WASC | Senior College and University Commission

Compliance with 2023 WSCUC Standards Worksheet

Purpose of the Worksheet

This worksheet serves two purposes:
1. To provide reviewers ready access to evidence that demonstrates the institution is in compliance with Commission Standards
2. To prompt conversation within the institution regarding institutional capacity and infrastructure, strengths, weaknesses, priorities, and plans for ensuring compliance with the Standards

The 2023 WSCUC Standards and CFRs

The WSCUC Standards serve as the basis for judgments by review teams and the Commission. Each Standard is set forth in broad terms that are applicable to all institutions. Under each of the four Standards are two or more major categories that make the application of the Standard more specific. Under each of these categories are Criteria for Review (CFRs), which identify and define specific applications of the Standard. This worksheet contains all the 2023 Standards of Accreditation and associated CFRs.

Using this Worksheet

This worksheet will be submitted as an appendix by the institution as part of the institutional report. The third column of the worksheet asks the institution for evidence. The cells in the second column provide some examples as to what type(s) of evidence an institution might provide. Note that institutions may provide different evidence than these examples, depending on their mission, structure, organization, and functioning. Evidence may take one of the following five forms, and references to this information should be entered in the cells in the third column:
1. A link to a webpage on the institution's website **(please provide the specific link)** *OR*
2. A reference to page(s) of the institutional report or appendix **(please provide the exact page number(s) of the report or appendix on which the evidence appears)** *OR*
3. A reference to specific sections of an institution's handbook, manual, or guide **(please provide the exact page numbers or attach PDFs of the relevant material, and specify the name of the document)** *OR*
4. A reference to an attachment that is included with the worksheet upon submission, with the materials as specified in the cell, e.g., "List of professional accreditation agencies" **(please provide the specific name of the attachment)** *OR*
5. A reference to a specially written attachment that is included with the worksheet upon submission, e.g., "Up to one page description of…" **(please provide the specific name of the attachment)**. The Commission expects that specially written attachments will not exceed 20 pages in total.

Institutional Information

Institution: California State University Channel Islands

Date of Submission: _02____/_14____/_2024_____
                     Mo   Day   Year

Institutional Contact Name and Email:
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Standard 1. Defining Institutional Mission and Acting with Integrity
The institution defines its mission and establishes educational and student success objectives aligned with that mission. The institution has a clear sense of its essential values, culture, and distinctive elements, and its contributions to society and the public good. It promotes the success of all students and makes explicit its commitment to diversity, equity, and inclusion. The institution functions with integrity and transparency.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Institutional Purposes			
1.1 The institution's mission and other statements of purpose are appropriate for an institution of higher education and clearly define its essential values, culture, and ways the institution contributes to society and the public good.	Institution webpage for Mission Statement or other statements of institution purpose.	Mission Statement Inclusive Excellence Shared Definitions	
1.2 Consistent with its purposes and character, the institution defines and acts with intention to advance diversity, equity, and inclusion in all its activities, including its goal setting, policies, practices, and use of resources, across academic, student support, and co-curricular programs and services.	Diversity, equity, and inclusion policy(ies), plans, statements, and/or activities. Human resources policies. Student, staff, and/or faculty handbooks.	Student Code of Conduct and associated student policies; Senate bylaws and Constitution; Human Resources Employee Relations- for nondiscrimination policies; Title IX; Disability, Equity & Discrimination; Diversity, equity and inclusion policy(ies); President's Advisory Council on Inclusive Excellence Equity; and Anti-Bias Trainings Inclusive Excellence Action Plan	

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Integrity and Transparency			
1.3 The institution operates with integrity and transparency in its operations, and truthfully and clearly represents its academic goals, programs, requirements, services, and costs.	Institution webpages or factbook. Course or program catalog where relevant information occurs.	Facts & History; University Catalog; Statement from governing body that it adheres to the Governing Board Policy.	
1.4 The institution maintains appropriate operating policies and business procedures including timely and fair responses to complaints and grievances.	Student, staff, and/or faculty handbooks. Policies regarding operations, student conduct, financial aid refunds, etc. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.)	Student Code of Conduct and associated student policies; Senate bylaws and Constitution; Staff Council Bylaws; SoE Grad Student Handbook; Employee Handbook; human subject protocol; financial aid refund policies; and Statement from governing body that it adheres to the Governing Board Policy.	
1.5 The institution treats faculty, staff, administrators, and students equitably by adhering to its published policies and procedures.	Student, staff, and/or faculty handbooks. Policies regarding operations, student conduct, financial aid refunds, etc. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.)	Student Code of Conduct and associated student policies; Employee Handbook; Senate bylaws and Constitution; Staff Council Bylaws; SoE Grad Student Handbook; Financial aid refund policies; and Retention, Promotion and Tenure policy	
1.6 The institution maintains, publishes, and adheres to policies on academic freedom.	Academic Freedom Statement. Faculty handbook.	Academic Freedom Statement.	
1.7 The institution communicates about important issues with its constituents.	Institution webpage or other sample communications.	CSUCI News Center; President's Communications	
1.8 The institution is committed to honest and open communication with the Commission and to undertaking the accreditation review process with seriousness and candor. The institution abides by Commission policies and procedures and informs the Commission promptly of any matter that could affect the accreditation status of the institution.	Cover page signed by the CEO accompanying the institutional report indicating adherence to WSCUC expectations.		

Standard 2: Achieving Educational Objectives and Student Success

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Degree Programs			
2.1 The institution's degree programs are appropriate in content, educational objectives, and standards of performance relevant to the level of the degree. All degrees are defined in terms of entry requirements and levels of student achievement necessary for graduation.	List of professional accreditation agencies. Marketing and recruitment materials. Institution webpages or factbook. Course or program catalog.	List of CSUCI's accredited programs and associated agencies; School of Education accreditation; MVS School of Business Accreditation; Nursing Accreditation; and University Catalog. Admissions and cost webpage; and CSUCI Factbook.	
2.2 Degree programs engage students in an integrated course of study of sufficient breadth and depth. These programs ensure the development of core and professional competencies relevant to the level of the degree.	Program descriptions and requirements. Webpage(s) or one page description of breadth requirements, general education program, and/or professional competency requirements.	University Catalog: General Education; General Education Courses; Academic Programs; GE Dashboard; Campus Numbers - Institutional Research - CSU Channel Islands; Retention & Graduation dashboard and GE Course Characteristics	
2.3 The institution clearly identifies and effectively implements student learning outcomes and expectations for achievement. These outcomes and expectations are reflected in and supported by academic programs, policies, and curricula, and provide the framework for academic advising, student support programs and services, and information and technology resources.	Program descriptions and requirements. Academic advising webpage(s).	University Catalog; CSUCI Summary of Program Learning Outcomes for Academic Programs, Fall 2023; Academic Advising; Academic Roadmaps; Digital Degree Planner; First Year Math and English; Learning Communities Program; Preparation for graduate school; and Advancement to Candidacy for Graduate Students. Information Technology Services. Technology & Learning Innovations Faculty Support. Solution Center - Information Technology Services.	
2.4 The institution conducts periodic reviews of its degree programs. The program review process includes analysis of student achievement of the program's learning outcomes.	Program Review webpage(s) showing process and outcomes. Three to five examples of program reviews from a representative sample of degrees.	Program Review See Program Review folder	

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Faculty			
2.5 The institution has faculty with the capacity and scale to design and deliver the curriculum and to evaluate, improve, and promote student learning and success.	Numbers and qualifications of faculty and relationship to numbers of students (see WSCUC KID, as appropriate). Up to one page description about why the faculty are sufficient to meet the CFR.	Employee Snapshot Dashboard; WSCUC KID CSUCI FTE: Non/Instructional Staff, 2015-2022; and Student to faculty ratio (scroll down to view)	
2.6 The faculty exercise effective academic leadership and act consistently to ensure that the quality of academic programs and the institution's educational purposes are sustained.	Faculty governance committees, bylaws, and/or policies.	Academic Senate members and committees; Academic Senate By-Laws and Constitution; and Academic Senate Policies	
2.7 The faculty are responsible for creating and evaluating student learning outcomes and establishing standards of student performance.	Assessment webpage(s). Up to one page description of assessment infrastructure indicating role of faculty.	Assessment of Student Learning; Post Graduate Outcomes; Culture of Assessment Report; See Institutional Report	
2.8 The institution has clear expectations for faculty research, scholarship, and creative activity that are commensurate with the mission and degree portfolio.	Policies related to faculty research, evaluation, promotion, and tenure.	Research and Sponsored Programs; IRB; and Retention, Promotion, and Tenure	
Student Learning and Performance			
2.9 The institution demonstrates that graduates consistently achieve stated learning outcomes and standards of performance. Faculty evaluate student work in terms of stated learning outcomes.	Three to five examples of assessment reports evidencing student achievement from a representative sample of degrees.	English (Equity grading initiative: Website; Equity Grading Course Redesign Proposals: First Year Composition Classes; and Equity Grading Course Redesign Grants); Psychology; MVS School of Business & Economic Assessment webpage, including undergraduate and graduate students; and Learning & Living Learning Community Program Assessment	
2.10 The institution demonstrates that students make reasonable progress toward and complete their degrees in a timely manner.	Retention and disaggregated graduation data for at least four years (see WSCUC KID, as appropriate).	Retention and Graduation Rate Dashboard at CSUCI; CSU Graduation and Student Success Dashboard; CSU Student Success Dashboard	
2.11 The institution monitors and analyzes the success of its students following graduation.	Post-graduation outcomes data (see WSCUC KID, as appropriate). Job and/or graduate school placement data. Alumni survey results and analysis.	Post Graduate Outcomes Alumni Survey Graduating Student Survey (GSS)	
Student Support			

2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, accurate, and complete information and advising about academic requirements.	Advising webpage(s). Up to one page description of advising at the institution.	Academic Advising; Academic Roadmaps; Digital Degree Planner; First Year Math and English; Preparation for graduate school; Advancement to Candidacy for Graduate Students	

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
2.13 The institution offers student support and co-curricular programs and services sufficient in nature, scope, and capacity to promote all students' academic, perso7nal, and professional development.	Student programs and services webpage(s). Student survey results regarding services. Up to one page description of a sample of student support and co-curricular programs and services.	CSUCI Initiative for Mapping Academic Success (CIMAS), Learning Resource Center, Learning Communities Program, Educational Opportunity Program, and Writing & Multiliteracy Center	
2.14 The institution assesses the effectiveness of its student support and co-curricular programs and services and uses the results for improvement.	Three to five examples of reviews from a representative sample of student support and co-curricular programs and services.	Learning & Living-Learning Communities: Student Success Outcomes for the Fall 2022 First-Time Full-Time Freshmen Cohort; Assessing the Impact of Visits to the Learning Resource Center and the Multiliteracy Center; Educational Opportunity Program Review 2022-2023; CIMAS Student Feedback	

Standard 3. Assuring Resources and Organizational Structures

The institution achieves its educational and student success objectives through investments in human, physical, fiscal, technology, and information resources within appropriate organizational and decision-making structures, and consistent with its explicit commitment to diversity, equity, and inclusion.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Faculty, Staff, and Administrators			
3.1 The institution employs faculty, staff, and administrators sufficient in scale, professional qualifications, and background to achieve the institution's educational and student success objectives, to propose and oversee policy, and to ensure the integrity of its academic, student support, and co-curricular programs and services and administrative processes.	Number and characteristics of full time and part time faculty, staff, and administrators (see WSCUC KID, as appropriate). Hiring policies. Up to one page description about why personnel are sufficient to accomplish objectives.	Number and characteristics of full time and part time faculty, staff, and administrators; Equity-Minded Faculty Recruitment; Human Resources EEO Statement	
3.2 Faculty, staff, and administrator recruitment, hiring, and orientation practices and workload expectations are aligned with institutional mission and priorities. The institution examines the extent to which its climate supports faculty, staff, and administrators and acts on its findings.	Recruitment, hiring, and workload policies. Campus climate survey results and analysis. Up to one page description of how institution examines its climate.	Equity-Minded Faculty Recruitment; Human Resources EEO Statement; Retention, Tenure & Promotion; New Employee Orientation; New Faculty Orientation; Employee Relations; Faculty Affairs policies; Staff Evaluations; Policy on VP and Academic Searches and Appointments; See Priority 3 in institutional report for campus climate	
3.3 The institution provides professional development and evaluation for faculty, staff, and administrators.	Faculty, staff, and administrator policy, manual or handbook. Professional development webpage(s).	Academic Chair Resources; Office of Faculty Development; CSU Learn; Teaching & Learning innovations; Dismantling Racism; Employee Training; and Professional Development and Personal Enrichment	
Fiscal, Physical, Technology, and Information Resources			
3.4 Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource allocation is aligned with evidence-based educational and student success objectives consistent with operational and strategic planning.	Up to one page description of budget process reflecting level of integration and alignment of resources and objectives. Current and prior year(s) budget(s) (planned vs. actuals) aligned with enrollment.	Budget Planning Budget Reporting & Analysis CSUCI Budget Plan FY 2023-24 CSUCI Budget Plan FY 2022-23 CSUCI Quarterly Budget Reports 2022-23 Strategic Resource Planning Committee	
3.5 The institution is financially stable and has resources sufficient to ensure long-term sustainability. The institution has unqualified or unmodified independent financial audits.	Financial audits for the last two years. Prior year, current year, and next year budgets.	FY2021 CSU Financial Statement FY2021 Single Audit Report FY2022 CSU Financial Statement FY2022 Single Audit Report	

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
3.6 The institution provides physical, technology, information, and other resources sufficient in scope, quality, currency, and kind to support the work of its faculty, staff, administrators, and students.	Up to one page description of sufficiency of physical, technology, information, and other resources.	TLi; Loan of hotspots for students requiring access to web-based resources; Faculty Development; Self-Support programs and credentials run by EU; 2025 Master Plan Vision Information Technology Services	
Organizational Structures and Decision-Making Processes			
3.7 The institution operates with appropriate autonomy governed by an independent board or similar authority that is responsible for mission, integrity, and oversight of planning, policies, performance, and sustainability. The governing board selects and evaluates the chief executive officer.	Board policy, bylaws, or similar that defines the relationship with supported or affiliated entities and defines responsibilities of members.	CSU Board of Trustees	
3.8 The board members have a range of backgrounds, knowledge, and skills to carry out their responsibilities.	Board members' names and affiliations with committee assignments. Board minutes for the last two years.	CSU Board of Trustees Members CSU BOT Jan 29, 2024 CSU BOT Nov 7-8, 2023	
3.9 The institution has sufficient and qualified leadership capacity at all levels, characterized by integrity, appropriate responsibility, high performance, and accountability.	Webpage(s) showing leadership organization, structure, function, etc. Up to one page description of how leadership is evaluated.	CSU Board of Trustees CSU Policies and Procedures for Review of Presidents	
3.10 Data are regularly and systematically disseminated internally and externally, and analyzed, interpreted, and applied in institutional decision-making.	Institutional research webpage(s). Up to one page description of how data are used in institutional decision-making.	CSUCI Institutional Research CSU Data Dashboard	
3.11 The institution's organizational structures and decision-making processes are clearly defined, consistent, and transparent, support effective decision-making and risk management, and place priority on sustaining institutional resilience and educational effectiveness.	Organizational chart(s). Up to one page description of risk-management studies, plans, implementation, and/or analysis.	CSUCI Organizational Chart; CSUCI Organizational Effectiveness; Strategic Risk Management	

Standard 4. Creating an Institution Committed to Quality Assurance and Improvement
The institution engages in sustained, evidence-based, and participatory reflection about how effectively it is accomplishing its mission, achieving its educational and student success objectives, and realizing its commitment to diversity, equity, and inclusion. The institution envisions its future in light of the changing environment of higher education. These activities inform both institutional planning and systematic evaluations of educational effectiveness.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Quality Assurance Processes			
4.1 The institution employs comprehensive quality assurance processes in both academic and non-academic areas and uses the results to improve institutional operations.	Academic and non-academic quality assurance and evaluation webpage(s). Up to one page description of quality assurance infrastructure and improvement results.	Course Feedback; Academic Program Review; Academic Master Plan; New curriculum/program approval processes; CSUCI Organizational Effectiveness; Watermark Student Learning and Licensure in SOE; CI@CI; and Institutional Research	
4.2 The institution collects, analyzes and acts on disaggregated student outcomes data including retention and graduation rates.	Student achievement webpage(s). Retention and disaggregated graduation data for at least four years. IPEDS Outcome Measures disaggregated by freshmen and transfer students (see WSCUC KID, as appropriate).	Retention & Graduation Rate Dashboard; Degrees Conferred Dashboard; CSUCI GI2025 Webpage	
4.3 The institution examines the extent to which its climate supports student success and acts on its findings. The institution regularly assesses the characteristics, experiences, and performance of its students and uses this evidence to improve student success.	Recent climate survey results and analysis. Up to one page description of how climate is assessed and results used.	Improving Campus Climate; Campus Climate & Communication; and Spring 2023 Employee Campus Climate Survey	
4.4 The institution has institutional research capacity, scope, and coordination consistent with its purposes and characteristics.	Institutional research webpage (s). Up to one page description of institutional research capacity.	Institutional Research	
Institutional Improvement			
4.5 The institution demonstrates improvement based on the results of inquiry, evidence, and evaluation.	Three to five examples of improvements that arose from quality assurance practices.	Disenrollment Mitigation, Financial Hold Threshold Change, Development of Math MINDS, Scaling of Learning/Living Learning Communities for FTFT Students, and Expanding access to Basic Needs services (all of these in the **Component 8 of Institutional Report**)	

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
4.6 The institution, with significant faculty involvement, engages in continuous inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the institution's standards of performance are being achieved.	Teaching and learning webpage(s). Up to one page description of how faculty are involved in the use of assessment results to improve student learning and success.	Program Review; Teaching & Learning Innovations; Faculty Development Office; Equity Inquiry Project, Institutional Data + Instructional Moves	

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
4.7 The governing board engages in self-evaluation and development.	Board by-laws. Up to one page description of how the board is self-evaluated and engages in development activities.	CSU Board of Trustees About Board of Trustees Academic Senate of the CSU Bylaws CSU BOT Retreat, Nov 30, 2023	
4.8 The institution periodically engages its stakeholders in reflection and planning processes based on the examination of evidence. Through these processes it assesses the institution's strategic position, articulates priorities, examines the alignment of its purposes, core functions, and resources, and defines the future direction of the institution.	Strategic plan or webpage(s) describing planning process that incorporates these elements. Up to one page description of how designated stakeholders are engaged/involved.	Engagement & Planning summary Business & Financial Affairs Strategic Plan	

Synthesis/Reflections

1. After completing this analysis, what are the two or three most significant issues that emerged from the review of the Standards?

Pending CSU General Education changes, CSUCI needs to build on "culture of assessment" momentum (see section 1.7.1) specifically related to core competency and General Education assessment. We have demonstrated that CSUCI reflects on data and acts in response to it, for example, in the cases of disenrollment mitigation, student financial holds, etc. However, opportunity lies in moving from triage intervention to university-wide assessment culture where we are intentionally and strategically building and growing our campus based on evidence-based decisions instead of responding to crises and digging up data ad hoc to determine plans of action. Both are necessary practices, but CSUCI is poised to double down on solid data infrastructure and embedding it into all aspects of strategic planning.

There is a need for the institution to invest in infrastructure support for assisting faculty with annual assessment and core competencies assessment, and program review as part of routine operations (e.g. appropriate level of staffing, utilization of existing resources, better communication about technology that is available to assist, expectation setting). Expectations of faculty performance also need to be in alignment with the notion that assessment and program review are avenues through which CSUCI places student success at the center of the educational experience; providing undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches; emphasizing experiential and service learning; and graduating students with multicultural and international perspectives.

2. Where does the institution see the greatest opportunities to improve student success and advance its mission?

CSUCI's greatest opportunity to improve student success and advance its mission is to leverage the momentum from the campus-wide engagement for the concept of student success. The self-study has provided an opportunity to reflect on student success efforts, largely siloed, and better understand each initiative's evidence of success. We now must elevate successful programs and coordinate efforts across campus with improved communications and assessment practices. One example is to utilize a fairly new EAB Navigate early alert infrastructure to provide more holistic, wrap-around support for all students. As we engage in deeper assessment conversation and planning on campus, we also have the opportunity to strategically design assessment plans for the student success framework and all co-curricular programming. In sum, a comprehensive student success strategic plan that includes benchmarks and assessment is needed.

3. Looking overall at the quality and effectiveness of institutional planning, communication, and data analysis, and other systems to support the review process, what are the institution's strengths, and what are the areas to be addressed or improved?

We've learned that we collect an enormous amount of data, and in small circles we discuss the data and reflect on next steps. However, conversations need to be broadened by including more stakeholders, offering more presentations of reports, and helping our campus become data informed. We have started this journey, but more is needed.

Post-COVID, CSUCI, like many other institutions, is experiencing trying times related to burn out, changing student needs, and public discourse questioning the value of higher education. Yet the CSUCI community remained steadfast and engaged throughout the self-study process. The unprecedented participation of faculty, students, and staff (as illustrated in [this infographic](#)) represent our ongoing commitment to student success and to upholding our institutional mission.

The launching of CSUCI 2030+ planning will empower the campus to consolidate/bring together the disparate planning efforts related to assessment and student success interventions. As discussed in section 1.7.1 of the institutional report, CSUCI is well poised to strengthen its existing practices and build new infrastructure for sustainable assessment practices. As for student success, an area of focus in the near future is to develop a student success strategic plan that will dig into the details of the new framework, set benchmarks and methodologies for data collection and measurement, and outline needed resources, as discussed in section 8.0 of the institutional report.