in the hands of faculty who are closest to the disciplines and most familiar with corresponding and appropriate learning outcomes. The decentralized approach has been less effective in building strong accountability and a shared vision when it comes to what assessment means and how it should be conducted at Chico State. However, there are indicators of the potential for elevated and collective assessment goals and vision. The university has been methodically building its on-campus expertise and actively innovating within colleges. In the last three years, five faculty and administrators have participated in the WSCUC Assessment Leadership Academy, four of whom serve on AAC. The College of Business has invested over $10,000 in assessment training and about $11,000 a semester in course releases for faculty to conduct assessment. College of Business assessment materials can be found in its most recent AACSB (Association to Advance Collegiate Schools of Business) report. The College of Behavioral and Social Sciences recently administered a college-level writing assessment, which led to the hiring of an additional writing

coach and a partnership with the writing center for additional support of undergraduate courses. The college is hopeful that these initiatives will increase student success and plans to assess the initiatives in the future to gauge effectiveness.

C. Academic Program Review

In addition to overseeing the annual assessment process, and in conjunction with the dean of Undergraduate Education and the dean of Graduate Studies, the VPAP also oversees the APR process for all undergraduate and graduate programs that are not accredited by an external agency. For externally accredited programs, the accreditation process serves in lieu of the campus-based review process. IR plays an important support role in providing institution-level data for the APR process. The last WSCUC review commended Chico State for the quality of its APR process with its focus on organizational learning and continuous improvement. The process encourages programs to reflect on achievements, resources, and challenges over the program review period, and to use that information to articulate a plan for future goals and improvement.

Revisions to the APR were introduced in AY 2017–18 to align the review of undergraduate academic programs with the campus and systemwide focus on student success: retention, student learning, and timely graduation. Additional revisions to the APR are planned for AY 2018–19. IR has created several dashboards that can be utilized by programs undergoing review to inform their analysis and discussions of student success.

The three main areas covered by the annual program review template include: Articulating a Collective Vision (mission statement, program goals, performance indicators and evidence, and diversity); Organizing for Learning (student success, curriculum, SLO assessment, faculty resources, and other learning-enabling resources in support of student success); and Becoming a

Learning Organization (commitment to learning and strategic improvement). Details about the process and procedures can be read here. The Office of the VPAP maintains records of program reviews. Program review guidelines have been set and a program review schedule can be read here. Examples of implemented improvement plans that resulted from program reviews can be read here.

D. Accreditation of Academic Programs

As noted earlier, accreditation by external agencies is an approved alternative process for APR. Chico State has more than 20 accredited programs including nine programs in engineering that are ABET accredited, the College of Business (accredited by the AACSB), the School of Education (NCATE and CCTC), Nursing (CCNE and BRE), the Arts (NASAD, NASM, and NAST), and Social Work (CSWE). Information about these accredited programs, including site visit review letters and actions, can be read here.

The Office of the VPAP maintains the records of external accreditation. The program and its home college are largely responsible for conducting accreditation work, aligning with accreditation standards and responding to accreditation findings. Where necessary or desired, the university provides backstopping and resources necessary to maintain accreditation. Since the last WSCUC review, all accredited programs at Chico State have retained their accredited status.

E. Assessment in Student Affairs

In 2006, newly appointed VPSA Drew Calandrella challenged the division to begin building a culture of assessment throughout the division. The charge was to develop assessment activities to examine services and programs, to improve effectiveness and efficiency, and to increase contributions to student success. Evidence-based, data-driven decision-making helps Student

Affairs strategize for and focus on the bottom line: student access and student success. Frequent and regular data collection and assessment help Student Affairs to articulate accomplishments, develop ideas and strategies for improvement, become more transparent and accountable, and plan effectively.

In order to support the efforts, a program assessment coordinator was appointed in 2010 and a program review process was established. The assessment coordinator was charged with building capacity by increasing the knowledge and skills of Student Affairs staff, building a culture of assessment, and providing support and training. Additionally, the assessment coordinator developed a handbook for department assessment, including resources for setting goals, analyzing data, analyzing findings, reporting, and using results for improvement. The division also uses an assessment workbook, which specifically addresses assessment and analysis regarding how the assessment and outcomes can inform the program's priorities—essentially closing the loop. The Student Affairs annual reporting and assessment website provides examples of assessment processes, outcomes, and program adjustments made in response to assessment in a variety of Student Affairs programs.

Annual reports are reviewed by the VPSA and the assessment coordinator, and they are posted on each department's website. The VPSA provides feedback on assessment as part of the annual review of program directors. Additional information about Student Affairs assessment can be read here.

The Accessibility Resource Center (ARC) provides a good example of the annual assessment process and its use. ARC staff informally gathered anecdotal information that persons with mental health disabilities were not availing themselves of traditional services offered by the

center and were not making progress toward degree as well as other students with disabilities. To assess this, the ARC prepared a survey for students registered with ARC who disclosed mental health as their disability. The result of the survey and subsequent assessment identified that traditional (and legally protected) accommodations were not necessarily the types of interventions necessary to help these students become successful. Based on these results, ARC developed a new academic coaching program to identify the needs reported by these students. More specifically, the five coaches provided services to 42 students. Pre- and post-assessment results show that students in the program increased average units completed from 10.6 to 11.3 while their GPA increased from 2.27 to 2.59.

As a department within Student Affairs, Academic Advising Programs (AAP) is currently undergoing a unit wide assessment for the 2017–18 academic year. Since the last accreditation cycle, AAP developed assessments in alignment with the unit's core mission through working knowledge of student development theory and SLOs. Working with IR, in 2015–16 AAP assessed one-on-one advising session effectiveness. In an effort to further increase and leverage outcome data, the department utilized one-time GI 2025 funding to purchase iPads to embed the assessment into the advising "check-out" process. This procedural change resulted in the total number of respondents doubling in AY 2016–17 (in comparison to AY 2015–16) and AY 2017–18 is on track to surpass the prior year.

The following is a sample of actions taken by AAP as a direct result of assessment analysis, coupled with department usage data and student cohort persistence (and GPA data):

- Created an "adviser in residence" program collaborating with University Housing and the Cross-Cultural Leadership Center
- Extended advising hours and increased staffing during peak times to further meet the needs of distance and working students

- Implemented weekly case study analysis for academic advisers to further understand the needs of Chico State's increasingly diverse student population
- Created a more welcoming physical space that contributes to a culture of caring (including implementation of a "pop-up" extension of the Hungry Wildcat Food Pantry)

For an additional example, please click here for information about assessment in the division of Business and Finance.

While the university has made strong progress in the assessment and program review process for academic and co-curricular programs, more progress can be made in ensuring (as much as possible) that each program or unit completes a yearly assessment report, that these reports are integrated into the program review process, and that the unit's Program Portfolios are current and complete. In addition, more can be done to make the ultimate goal of improving the instructional or co-curricular program the ultimate focus of assessment and program review.

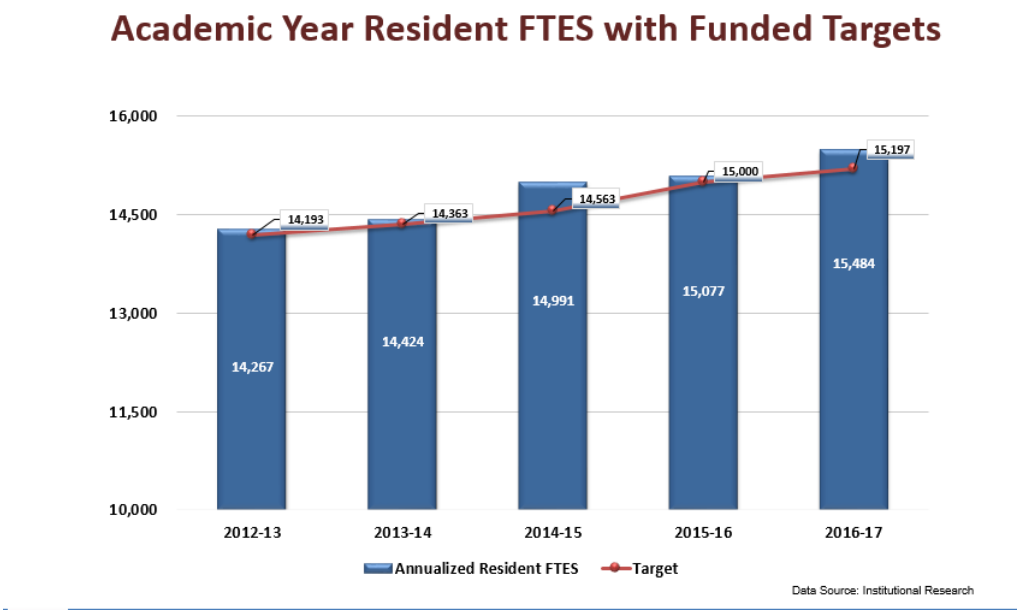
VII: Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment

A. Financial Sustainability

Chico State relies primarily on state appropriations and tuition and fee revenue. Facing a severe budget decline in the context of the Great Recession of 2007–2010, the CSU system sought to mitigate exposure to the significant fluctuations resulting from the state's economic volatility. Increases in student tuition and fees became necessary to counterbalance the sharp decreases in state funding. From 2008 to 2017, state support for Chico State shifted from approximately 72% to 55% of the university's total operating budget.

Despite distressing state support reductions, Chico State was able to avoid layoffs. Conservative budgeting, temporary faculty and staff furloughs, a reduction in tenure-track hires, and methodical reduction of operational costs were difficult but resulted in a more stable campus-funding model with less dependency on the variation of the state's tax revenue. Despite tuition increases, the undergraduate full-time tuition and fees ($7,044) in 2016–17 were 27% below the national average for a public, four-year, in-state university. Financial aid grants continue to limit the increases in tuition and fees for many students. In 2006, these grants reduced student fees by 34%; comparably, financial aid currently reduces student fees by 43%.

As a result of its strategic enrollment management plan, Chico State consistently meets its enrollment targets, which produces reliable state-support and tuition fee revenue. Divisions have the ability to effectively plan given the predictability of budget allocations as detailed in the graph below.



B. Diversified Revenue Sources

In 2010, the university successfully consolidated course fees and created new, comprehensive fees that provide supplemental funds to support student learning. In addition, lottery funds, totaling over $1.3 million annually, have become an increasingly valued source of income on campus and are primarily used to support the library materials budget and supplemental support for other academic programs, such as the Provost's Office-based Student Awards for Research and Creativity, shuttle services to the University Farm, and the Honors program.

Due to the budget challenges of the Great Recession and the limitations imposed by the 2012 Governor's five-year funding compact, diversified revenue sources became a necessity to meet student needs and maintain the quality of the educational programs. To address this, Chico State has created measures to ensure fiscal sustainability in an atmosphere characterized by financial vulnerability. However, given the state's fluctuation in university funding as well as years of spending against university reserves, Chico State is challenged to be financially leaner for the 2018–19 fiscal year.

Understanding the importance of strategic funding opportunities, Chico State has aggressively pursued and has been awarded several one-time student success funding offerings from the CSU system over the past few years. These awards totaled more than $3.7 million between AY 2014–15 and AY 2017–18 and supported the university's efforts for course redesign with technology, curriculum innovation, increasing class availability, and strengthening data infrastructure. They were also used as direct support for students.

Chico State's first-ever comprehensive fundraising campaign, Transform Tomorrow, aims to raise $100 million by 2020 for three priorities: empower student success through annual giving, build cutting-edge facilities, and invest in people by establishing endowments for scholarships, faculty fellowships, and program enhancements. The campaign has generated over $62 million in the past five years (2013–2018). Fundraising campaign updates are regularly distributed to the campus community, and examples of how specific colleges have utilized these funds can be read here.

As mentioned previously, Chico State became an HSI in fall 2014, an important milestone in the university's progress toward becoming a more inclusive learning community that recruits, enrolls, supports, and graduates a diverse and accomplished student population. In September 2016, Chico State was awarded its first HSI federal grant. The five-year, $4.2 million HSI Science, Technology, Engineering, or Mathematics (STEM) and Articulation Programs award from the U.S. Department of Education supports students in the Colleges of Agriculture, Natural Sciences, and Engineering, Computer Science and Construction Management. It also strengthens STEM partnerships with Santa Rosa Junior College and Yuba College by offering prospective students paid visits to Chico State, assistance with their matriculation, and an opportunity to

participate in calculus boot camp as well as an opportunity to participate in our undergraduate research program (among other things). External funding opportunities, such as HSI grants, are essential to the success of our students, faculty, and the university. The Research Foundation auxiliary organization manages grants and contracts. The office of RESP leads this endeavor, which generates approximately $30 million a year.

C. Budget Processes, Financial Reporting and Transparency

In addition to seeking diversified funding sources as a method for achieving financial stability, university leadership has a strong commitment to budget processes that include alignment, accountability, and integrated budgeting. Chico State cabinet members are dedicated to providing effective administrative leadership and fiscal management.

Chico State, as detailed in the annual CSU consolidated financial statement with campus supplemental schedules, has consistently received an unqualified audit opinion. Financial managers at Chico State have provided consistent accounting practices as well as systemic internal controls with timely and accurate financial reporting.

There is also shared governance and transparency in the budgetary operations of the university. The University Budget Committee (UBC) established by EM 05-17 is composed of nine faculty and other campus leaders who regularly meet to provide analysis and recommendations on budget processes and allocations related to academic programs. Budget and financial presentations held at the UBC meetings keep the campus informed and engaged in the university's fiscal matters. The university is also committed to providing clear, relevant budget information to the campus community and public. With the launch of OpenGov in September

2015, information regarding the university's operating revenues and expenses is available online in a simple graphical interface that is transparent and accessible to the public. In addition, the University Budget Office offers quarterly campuswide trainings on budget basics and best budgeting practices to extend budget and financial literacy throughout the organization.

D. University Advancement

The division of University Advancement plays a critically important role in addressing all of the university's strategic priorities. In particular, it is focused on diversifying sources of revenue to advance the university's mission and fostering a culture of philanthropy while executing bold initiatives in the areas of fundraising and campus improvement. To ensure effectiveness, University Advancement engages with key constituents.

The University Foundation Annual Report and the new semiannual fundraising infographic are educational and reporting tools designed to advance and celebrate a culture of philanthropy both internally and externally. The report received two consecutive national awards in 2016 and 2017—the Circle of Excellence Award—from the widely respected Council for the Advancement and Support of Education. University Advancement also generates a semiannual fundraising update to create widespread understanding among faculty and staff of fundraising priorities, goals, and activities.

The engagement of leading alumni, industry partners, and benefactors in shaping Chico State's 21st century education through philanthropy, alumni and parent relations, strategic communications, and public engagement provides a powerful platform to inform the current and future strategic plan. More specifically, University Advancement has developed strategic plans

by department within the division to articulate how each unit contributes to carrying out the university's strategic priorities.

University Advancement is also the home of University Public Engagement (UPE). UPE is an important cultural hub of Chico State and the broader North State community. UPE hosts North State Public Radio and Chico Performances, collaborates with the School of the Arts, and provides other services to the campus and community. The UPE service report provides assessment and accountability.

E. Status of the Campus Facilities

Chico State has been successful in obtaining capital funding for campus improvements through the CSU's three primary sources of funding: capital appropriations, state public works bond funding, and systemwide revenue bond debt. Over the last 10 years, these revenue streams have afforded the campus the ability to construct the Student Services Center, the Wildcat Recreation Center, Sutter Hall and its dining center, The Hub, a second parking structure with adjacent offices, and the Arts and Humanities Building. In addition, campus one-time funding provided the opportunity to complete renovations to the First Street promenade, pathway renewal, and wayfinding efforts across campus. A replacement physical sciences building is currently under construction.

Still, as the second-oldest CSU with an average building age of more than 40 years, addressing the critical infrastructure of the campus has been a priority. Though there have been some capital improvements, the campus continues to age. Multiple university facilities are in below-average condition and would require a $13 million annual investment to sustain the current condition. In

order to address the deferred renewal needs, the university would have to obtain over $150 million.

In November 2014, the CSU board of trustees approved revisions to the CSU policy for financing activities (RFIN 03-02-02) that enable broader use of operating funds to pay for or finance capital outlay projects. Per board policy, campuses are encouraged to contribute toward a project's cost to help stretch the system's limited financing resources to fund deferred maintenance and capital improvement needs. They also are encouraged to expedite completion of the project design and/or facilitate a project's inclusion in a future bond sale. Essentially this transfers more of the cost to the campus from the system. For instance, in order to facilitate the current construction of the Siskiyou II physical science replacement building, the campus contributed $7 million as part of the capital outlay program. Ongoing facility and infrastructure needs will continue to place a burden on the campus budget moving forward. Nevertheless, in 2018, Chico State launched the development of a new campus master plan as a means of formally addressing evolving learning environments and aging campus needs.

F. Employee Equity and Compensation Funding

In 2015, systemwide faculty salary programs were implemented for fiscal year 2014–15 to address salary recovery and systemwide equity increases as authorized under the Collective Bargaining Agreement between the CSU and the California Faculty Association. In addition to these programs, a campus-based faculty equity program was implemented that distributed $1 million in salary increases. Criteria and principles were developed in conjunction with senior Academic Affairs leadership.

In July 2015, the university announced the campus-based staff salary equity program, Workforce Equity and Compensation, based on In-Range Progression (IRP) criteria and consistent with each staff employee bargaining unit. As a result, 104 staff received salary increases collectively totaling approximately $115,300 annually. Additionally, in spring 2017, the university implemented a staff salary adjustment program that impacted approximately 260 staff salaries for an estimated total cost of $567,000. The program offered another step toward resolving salary inequities and compression issues that were expressed in the President's Listening Tour. As a demonstration of the university's commitment to prioritizing staff compensation, leadership funded this program centrally, rather than within each division.

Another example of the university's commitment to its staff can be seen through the plentiful opportunities for professional development. More specifically, the professional development unit of Human Resources, in partnership with other campus areas, coordinates a comprehensive staff training program for the campus that includes supervisory training, management training, safety training, business processes, and work skills. More detail about this unit and its programs can be accessed here.

Mandatory employee health and retirement expenditures continue to be a major factor in escalating personnel costs. Chico State data indicate retirement costs alone have risen 52% in a four-year period, from $17.5 million in AY 2013–14 to $26.5 million in AY 2016–17.

Employer Contribution	Net Increase 2013–14 to 2016–17	
Retirement	52%	$9,173,000
Health	23%	$4,134,000
Dental	12%	$200,000

While the CSU has increased the allocation for employee benefits, these funds have not covered the full cost of the increases. Chico State has had to redirect resources from other programs to meet campus obligations; rising benefit costs remain an area of concern.

G. Academic Sustainability: Chico State's Role in the 21st Century

The rapidly changing landscape of higher education presents challenges to Chico State's academic sustainability. The CSU and Chico State's mission of access, affordability, and quality have, if anything, grown more critically important in the current context of increasing social and economic inequality and polarization.

California's population has already shifted to 'majority minority' status, a trend reflected in the K–12 system and among high school graduates. As has been frequently highlighted in this report, a demographic transformation of the university's student body has already occurred and will continue. From 2011–15, the number of first-year students entering Chico State who identified as a URM increased by 56%, the largest increase in the CSU system. With the university's recent designation as an HSI, Chico State must focus more than ever on continuing its mission of access, academic quality, and student success. The university has expanded targeted student support to meet this goal and will continue to do so. Accompanying and guiding these efforts will be analytical processes to better identify the causes of achievement gaps, and to assess programs aimed at ameliorating these. For example, recent detailed analysis of the university's graduation data identifies significant differences in the academic disqualification rates for URM versus non-URM students, even when holding levels of academic preparation constant. This indicates a need for renewed emphasis on teaching excellence to address performance gaps in specific classes. Supporting student success through faculty development in inclusive pedagogies

will be challenging under the anticipated conditions of flat to declining state support for the CSU.

In a 21st century plagued by increasing economic polarization, income inequality has become an increasingly important issue at college campuses and Chico State is no exception. CSU's Basic Needs Initiative established a campuswide need to support low-income students. A 2016 Chico State survey (n = 707) indicated that 46 percent of the University student respondents suffered from low to very low food security. If this is a representative sample, it translates to an estimated 8,000 students campuswide who face problems of food security. Additionally, research indicates that 10% of CSU students live in unstable housing situations. Food and housing insecurity have negative effects on student well-being, academic performance, and retention and graduation rates. To meet Chico State's graduation targets, the university could use greater support for these students beyond its current means.

Chico State is responding to the growing needs of low-income students to the best of its abilities given budgetary constraints. The Center for Healthy Communities has engaged in aggressive outreach to students to build awareness of the CalFresh (e.g., SNAP) food program, connecting students to resources, enabling them to improve access to healthy food. This program has become a model for the CSU and is leading efforts at other campuses. As mentioned previously, the CSU has initiated a Basic Needs Initiative to provide supplemental food, meals, government-funded food benefits, and research-based education and referral services for students who are experiencing food insecurity, homelessness, or poverty. This program is modeled in large measure on the outreach program begun by the Center for Healthy Communities at Chico State.

The cost of attending a public university has risen dramatically in the last two decades. The CSU has increased tuition to compensate for declines in state support. At Chico State, the cost of tuition, campus fees, and books has more than doubled since 2004 to $9,200 a year. Combined with room, board, and other living expenses, the cost of attendance (2017–18) totals around $24,000. Seventy percent of full-time undergraduate students at Chico State receive some kind of need-based financial aid, and the average need-based scholarship or grant award is $9,941. Federal and state contributions to student aid have decreased as a percentage of cost of the attendance, so meeting student needs has become more difficult. The Financial Aid and Scholarship Office (FASO) works closely with other student services to create awareness and generate additional solutions to student need, including need-based scholarships and emergency loans. At the time of this writing (2018), the university is developing a proposal for "completion grants" (not loans) to support students close to graduation who face severe financial difficulties.

Chico State recognizes that the complexity of the financial aid application process and programs lessen their effectiveness, especially for economically disadvantaged or first-generation students. As part of GI 2025, FASO is committed to further automating processing, analyzing data to improve understanding of student and program effectiveness, and focusing staff and programming efforts where student success may be at risk (see the FASO annual report, especially page 6).

Paradoxically, flat financial support from the state combined with rising costs means that in the future the CSU may continue to raise tuition to maintain program quality and address student needs. At a time when national data indicate the cost of higher education is one of the greatest barriers to completion (US Department of Education), the CSU system has raised tuition while

promoting student success initiatives. This places even more urgency on the issue of diversifying resources, effective and efficient use of existing funds, and sustainability of all resources.

An essential component of sustainability is intentional linkage and alignment of divisional and departmental plans to the university strategic plan. The president periodically updates the plan with broad campus consultation, most recently incorporating diversity and civic engagement as strategic priorities. The WSCUC self-study and institutional report will serve as a springboard for the new strategic plan, which is underway. More information about the strategic planning process can be accessed here.

H. Organizational Structures and Decision-Making

As detailed in the introductory chapter, since the 2009 WSCUC review, Chico State has managed significant administrative leadership and organizational transitions. Clear roles are established and reinforced by university leadership. University divisions and departments articulate mission statements, strategic priorities, annual goals and assessment results, and provide organizational charts on their websites, with the Office of the Provost and Vice President for Academic Affairs providing an important example. Organizational charts define formal lines of authority and the recently endorsed Statement on Shared Governance and Consultation reinforces the importance of broad consultation and shared responsibility, while defining roles and responsibilities, and recognizing "…the responsibility of faculty, staff, students, and administrators to be actively engaged in the [decision-making] process."

The university strategic plan, master plan, academic plan, information and technology strategic plan, and executive memoranda provide the guiding framework for effective decision-making and link to division and department strategic priorities. Investments in information technology

infrastructure have resulted in the publication of multiple dashboards available to decision makers at all levels of the organization to support data-informed decision-making. Chico State's focus on student success is monitored through metrics linked to persistence and graduation at the institution level. Assurance of learning has been detailed throughout this report. Future efforts can focus on the increased use of data through the various CSU-wide or institution-specific dashboards, to make informed campus-based decisions as well as within departments and units. In addition, this self-study has presented the campus and its leadership with an excellent foundation from which to create a bold and inclusive university strategic plan. The process of creating this plan, its implementation, and use for establishing benchmarks for the campus, will guide inclusive conversations and affirm balanced and inclusive decision-making with student academic success and well-being remaining paramount.

Accelerating change challenges traditions and "business as usual" at Chico State and at universities across the country. It is imperative to have fiscally responsible and sound guiding strategies, structures, and decision-making processes to shape prioritization and institutional capacity, and to collectively impact educational effectiveness and academic sustainability. Coupled with existing and future planning, as well as a culture of cross-campus collaboration, the university is charting new paths forward.

IX: Conclusion

Composing the self-study and preparing for upcoming off-site and on-site reaccreditation visits has been a multi-year campuswide endeavor. Through this process, Chico State has closely examined its current academic, student affairs, and co-curricular programs as well as its infrastructure. The university has also reflected upon its mission and goals in addition to its past, present, and future. On the basis of collaborative, thoughtful discussions and efforts, Chico State has come to some conclusions about the university's relative strengths, opportunities for improvement, and future directions. The university plans to use the institutional review process as a foundation and springboard for an upcoming strategic planning process that will result in a completed, new strategic plan for the entire university.

Realizing that faculty, administration, and staff form the backbone of any strong college or university, Chico State has closely examined its organization, leadership, and staffing, as well as its policies and procedures to determine how effective and inclusive it is as a university. As a teaching-oriented institution devoted to its students and to student success, Chico State has also examined the extent to which its educational programs and co-curricular programs have been effective in serving its students and how they can be even more effective in the future, taking into consideration how the university's student demographics have significantly changed since WSCUC's last site visit and reaccreditation in 2009.

Since 2009, Chico State has not only weathered the Great Recession, which caused a two-year dip in enrollment (from which it has subsequently rebounded), but also a tumultuous senior leadership transition. While new senior leadership (e.g., the president, provost, vice president for student affairs, and others) have not been in their respective positions for very long, it is clear that they have achieved a tremendous amount in rebuilding trust and promoting a

culture and practice of shared governance, while giving the campus hope and enthusiasm for the future. This is a significant accomplishment for the university given that it occurred in approximately a two-year period. That the university appears to have recovered so quickly is not just a testament to the work and character of the new senior leadership team, but also a testament to the strength of the foundation of Chico State itself, which is built upon commitment to students and to the campus community, not to any one individual or small group of senior administrators. It is crystallized through President Hutchinson's phrase, "Together, we will," which has become a hallmark of her administration.

As mentioned at the beginning of this self-study and interspersed throughout the other sections, since 2009, Chico State has experienced a significant demographic shift in its student population. More specifically, the institution has increased its historically underrepresented student body at a higher rate than any other CSU campus. The university also now mainly serves first-generation college students, and, like most CSUs, enrolls a sizeable number of students with limited socioeconomic means. These significant changes have coincided with the CSU's GI 2025, which has set ambitious four- and six-year graduation rates for its campuses. Thus far, Chico State has embraced both developments, as noted by how, with the exception of a small one-year drop in six-year graduation rates during one year, the university has consistently improved its retention and graduation rates since 2009.

Still, retention and graduation rates are only one measure of student success and institutional effectiveness, and these rates do not explain what Chico State has specifically or generally done to improve holistically as a university, including the programs and services it offers to its students. To tell this story, it is important to recognize that Chico State is unusual among the majority of Cal State campuses in that it is a residential campus in a more rural

environment, and there is a strong, collective belief among faculty, staff, administrators, and students that the educational experience is holistic. Just as the town of Chico and the university are part of an intertwined community, for Chico State, education extends well beyond the classroom. The university deeply cares about its students and community, and this shows in the extremely strong work ethic of the faculty, staff, and administrators and their devotion not only to improve the lives of their students but also to improve the community itself.

When most students come to Chico State, they do not come to the university as commuters who are focused mainly on just completing a degree—they come to the town of Chico and become a part of the community. This blending of campus and community can be seen in Chico State's core curriculum (or GE program) as well as through its co-curricular programs where students are involved in issues of civic responsibility through town halls, public sphere forums, and Chico Great Debates. It can also be seen in how, at the undergraduate and graduate program level, students are involved in high-impact teaching and learning practices (HIPs), serving as collaborators in faculty research, interning in the community, and, in the case of graduate students, serving as teaching assistants and facilitators of many HIPs that cater to undergraduates. More specifically, the university's commitment to students can be seen in its extensive and successful student support services as well as its rigorous and involving undergraduate and graduate programs, which are supported by comprehensive and rigorous assessment and program review processes that provide an accounting of the quality of the institution's degree programs while identifying means and methods for improvement.

As much as Chico State is proud of the accomplishments the university, its staff, and students have made, it is not content to rest on its laurels and recognizes that there are areas for the university to address or improve. While it may be impossible to achieve universal consensus,

the self-study process revealed consistent agreement upon several areas to address or improve. On one hand, the CO has already set very ambitious and specific graduation goals for the system, which Chico State is addressing. However, setting ambitious statistical goals is easy enough. The challenge is not only in how to meet or even exceed these statistical goals but also the way an institution attempts to achieve results and even the manner in which it succeeds (if it does). The university does not want to increase its graduation rates by sacrificing rigor or the educational opportunities it provides students. Rather, Chico State's goals are to discover and utilize ways to maximize student success while providing inclusive, rigorous, and involving undergraduate and graduate educational experiences. This, the university realizes, can be easier stated than accomplished, as it involves research, discussion, analysis, and, perhaps most importantly, data.

To achieve these ambitious goals, Chico State realizes that it needs to improve the methods by which it gathers, analyzes, and uses data. While progress in this area has been made in the last year or two through the assistance of an IR consultant, a new IR Faculty Fellow Program, the interim restructuring of the offices of IR and IRES, and the creation of Chico State-specific data dashboards, more could be done to ensure that Chico State has access to comprehensive and user-friendly data that drives the decision-making process (especially at the institutional level).

Another area to be addressed is the significantly altered demographics of the student body over the past 10 years. Not only has Chico State become an HSI in the past four years, it is now nearly a majority-minority institution. Additional efforts could be made to ensure that the institution is successfully educating and including its considerably more diverse student body. The university has already begun to challenge itself to consider what it means or should mean to

be an HSI, but it can also consider additional ways to assess, measure, and address methods to increase campus and curricular inclusion and diversity.

At the time of Chico State's last reaccreditation review (spring 2009), the nation's Great Recession was just beginning and the campus (along with the entire CSU system) was hit hard with decreases in enrollment, revenue, and tenure density. While the campus has recovered somewhat, it has not completely rebounded yet. This can be seen, for instance, in Chico State's decreased tenure density and the allied increased use of adjunct faculty. It can also be seen in how the university has spent against its reserves, a situation that has resulted in a need for budget retrenchments and fiscal prudence in the 2018–19 fiscal year. Pending the budget, which is set by the state and the CSU Chancellor's office, Chico State could benefit from increasing its tenure density rates to something approaching its pre-recession percentage. At the same time, with consideration of the student demographics as well as the demographics of the state, the university could concurrently examine ways in which it can work on increasing faculty diversification (which does not approach student demographics) through greater recruitment and retention efforts.

In the more immediate future, the university is planning for several forthcoming campuswide events geared toward its more immediate and long-term goals. Showcase events for new IR functions (e.g., campus-specific dashboards) will be held to elicit campus feedback on additional ways to utilize data. A Student Success Summit is being planned for January 2019 that can help focus attention on ways the campus can serve its student body most effectively. More can and will be done to ensure that the assessment and program review processes close the loop and that the recommendations made through the reviews are actionable and, ultimately, whenever appropriate, acted upon effectively. Last, but not least, as alluded to earlier, the

university will utilize the materials and results gathered from the self-study and reaccreditation process to engage in a strategic planning process that will culminate in the development and eventual approval of a campuswide strategic plan, charting out a vision for the future of Chico State as well as specific measurable plans and goals to make that vision become a reality.

Glossary of Terms

AAC	Academic Assessment Council
AACSB	Association to Advance Collegiate Schools of Business
AAC&U	American Association of Colleges & Universities
AAP	Academic Advising Programs
AGR	Absolute Graduation Rate
ALO	Accreditation Liaison Officer
APAR	Annual Program Assessment Report
APASU	Annual Program Assessment Status Update
APR	Academic Program Review
ARC	Accessibility Resource Center
Bb	Blackboard
BRN	Board of Registered Nursing
CAB	Curriculum Advisory Board (for the GE Program)
CCLC	Cross-Cultural Leadership Center
CCNE	Commission on Collegiate Nursing Education
CFR	Criteria for Review
CO	CSU Chancellor's Office
CSSC	Chico Student Success Center
CSU	California State University
CSWE	Council on Social Work Education
CTC	California Commission on Teacher Credentialing

ELM	Entry Level Math
EM	Executive Memorandum (issued by Chico State)
EO	Executive Order (issued by the CSU Chancellor's Office)
EOP	Educational Opportunity Program
EPPC	Educational Policies and Programs Committee
FASO	Financial Aid and Scholarship Office
FASP	Faculty and Student Policies Committee
FDEV	Office of Faculty Development
FLCs	Faculty Learning Community
FPPP	Faculty Personnel, Policies, and Procedures
FYE	First-Year Experience
GE	General Education
GI	Graduation Initiative
GI 2025	CSU-Wide Graduation Initiative Focused on 2025 Goals
GPA	Grade-Point Average
HERC	Higher Education Recruitment Consortium
HIP(s)	High-Impact Practice(s)
HSI	Hispanic-Serving Institution
IR	Institutional Research
IRES	Information Resources
NASAD	National Association of Schools of Art and Design

NASM	National Association of Schools of Music
NAST	National Association of Schools of Theatre
NCATE	National Council for the Accreditation of Teacher Education
OIE	Office of International Education
OGS	Office of Graduate Studies
RCE	Regional & Continuing Education
REACH	Raising Educational Achievement in Collaborative Hubs
RSP	Research & Sponsored Programs
SI	Supplemental Instruction
SLC	Student Learning Center
SLO	Student Learning Outcome
STEM	Science, Technology, Engineering, and Mathematics
U-Courses	Interdisciplinary, Team-Taught Classes
UBC	University Budget Committee
UED	Undergraduate Education
UPE	University Public Engagement
URM	Underrepresented Minority
URR	Unit Redemption Rate
VPAA	Vice President for Academic Affairs
VPAP	Vice Provost for Academic Programs
VPSA	Vice President for Student Affairs