



Educational Effectiveness Report—2004

Submitted to the Western Association of Schools and Colleges

Dr. Richard R. Rush, President

July, 2004

WASC Accreditation Committee

Mr. Paul Adalian University Librarian	Ms. Leah Kirklin Manager, Budget, Procurement and Support Services
Dr. Simone Aloisio Assistant Professor, Chemistry	Dr. Stephen Lefevre Associate Vice President for Academic Affairs and Dean of Faculty
Dr. Harley Baker** Assistant Professor, Psychology	Dr. Theodore Lucas* Provost and Vice President for Academic Affairs
Dr. Julia Balén Assistant Professor, English	Dr. Alexander McNeill Professor, Kinesiology
Dr. Gary Berg Director, Extended Education	Dr. George Morten Dean of Student Life
Mr. John Burckert Director, Information Management	Dr. Nancy Mozingo Assistant Professor, Biology
Dr. William Cordeiro** Professor, Management, and Chair, Business and Economics	Dr. Dennis Muraoka* Professor, Economics, and Chair, WASC Accreditation Committee
Mr. Trae Cotton Associate Dean and Resident Hall Director	Dr. Joan Peters Assistant Professor, English
Ms. Joanne Coville Vice President for Finance and Administration	Ms. Tara Peterson Manager, Information Technology Services
Dr. MaryAnn Dase Chief Information Officer	Ms. Callie Pettit Faculty Support Coordinator
Mr. Marty de los Cobos Director, Community and Government Relations	Ms. Amanda Quintero Coordinator, Research and Sponsored Programs
Ms. Caroline Doll Real Estate Manager for University Glen Corporation	Dr. Paul Rivera Assistant Professor, Economics
Dr. Scott Frisch Associate Professor, Political Science	Ms. Sue Saunders Director, Academic Advising
Dr. Jorge Garcia Assistant Professor, Mathematics	Dr. Wm. Gregory Sawyer Vice President for Student Affairs
Ms. Nancy Covarrubias Gill** Director, Special Projects and Student Communication	Dr. Ira Schoenwald Associate Vice President, Academic Affairs, Faculty Affairs & Academic Resources
Ms. Rebecca Glazier President, Associated Students, Inc.	Ms. Sandra Shackelford Associate Superintendent, Educational Services Ventura County Superintendent of Schools Office
Mr. Reid Goldstein Student	Mr. Ron Smiley Director, Corp. Oper. Naval Air Warfare Center, Weapons Division
Dr. J. E. Gonzalez* Director, Institutional Research	Ms. Jane Sweetland Dean, Enrollment Services
Mr. Michael Gregoryk Deputy Chancellor, Ventura County Community College District	Dr. Barbara Thorpe Associate Vice President for Research and Sponsored Programs
Dr. Jeanne Grier** Assistant Professor, Secondary Education-Science	Dr. Ashish Vaidya Professor, Economics
Mr. Robert Gutierrez Communications Network Manager	Dr. Dan Wakelee Associate Dean of Faculty
Ms. Heidi Hintz Student	Ms. Amy Wallace** Associate Librarian
Dr. Carol Holder* Director, Faculty Development	Dr. Ching-Hua Wang Professor, Immunology and Microbiology, and Chair, Biology
Dr. Nian-Sheng Huang Associate Professor, and Chair, History	Dr. William Wolfe Associate Professor, and Chair, Computer Science
Dr. Antonio Jiménez Jiménez Assistant Professor, Spanish	
Dr. Joan Karp* Professor, Special Education, and Chair, Education	
Dr. Jacquelyn Kilpatrick Professor, English, and Chair, English	

*WASC Accreditation Steering Committee, **WASC Standard Coordinator

Staff Support: Phyllis Williams, Callie Pettit. **Technical Support:** Nathan Revard, Hai Le, Peter Mosinskis. **Student Assistant:** Meghan Ciuffitelli

20 July 2004

Mr. Ralph Wolff
Executive Director
Western Association of Schools and Colleges
985 Atlantic Avenue, Suite 100
Alameda, CA 94501

Dear Ralph:

I am pleased to convey to you our self-study report summarizing our efforts to meet our core commitment to educational effectiveness. This comprehensive study is the end result of a yearlong effort of a special committee led by our faculty and consisting of students, faculty, staff, administrators and community stakeholders. Guided by the WASC Standards, the Committee engaged the entire University community in a discussion and analysis of educational effectiveness at CSUCI. In fact, fifty task forces worked during the academic year collecting and analyzing evidence, debating and reflecting on issues and preparing reports that form the basis for this self-study. The Committee's findings are summarized by stating that "CSUCI is a university that is student-focused, mission-driven, and committed to continuous improvement."

As you read the report, I would like to call your attention to several important themes and highlights. Part 1 of the report addresses our institutional and programmatic objectives. The report demonstrates that my faculty and staff colleagues are keenly aware of our mission and wholeheartedly embrace it. As a result, the University programs developed to date are well aligned to our mission. Learning outcomes have been developed at the course, program and institutional levels and our analysis shows, moreover, a high degree of alignment from the course through the institutional level. Our co-curricular programs have also developed learning outcomes or program objectives (as appropriate to the program) that align well with our mission.

In addition to programmatic alignment, we have also taken significant strides to align our resources with our mission. Following the Preparatory Review site visit, we completed our first University Strategic Plan. One of three University strategic initiatives called for by the Plan is the alignment of faculty and staff support and rewards with the mission. We currently have several University-wide committees addressing this initiative.

Mr. Ralph Wolff

Page 2

20 July 2004

Since our inception we have been engaged in University planning. During the previous year, several of our planning efforts addressed educational effectiveness, including academic master planning, enrollment management planning, and the creation of the University Planning and Coordinating Council. Each of these is described in our self-study. We have also continued to study the organization of the faculty. At present, we are entering the second year of a pilot structure whereby the faculty are organized into program areas rather than departments. The faculty, staff and administrators in Academic Affairs are analyzing the pilot structure to determine whether it supports our mission.

The report also addresses in detail important campus core values, including our commitment to students and student success, to diversity, to the citizens of our region, and to inclusiveness.

Part 2 of the report addresses our commitment to a culture of evidence leading to continuous improvement. As the report notes, we "have defined objectives, developed measurable outcomes based on these objectives, prepared instruments to measure the degree to which these objectives are met, and used the data collected to improve the programs." Although this quotation alludes specifically to our co-curricular programs, our curricular programs are following a similar path. Our first cohort of junior transfers has just graduated; therefore, it has not been possible to assess in any depth whether our graduates have met programmatic and institutional learning outcomes. However, we have begun to build the tools necessary to assess our curricular programs and will report on the assessment of the curricular programs in subsequent self-studies.

I am very proud of the accomplishments of my CSUCI faculty and staff colleagues. As you can see, we have accomplished a great deal in these short years. I look forward to the team's visit in October and the continuation of our collaborative efforts to build the first new university in the 21st century.

Sincerely,

A handwritten signature in dark ink, appearing to read "Richard R. Rush", with a long horizontal flourish extending to the right.

Richard R. Rush
President

Educational Effectiveness Report

Submitted to the Western Association of Schools and Colleges

Dr. Richard R. Rush, President

July, 2004

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

EDUCATIONAL EFFECTIVENESS REPORT—2004

TABLE OF CONTENTS

PREFACE	<u>1</u>
PART 1. INSTITUTIONAL AND PROGRAMMATIC EDUCATIONAL OBJECTIVES AT CSU CHANNEL ISLANDS	<u>4</u>
THE CSU MISSION	<u>4</u>
THE CSU CHANNEL ISLANDS MISSION.....	<u>4</u>
THE CSUCI INSTITUTIONAL MISSION-BASED LEARNING OUTCOMES	<u>5</u>
ALIGNMENT OF THE CSUCI CURRICULUM WITH THE INSTITUTIONAL MISSION-BASED LEARNING OUTCOMES.....	<u>5</u>
<i>The CSUCI Curriculum Alignment Model</i>	<u>5</u>
The CSUCI Curriculum	<u>6</u>
The CSUCI General Education Program and Approval Process	<u>7</u>
The CSUCI Major Programs and Approval Process	<u>7</u>
Additional CSUCI Graduation Requirements.....	<u>8</u>
CSUCI Courses.....	<u>8</u>
<i>The CSUCI Alignment Analysis</i>	<u>8</u>
ALIGNMENT OF THE CSUCI CO-CURRICULAR PROGRAMS WITH THE INSTITUTIONAL MISSION-BASED LEARNING OUTCOMES	<u>11</u>
ALIGNMENT OF THE CSUCI UNIVERSITY RESOURCES AND SUPPORT WITH THE INSTITUTIONAL MISSION-BASED LEARNING OUTCOMES	<u>13</u>
<i>Faculty Recruitment</i>	<u>13</u>
<i>Support for Faculty to Improve Teaching and Learning</i>	<u>13</u>
<i>Support for Faculty Scholarly and Creative Activities</i>	<u>14</u>
<i>Alignment of the Retention, Tenure and Promotion Policy with the University Mission</i>	<u>16</u>
<i>Staff Support</i>	<u>16</u>
<i>University Planning</i>	<u>16</u>
Strategic Planning	<u>17</u>
Academic Master Planning	<u>18</u>
Enrollment Management Planning	<u>19</u>
Facilities Planning.....	<u>19</u>
Budgeting.....	<u>20</u>
The Role of the President’s Cabinet and President’s Council in University Planning	<u>20</u>
The University Planning and Coordinating Council, A New Planning Committee.....	<u>20</u>
Planning the Structure of Academic Affairs	<u>21</u>
THE CSUCI COMMITMENT TO STUDENTS AND STUDENT SUCCESS	<u>21</u>
<i>Facilitating Student Learning</i>	<u>21</u>
English Directed Self-Placement Program	<u>22</u>
Math Tutoring Lab and University Writing Center.....	<u>22</u>
University Sponsored Science Tutors	<u>22</u>
Learning Communities.....	<u>23</u>
Support for Experiential and Service Learning	<u>23</u>
Support for Student Scholarly and Creative Activities.....	<u>23</u>
The University Library.....	<u>23</u>
<i>Facilitating Degree Completion</i>	<u>25</u>
Graduation Roadmaps and Projected Class Schedules.....	<u>25</u>
The CSUCI Catalog, Schedule of Classes and Student Guidebook.....	<u>26</u>
Academic Advising.....	<u>26</u>
Serving First-Year Students	<u>27</u>
Freshman Orientation	<u>27</u>
Island Compass: Freshman Guide	<u>28</u>
University 101	<u>28</u>
First Year Experience Program.....	<u>28</u>
Serving Community College Transfers.....	<u>28</u>

Transfer Orientation.....	29
Island Compass: Transfer Guide.....	29
Serving Part-Time and Non-Traditional Students	29
<i>Communicating with CSUCI Students</i>	29
Communicating with Individual Instructors.....	29
Communicating with Faculty and Staff on Degree Progress.....	30
<i>Enhancing Student Life</i>	30
Associated Students Incorporated	30
Student Activities, Clubs, and Organizations.....	31
Career Development Services	31
Housing and Residence Life	31
THE CSUCI COMMITMENT TO DIVERSITY.....	31
<i>Ethnic and Racial Diversity of CSUCI Students, Faculty and Staff</i>	32
<i>Ethnic and Racial Diversity in the Curriculum</i>	32
The CSUCI Language and Multicultural Graduation Requirement	32
Academic Programs and Courses that Focus on Ethnic and Racial Diversity.....	33
The Community and Labor Studies Institute.....	33
<i>Racial and Ethnic Diversity and Co-Curricular Programs</i>	34
<i>Other Forms of Diversity</i>	35
THE CSUCI COMMITMENT TO SERVE THE REGION	36
THE CSUCI COMMITMENT TO INCLUSIVENESS	37
<i>Stakeholder Involvement in the Development of Academic Programs and Policies</i>	37
<i>Stakeholder Involvement in Faculty, Administrator and Staff Recruitment</i>	37
<i>Stakeholder Involvement in Developing the Structure of Academic Affairs</i>	38
SUMMARY AND CONCLUSIONS	38
PART 2. HOW CSU CHANNEL ISLANDS EMPLOYS PROCESSES OF REVIEW, INCLUDING THE COLLECTION AND USE OF DATA, THAT ASSURE DELIVERY OF PROGRAMS AND LEARNER ACCOMPLISHMENTS	40
THE CSUCI COMMITMENT TO CONTINUOUS IMPROVEMENT	40
CSUCI POLICY ON CONTINUOUS IMPROVEMENT	40
INSTITUTIONAL SUPPORT FOR ASSESSMENT	41
<i>The Office of Institutional Research</i>	41
<i>The Office of Faculty Development</i>	41
<i>The Faculty Assessment Advisor</i>	42
CSUCI CURRICULUM ASSESSMENT, REVIEW AND CONTINUOUS IMPROVEMENT.....	42
<i>Assessment and Review of CSUCI Courses</i>	42
<i>Assessment and Review of CSUCI Academic Programs</i>	43
Assessment and Review of the General Education Program.....	43
Assessment and Review of the Major Programs.....	44
Assessment and Review of the Additional Graduation Requirements	45
Assessment and Review of the Credential Programs	45
CSUCI CO-CURRICULAR PROGRAM ASSESSMENT, REVIEW AND CONTINUOUS IMPROVEMENT	46
OTHER CSUCI ASSESSMENT, REVIEW AND CONTINUOUS IMPROVEMENT	47
STAKEHOLDER INVOLVEMENT IN ASSESSMENT AND ACCREDITATION.....	47
SUMMARY AND CONCLUSIONS	47
NEXT STEPS—WHAT WE HAVE LEARNED FROM THE ACCREDITATION PROCESS AND WHERE WE GO FROM HERE.....	49
APPENDIX. CSUCI RESPONSE TO THE WASC TEAM PREPARATORY VISIT	51
INDEX	54

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS EDUCATIONAL EFFECTIVENESS REPORT—2004

PREFACE

May 29, 2004, was a momentous day for California State University Channel Islands (CSUCI) as over 8,000 guests converged on the campus to witness and celebrate the commencement exercises for CSUCI's first graduating class.¹ The University conferred degrees or credentials on 328 students from the ten CSUCI baccalaureate major programs and the credential program at the conclusion of the spring 2004 semester. The accomplishments of these students, the first class of graduates who have completed their entire upper division program at CSUCI, are tangible evidence that the campus has already begun to fulfill its promise to meet the dreams and aspirations of high quality public higher education for the citizens of this region. Indeed, over 90 percent of the first graduating class reside in Ventura and southern Santa Barbara counties.



Over 8,000 guests fill the South Quad lawn on a sunny May morning to celebrate the 2004 CSUCI Commencement Exercises.

In this, our first Educational Effectiveness Report, we describe the current state of our efforts to address our core commitment to educational effectiveness. In particular, we document our ongoing efforts to align our curriculum, faculty recruitment, development, rewards, incentives and support systems, organizational structure, resource and facilities planning, and student services and co-curricular activities with our institutional mission-based learning outcomes. In addition, we describe our efforts and plans to develop evidence of whether our students are achieving course, program and institutional mission-based learning outcomes, and how this evidence has been and will be used to improve the University and the educational opportunities for our students.

As noted in our [Preparatory Review Report](#), CSUCI has adopted the WASC Handbook as our roadmap for designing the university and regards WASC as an experienced educational mentor and informed critical friend. CSUCI has utilized the WASC Standards and Criteria for Review (CFR) as the focal points for discussion, dialogue, analysis and reflection on the developing university.

This report represents the yearlong effort of the CSUCI WASC Accreditation Committee. President Richard Rush declared the preparation of the Educational Effectiveness Report as the top priority for the campus for the 2003-04 academic year (AY) and invited all University

¹ There were four baccalaureate and fifteen credential students who participated in the inaugural commencement exercises held at CSUCI in 2003. The ceremony was held primarily to recognize the accomplishments of the 429 California State University, Northridge (CSUN) at Channel Islands graduates. The four CSUCI graduates transferred to CSUCI as seniors and completed the requirements for their degrees in one year. The credential program is a one-year program. The graduating class of 2004 consisted primarily of junior transfers who began their studies at CSUCI during our first semester, Fall 2002.

faculty, staff and administrators to serve on the Committee. The campus response to President Rush's invitation was strong and the Committee roster swelled to over fifty individuals from across the university. The response from our faculty was particularly impressive with about one-third of the tenure-track faculty volunteering to serve on the Committee.² In addition to campus employees, other university stakeholders were invited to join the WASC Accreditation Committee. Student participation was solicited through student government and the school newspaper. Several community members participated in the Committee deliberations during the year including representatives our regional educational partners from the local high schools and community colleges. The work of the [Committee](#) was overseen by a steering committee consisting of faculty and administrators.

Holding open meetings, the WASC Accreditation Committee began its work by compiling an educational effectiveness inventory for our campus. The basis for this inventory was a worksheet prepared by WASC entitled "[Educational Effectiveness Inventory: A Way into the Standards](#)." To assemble our inventory, the WASC Accreditation Committee engaged in the process of "facilitated communication" under the guidance of Professor Joan Karp, a member of the WASC Accreditation Steering Committee and an expert in this technique. This process required the Committee to address the WASC Standards and CFR from the perspective of educational effectiveness and [inventoried](#) those areas in which we have evidence of educational effectiveness and those areas where evidence is needed.

The WASC Accreditation Steering Committee analyzed this inventory and prepared a report entitled "[CSUCI Standards-Based Educational Effectiveness Inventory](#)." As the title suggests, this report derives from the WASC Standards and CFR. An important element of the report is that it describes a series of fifty tasks needed to complete our Educational Effectiveness Report.

Members of the WASC Accreditation Committee volunteered to staff the fifty task forces which worked throughout the spring semester collecting and analyzing evidence. Each task force prepared a final report that forms the basis for this document.

It is important to note that the completion of the task force reports was not limited to the members of the WASC Accreditation Committee, but involved the entire campus community. Surveys were taken, evidence was collected and analyzed, meetings were held and issues were debated as the campus grappled with educational effectiveness at CSUCI as focused through the lens of the WASC Standards and CFR. Through these efforts, the task forces discovered both areas of strength and concern realizing an enormous benefit of the accreditation process as it has caused the campus to reflect on the broad range of factors that bear on educational effectiveness. The process has allowed us to celebrate successes, to identify "hot spots," to prevent future problems and, we believe, to provide our students with the best possible educational opportunity.

This report consists of two essays that describe how CSUCI is meeting our Core Commitment to Educational Effectiveness as stated in the WASC Handbook:

The institution evidences clear and appropriate educational objectives at the institutional and program level. The institution employs processes of review, including the collection and use of data, that assure delivery of programs and

² The involvement of the faculty in the preparation of this report is an excellent example of the faculty exercising academic leadership as described in WASC CFR 3.11. Significantly, a faculty member chaired the committee that prepared this report. In addition, several faculty participated on the WASC Accreditation Steering Committee, served as WASC Standard Coordinators, and chaired WASC Task Forces.

learner accomplishments at a level of performance appropriate for the degree or certificate awarded.³

The first essay corresponds to the first sentence of the core commitment. In particular, we examine the alignment of our curricular and co-curricular programs, and University resources and support with a set of learning outcomes derived from our mission. In this essay, we also examine how we have addressed other important campus objectives and values including our commitment to our students, to diversity, to our region and to inclusiveness.

The second essay corresponds to the second sentence of the core commitment. For this essay, we begin with the campus commitment to a culture of evidence leading to continuous improvement. We then look at the implementation of this commitment as it pertains to specific campus programs, including both curricular and co-curricular programs.

In both essays, we draw heavily on evidence identified, collected, analyzed and presented by the WASC Task Forces in their final reports. These reports along with the evidence they cite are available on the [CSUCI WASC Accreditation Website](#). They are footnoted and, when possible, hot-linked throughout this report. Finally, in the course of the essays, we have attempted a comprehensive response to the WASC Standards. An index to the report, including the WASC Standards, is provided at the end of the report.



The WASC Accreditation Committee assembles the Educational Effectiveness Inventory in fall 2003. The WASC Accreditation Committee consisted of over fifty volunteers including faculty, administrators and staff from all University divisions, students and community stakeholders.

³ [WASC 2001 Handbook of Accreditation](#), pg. 5.

PART 1. INSTITUTIONAL AND PROGRAMMATIC EDUCATIONAL OBJECTIVES AT CSU CHANNEL ISLANDS

The CSU Mission

First and foremost, CSUCI is a proud member in full standing of the twenty-three-campus California State University (CSU) system. With 409,000 students, and 44,000 faculty and staff, the CSU is the largest and most diverse university system in the country. The CSU strives to provide high-quality, accessible, affordable, student-focused higher education.⁴

The CSU Channel Islands Mission

CSUCI is fully supportive of the mission of the CSU and in particular is committed to serving the educational needs of the citizens of this region with high-quality programs and services. As an individual campus in the system, CSUCI has developed its own mission that reflects its unique character, objectives and values, and yet is at the same time aligned with the CSU mission. The CSUCI mission is as follows:

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

Since its inception, CSUCI has been highly mission focused. The university community, including faculty, administrators, staff, embraces the basic tenets and values inherent in our mission and have attempted to design and implement excellent educational programs that support our mission.⁵ In this essay, we document our ongoing efforts to align the development of our curricular and co-curricular programs with our institutional mission-based learning outcomes. In addition, we examine the alignment of other programs that bear on educational effectiveness and activities including faculty recruitment, faculty development, faculty rewards, incentives and support systems, organizational structure, resource and facilities planning and utilization with our institutional mission-based learning outcomes.

⁴ The full text of the CSU mission is too lengthy to reproduce here, and may be found at <http://www.calstate.edu/PA/info/mission.shtml>.

⁵ At the time of the preparatory review, the campus was engaged in developing its strategic plan. Included in this effort was an examination and review of our mission statement. The reason that the mission was subjected to review was not to change its nature. In fact, it is widely embraced by the campus community. Rather, the intent was to sharpen the focus of the mission by removing items properly thought of as tactics (how we will achieve our objectives). A revised mission was prepared and presented for discussion and comment to the faculty and staff. The final version of the mission appears in the text above. It contains three significant changes from the original mission. First, it removes many (but not all) of the tactical statements that appear in the original mission. Secondly, it reaffirms the campus commitment to students by adding the leading subordinate clause “Placing students at the center of the educational experience.” Thirdly, it adds to the mission that the graduates will have a multicultural perspective rather than “facility in two languages.” This third item was the most widely debated of the changes. Following a period of discussion and comment, the revised mission was published in the *University Strategic Plan*. See [CSUCI Strategic Plan 2003-2008, 2003 Report](#).

The CSUCI Institutional Mission-Based Learning Outcomes⁶

From discussions of the WASC Accreditation Committee leading to the preparation of this report, it became clear that although the campus community widely embraces the mission, a set of learning outcomes, based on the mission, was needed to provide a focal point for our educational programs and a basis for the assessment of those programs.⁷ The initial draft of the institutional mission-based learning outcomes was prepared by WASC Task Force 2.3A in consultation with President Rush. The President accepted the proposed learning outcomes on behalf of the campus in spring 2004 for the purposes of this report. The institutional mission-based learning outcomes are as follows:

CSUCI graduates will possess an education of sufficient breadth and depth to appreciate and interpret the natural, social and aesthetic worlds and to address the highly complex issues facing societies. Graduates will be able to:

- Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).
- Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.

Alignment of the CSUCI Curriculum with the Institutional Mission-Based Learning Outcomes

Ideally all students receiving baccalaureate degrees at CSUCI will have mastered these learning outcomes upon completion of the requirements for their degrees. We regard the alignment of the curriculum with the institutional mission-based learning outcomes as an ongoing process. The initial alignment study and analysis was completed during the spring 2004 semester.

The CSUCI Curriculum Alignment Model

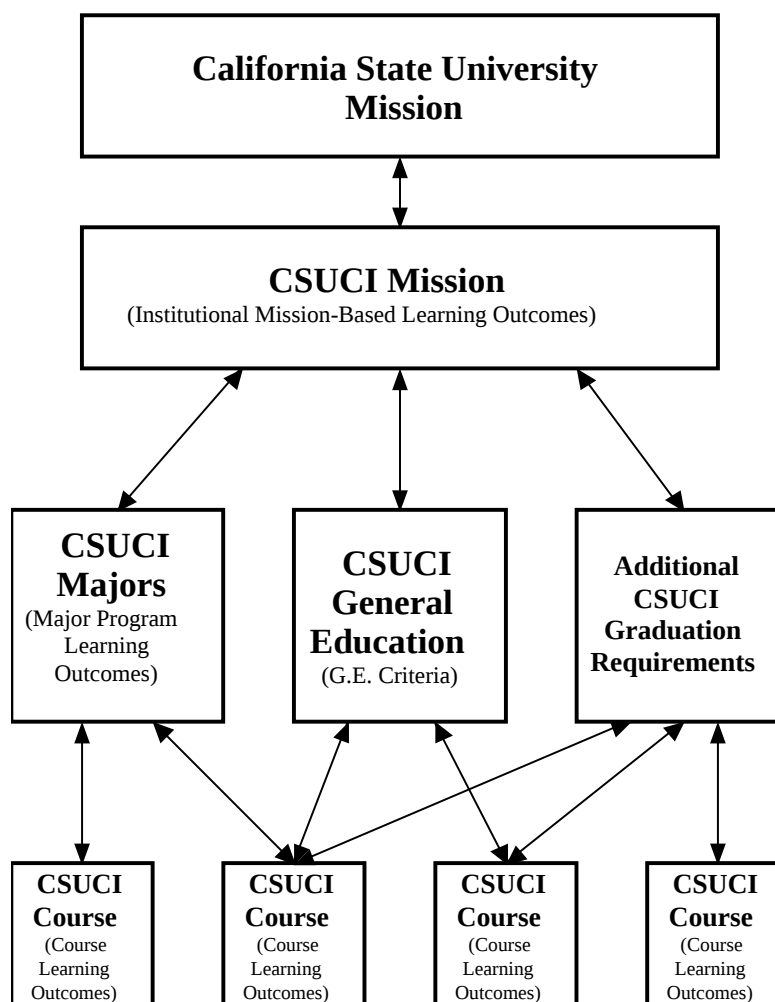
To perform this study, the campus developed a curriculum alignment model shown diagrammatically in Figure 1.

The diagram depicts the alignment of the curriculum across four levels. At the top of the diagram is the CSU mission with its commitment to high-quality, accessible, affordable, student-focused higher education. At the second level is the CSUCI mission and the institutional mission-based learning outcomes derived from the mission as described in the previous section.

⁶ This section is based on the [WASC Accreditation Task Force 2.3A Final Report](#).

⁷ The preparation of institutional mission-based learning outcomes is an example of how our accreditation efforts have guided the development of the new university.

Figure 1. CSUCI Curriculum Alignment Model



The CSUCI Curriculum

The CSUCI curriculum is at the next level of the curriculum alignment model. The curriculum is the responsibility of the faculty. The faculty have embraced this responsibility by developing curriculum approval processes that are not only consistent with CSU system policy,⁸ but are also designed to develop curricular programs that are in alignment with the University mission.⁹ For example, our curriculum approval process requires the specification of learning outcomes for every course and every major program. These approval processes have been

⁸ As a CSU campus, CSUCI is subject to curricular policies including Title V of the State of California Education Code, CSU Trustee Policy, CSU Statewide Academic Senate Policy, CSU Chancellor's Office Policy.

⁹ See [WASC Task Force 2.1 Final Report](#) for details of curriculum approval process.

revisited annually to determine if they are achieving their objectives.¹⁰ They are described below.

The CSUCI General Education Program and Approval Process

At the heart of the CSUCI educational programs is our general education program. As a CSU campus, general education at CSUCI is guided by CSU Trustee policy and must include coursework in five categories:

- Category A: Communication in the English Language and Critical Thinking
- Category B: Mathematics, Science, and Technology
- Category C: Art, Literature, Languages and Culture
- Category D: Social Perspectives
- Category E: Human Psychological and Physiological Perspectives

The CSUCI faculty have created criteria defining each of these areas that reflect our unique character and mission, but are consistent with CSU system guidelines.¹¹ The faculty also created an approval process for general education courses, which requires course proposers to address how the courses meet the general education criteria. The General Education Committee, a standing committee of the Academic Senate with representation from all program areas, reviews the course proposals to determine if, in fact, they do meet the general education criteria.

CSU Trustee policy requires that all CSU graduates complete three upper division general education courses (nine semester units). Coinciding with this and reflecting an important element of our mission, the CSUCI general education program requires all students to complete three upper division interdisciplinary general education courses. Of these, two must relate his or her major to another discipline.

The CSUCI Major Programs and Approval Process

The general education program is flanked in the curriculum alignment model by the CSUCI major programs and additional graduation requirements. The original set of CSUCI major programs is deeply rooted in the needs of the region.¹² These programs are forward looking and are designed for the 21st century. They have been submitted to a lengthy approval process that begins at the campus level and culminates at the system level. Before a major program can be implemented, it must first be added to the CSU Academic Master Plan maintained by the CSU Trustees. To have a major program designated to the master plan, a campus begins by recommending the major to the Trustees. Upon approval, the campus then implements the major. The implementation process begins with the preparation of a major proposal that has come to be known at CSUCI as the “long form.” The long form has many required elements including program learning outcomes, curriculum, resource requirements, and the like. Completed proposals are reviewed by the CSUCI Curriculum Committee, an elected, standing committee of the Academic Senate with representation from all program areas. Following the review, major proposals are forwarded to the Academic Senate. Those major proposals receiving a majority vote of the Academic Senate are conveyed to the President. Those proposals meeting with the President’s approval are then transmitted to the CSU Chancellor’s Office for further review including referral to experts in the field for comments and

¹⁰ See [WASC Task Force 2.1 Final Report](#).

¹¹ See [WASC Task Force 2.3D Final Report](#) for details.

¹² See “[Master PlanningUTP](#)” for additional information on the selection of the original set of CSUCI major programs.

recommendations. The Chancellor's Office typically collects this information and forwards it to the campus for response. Academic programs may enroll students only if the programs have been given final approval by the CSU Chancellor's Office.¹³

Additional CSUCI Graduation Requirements

In addition to completing general education and major requirements, CSUCI graduates must also meet a series of additional academic graduation requirements. These include maintaining a minimum 2.0 grade point average, completing CSUCI residency requirements both in total units and units in the major, completing a minimum of 120 total units of which at least forty units must be at the upper division, and completing the "Title V" requirement in United States history and institutions. Two additional graduation requirements of note are the writing proficiency requirement and the language and multicultural requirement. The writing proficiency requirement is a response to CSU system policy. While many campuses have students meet this requirement by passing a writing proficiency examination, our campus has elected to have students meet the requirement by completing an upper division general education course designated as writing intensive. The language and multicultural requirement is a local mission-based requirement. Like the writing proficiency requirement, this requirement is met by the successful completion of designated course work (see also "[The CSUCI Language and Multicultural Graduation Requirement](#)").

CSUCI Courses

Individual courses are the building blocks of the educational programs, and it is these courses that form the next level of the CSUCI curriculum alignment model. Individual courses are proposed by the faculty and are subjected to careful review prior to approval (see [WASC Task Force 2.1 Final Report](#)). An important element of the course approval process is the designation of a set of learning outcomes for each course. In fact, every course in the current [CSUCI Catalog](#) has an approved set of learning outcomes.

Figure 1 also shows the conceptual relationships between CSUCI courses, CSUCI programs, the CSUCI mission and the CSU mission. Beginning at the course level, the learning outcomes from courses required for an educational program support and are aligned with the program-specific learning outcomes. Conversely, program outcomes help to shape course outcomes, as courses must be developed that address the program outcomes. In some cases this may lead to the development of new courses and in others a shaping of the topics addressed in a course. Similarly, program-specific learning outcomes support and are aligned with the institutional mission-based learning outcomes. Finally, institutional mission-based learning outcomes support and are aligned with the CSU mission.

The CSUCI Alignment Analysis¹⁴

During the 2003-04 AY the CSUCI faculty, Academic Affairs administration, and WASC Accreditation Committee conducted an alignment analysis to determine the extent to

¹³ In our early years the Chancellor's Office was flexible in allowing CSUCI to enroll students in programs prior to final approval. In the future it is expected that CSUCI will follow the normal approval procedure described above. For more information on the major approval process, see the [WASC 2.1 Task Force Final Report](#). This report includes as evidence examples of the forms used in the major approval process as well as the long forms for the existing CSUCI major programs.

¹⁴ This section is based on the [WASC 2.4B Task Force Final Report](#). The alignment matrices described in this section may be found as exhibits attached to this task force report.

which the new CSUCI curriculum corresponds to the alignment model described above. To assist in this analysis, two sets of matrices were developed. The first set of matrices relates the learning outcomes prepared for individual courses to those prepared for educational programs. The second set of matrices relates the learning outcomes prepared for the educational programs to institutional mission-based learning outcomes.

Our analysis of the resulting sets of matrices yielded encouraging results. The first set of matrices demonstrates that there is a high degree of alignment between the learning outcomes for the required courses for each of the major programs and the program-based learning outcomes. In fact, we found that learning outcomes for all major programs are supported by one or more courses. This is not surprising given that each of the programs is new. It is encouraging nonetheless.

We intend to develop a set of learning outcomes for the general education program but have not completed that task at this time. For the purposes of the alignment analysis, we have used the general education criteria discussed above. Because the general education approval process requires that each general education course meet these criteria, and each general education course is new and recently approved, there is a high degree of alignment between the learning outcomes for the general education courses and the general education criteria. An important next step for the campus is the development of learning outcomes for the general education program.

As is the case with the general education program, we have not yet completed a set of learning outcomes for the writing proficiency requirement or the language and multicultural requirement and use the criteria for course approval in these programs as a proxy for learning outcomes. Because the courses meeting these requirements were recently approved, we judge them to be well aligned. As with developing a set of learning outcomes for the general education program, the development of a set of learning outcomes for the writing proficiency requirement and language and multicultural requirement are high priorities for the campus.

The second set of matrices relates learning outcomes prepared for the educational programs to institutional mission-based learning outcomes. They demonstrate that regardless of the major, CSUCI graduates in theory meet all of the institutional mission-based learning outcomes. The second set of matrices is summarized in the Table 1. Along the top of Table 1 we have listed the institutional mission-based learning outcomes, and the major programs are listed down the side. Thus, each box in Table 1 shows whether a particular mission-based learning outcome is met for a particular major. Ideally, for any given major (along any row of the table), there will be at least one symbol in every box. If this is the case, it indicates that for the given major, all of the

mission-based learning outcomes are met. A quick look at Table 1 indicates that at present, all mission-based learning outcomes are met for all majors. The symbols in the boxes indicate which part of the curriculum is meeting the mission-based learning outcome. The letters UG or G denote institutional mission-based learning outcomes met by the general education program.

Table 1. Alignment of CSUCI Curriculum with Institutional Mission-Based Learning Outcomes						
	INSTITUTIONAL MISSION-BASED LEARNING OUTCOMES					
MAJOR PROGRAM	Identify and Describe the Modern World and Issues from Multiple Perspectives:			Using the Methodologies, Tools and Techniques of an Academic Discipline:		
	Within and Across DISCIPLINES (1)	Within and Across CULTURES (2)	Within and Across NATIONS (3)	Analyze Issues (4)	Develop Solutions to Problems (5)	Convey Issues and Solutions to Others (6)
ART	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
BIOLOGY	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
BUSINESS	M, UG, G	G, A	G	M, G	M, G	M, G, A
COMPUTER SCIENCE	UG, G	G, A	G	M, G	M, G	M, G, A
ENGLISH	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
ESRM	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
HISTORY	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
LIBERAL STUDIES	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
MATHEMATICS	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
PSYCHOLOGY	M, UG, G	M, G, A	M, G	M, G	M, G	M, G, A
Legend: A - Additional Academic Requirements (Language and Multicultural Requirement & Writing Proficiency requirement) G - General Education Requirements UG - Upper Division General Education Requirements M - Major Requirements						

UG indicates that the learning outcome is met by our upper division general education requirement. Note that the upper division general education requirement meets the first mission-based learning outcome, “Identify and Describe the Modern World and Issues Within and Across Disciplines,” because of the interdisciplinary nature of upper division general education courses. All CSUCI graduates are required to complete a minimum of three upper division general education courses. A letter G in a box indicates that mission-based learning outcome is met by general education requirements at either the lower or upper division levels. A careful review of the general education criteria by our General Education Committee revealed that the general education program meets all institutional mission-based learning outcomes. This indicates a high degree of alignment between the general education program and the institutional mission-based learning outcomes.

The letter A denotes institutional mission-based learning outcomes met by additional degree requirements. Of note here is that this symbol appears in two columns for all majors. They are: column (2), “Identify and Describe the Modern World and Issues Within and Across Cultures” and column (6) “Using the Methodologies, Tools and Techniques of an Academic Discipline, Convey Issues and Solutions to Others.” The CSUCI language and multicultural graduation requirement meets the former of these institutional mission-based learning outcomes, and the writing proficiency requirement meets the latter of the learning outcomes.

Institutional mission-based learning outcomes met by major requirements are denoted with the letter M. The degree to which the major program learning outcomes support mission-based learning outcomes varies by major. However, for most majors, the program-based outcomes meet the mission-based outcomes.

It is clear from Table 1 that the general education program, major programs, and additional graduation requirements are highly complementary and reinforce one another. With few exceptions, each institutional mission-based learning outcome is met by more than one required aspect of the curriculum.¹⁵

In conclusion, our analysis has revealed that the rich tapestry representing the CSUCI curriculum holds together well. While there are areas where the tapestry is thin, the process of curriculum alignment is ongoing and the campus is taking steps to strengthen these areas. The fact that the curriculum is well aligned to the mission is significant evidence of the faculty awareness of and commitment to the university mission.

Alignment of the CSUCI Co-Curricular Programs with the Institutional Mission-Based Learning Outcomes¹⁶

A key contributor to student success at CSUCI is the high degree of complementarity between the University’s curricular and co-curricular programs. Our co-curricular programs have been designed and implemented to support students. As such, these programs bear directly or indirectly on educational effectiveness at CSUCI, and are well aligned with our institutional mission-based learning outcomes. Co-curricular programs at CSUCI are provided either

¹⁵ Although our focus here has been upon the baccalaureate program, we have also conducted the alignment analysis for the post-baccalaureate teaching credential programs. Each of the teaching credential programs meets each of the institutional mission-based learning outcomes. The first masters degree programs will be offered beginning in fall 2004. Because these degrees are yet to be implemented, we have not conducted the alignment analysis for these programs at this time.

¹⁶ This section is based on the [WASC Task Force 2.11 Final Report](#).

individually or jointly by the Divisions of Student Affairs, Academic Affairs, and Finance and Administration.

Examples of learning-centered co-curricular programs offered by the Division of Student Affairs are the resumé and interview skills workshops. This program provides students with ways to convey the breadth and depth of competencies acquired in class while at the same time preparing them for the annual CSUCI Career Fair and future job searches. CSUCI students also have the opportunity to hone leadership skills via their involvement in student organizations including clubs and student government. Through these activities students draw on skills learned in class such as communication, organization, management and problem solving to address real issues of concern to students. To date, CSUCI students have organized speech and debate tournaments, political forums, contemporary issues lectures, an inaugural annual student awards ceremony, and diversity programs to enhance their own learning.¹⁷ (See also “[Racial and Ethnic Diversity and Co-Curricular Programs](#)” and “[Enhancing Student Life](#)”.)

The Division of Student Affairs has also implemented several programs that directly support the institutional mission-based objectives of graduating students with multicultural and international perspectives. First, Student Affairs has organized a series of cultural and international celebrations to introduce the campus community to other cultures and views. Second, Student Affairs supports the Multicultural and Women’s & Gender Center. As its name suggests, the Center provides a venue for discussion of issues stemming from differences in ethnicity, culture, gender and sexual orientation. (See also “[Racial and Ethnic Diversity and Co-Curricular Programs](#)” and “[Enhancing Student Life](#)”.)

These co-curricular programs offered by the Division of Student Affairs are well aligned with the institutional mission-based learning outcomes. They enhance the students’ overall educational experience by providing them with opportunities to apply in-class learning in out-of-class situations. In this way student learning is not limited to the classroom.¹⁸

Within the Division of Academic Affairs, the CSUCI Library provides information and computer literacy instructional programs to teach students how to find, evaluate, apply and present information in various formats and to think critically within the process. The Library staff teaches credit-bearing courses within the curriculum¹⁹ and working with teaching faculty in providing course-related instruction and provides workshops utilizing the library’s wireless classroom.

Also within Academic Affairs, the Advising Center offers learning assistance workshops throughout the year. Examples of workshop topics include time management and goal setting, test taking strategies, and study strategies.

In gathering evidence for this report, the WASC Accreditation Committee found many co-curricular learning based programs. These programs are highly complementary to the curricular programs, and are well aligned with the University’s educational mission.

¹⁷ The campus is proud of the accomplishments of our student organizations and clubs. These activities not only provide students with opportunities to apply what they have learned in class, but their success is also direct evidence that our students are meeting the institutional mission-based learning outcomes.

¹⁸ The Division of Student Affairs also provides a broad range of services, activities and programs that enhance student living and support the educational mission of the University. Many of these services, activities and programs are addressed below under “[Student Life](#).”

¹⁹ Professional library staff are members of the faculty. Library staff are currently teaching or co-teaching English 310, University 101, Business and Liberal Studies Capstone Courses, and History/Library 490 Oral History.

Alignment of the CSUCI University Resources and Support with the Institutional Mission-Based Learning Outcomes

CSUCI is committed to aligning faculty and staff support and rewards with institutional purposes and educational objectives. This is evidenced by the fact that the alignment of faculty and staff support, assessment and rewards with institutional purposes and educational objectives is one of three strategic initiatives identified in the [University Strategic Plan](#). The faculty are an essential University resource. In this section, we describe the current state of the alignment of faculty support with the institutional mission-based learning outcomes. This includes analyses of faculty recruitment, faculty support for teaching, faculty support for scholarly and creative activities, and the retention, tenure and promotion policy. This is followed by a discussion of staff support. Finally University planning efforts, budgeting, and the planning of the structure of Academic Affairs are addressed.

Faculty Recruitment

The CSUCI faculty and administration have developed a unique faculty recruitment process to identify and recruit faculty with a high-level of disciplinary expertise who embrace the CSUCI mission and values, and who will thrive in our uncertain start-up environment. In particular, the process is designed to reflect our mission and values in its collegial processes, in its commitment to interdisciplinary development, and in its quest for diversity. Given that high-quality teaching and curriculum development within and across disciplines remains the central mission for our faculty, the recruitment process includes:

- a review of instructional/teaching portfolios,
- a process to assess experience in curriculum development,
- a process to assess collaborative skills necessary for initial faculty, and,
- a process to assess the interdisciplinarity of candidates.

Faculty recruitment at CSUCI is highly collaborative. Faculty and administrators determine faculty positions together, position descriptions are written by faculty, and are advertised widely. All position descriptions prominently feature the university mission.²⁰ To date, the faculty recruiting committee has been a faculty committee-of-the-whole. Candidates have not been brought to campus without the support of eighty percent of the tenure-track faculty. Following campus interviews, candidates have been recommended to the Provost and President only upon garnering support from eighty percent of the tenure-track faculty. Extensive reference checks of recommended candidates were conducted with attention to collegiality and fit with our mission.

The result of searches conducted using this process has been a diverse, highly mission-focused faculty.²¹

Support for Faculty to Improve Teaching and Learning

Providing faculty development opportunities to support improved teaching and learning is central to educational effectiveness at CSUCI. To facilitate these opportunities the Office of Faculty Development (OFD) was established in Summer 2002. OFD has its own budget, director, and student assistant.

²⁰ The CSUCI mission is featured in the recruitment of faculty, administrators and staff. See [WASC Task Force 1.1 Final Report](#).

²¹ For a detailed description of the faculty recruitment process, see [WASC Task Force 3.5D](#).

OFD takes the lead role in advocating, promoting and providing opportunities to support improved teaching and learning. It calls on the Faculty Development Advisory Committee, an elected standing committee of the Academic Senate, to provide direction and to make recommendations regarding grant and award funds. OFD programs and activities include:

- publicizing and providing support for on-campus and off-campus faculty development opportunities and events to improve teaching and learning,
- creating and maintaining the faculty development resource reading room and library with materials on effective teaching,
- fostering networks to support different groups of faculty (for example, lecturers and untenured faculty),
- assisting with and publicizing “brown bag lunches” to share scholarship, [create cross reference here]
- offering research and travel grants,
- supporting pilot assessment projects,
- providing one-on-one consultation services,
- assisting with the establishment of the faculty writing group,
- sponsoring workshops,
- matching individual faculty interests and needs to specific opportunities for faculty development, and
- assessing both individual efforts and overall efforts to improve teaching and learning.

In addition to OFD, several other campus offices offer faculty development support, including the Office of Research and Sponsored Programs (ORSP), the University Library, and Information Technology. OFD works with these offices to promote their faculty development support.

By providing support for the faculty to become better teachers, CSUCI’s activities and programs in faculty development are currently aligned with the institutional mission-based learning outcomes.²²

Support for Faculty Scholarly and Creative Activities

At CSUCI we believe that in order to provide our students with the best possible educational experience, the faculty must be active scholars and creative artists. CSUCI defines scholarship and creative activity broadly to include activities within the academic disciplines and in the areas of pedagogy or curriculum.²³

The University supports faculty scholarly and creative activities with reassigned time, mini-grants, travel funds, workshops and seminars, and the programs and services offered

²² For a detailed description of the Office of Faculty Development programs and activities see [WASC Task Force 3.4 Final Report](#).

²³ A concern raised in the [Preparatory Review](#) focused on the definition of scholarly activity at CSUCI and specifically, whether the scholarship of pedagogy and curriculum would be regarded as scholarly activity for the purposes of retention, tenure and promotion (RTP). From the outset of his tenure at CSUCI, President Rush has been clear that it is his intention to reward these activities. The former and current Provost have also stated publicly that they regard the scholarship of pedagogy and curriculum as scholarship. Nevertheless, there has been concern among the untenured faculty if non-disciplinary scholarship would be given full credit as scholarship in the RTP process. The faculty have revised the RTP policy, in part, to make clear that these forms of scholarship would be credited for RTP purposes.

through the Office of Research and Sponsored Programs and the Office of Faculty Development. All new tenure-track faculty and all continuing probationary faculty received reassigned time from one course during 2003-04 AY to support scholarly and creative activities and course preparation. The program chairs have requested that all tenure-track faculty receive reassigned time from two courses to support scholarly and creative activities for the coming academic year. Given the budgetary situation facing the campus, this request will not be funded. Nevertheless, the request is indicative of faculty concern that during the start-up phase of the University, insufficient faculty time has been allocated to scholarly and creative activities. An important next step for the campus is a redoubling of its efforts to fund reassigned time for meritorious scholarly and creative activities proposal from the tenure-track faculty. A meritorious proposal is defined here as a proposal, that if successfully completed would receive full credit as scholarly and creative activity in the RTP process. There are not sufficient resources allocated to scholarly and creative activities to fund a meritorious project for each faculty member each year.

CSUCI has funded professional travel of all tenure-track faculty during its early years. For the 2002-03 AY, each faculty member was allocated \$2,000 for professional travel. The allocation fell to \$1,200 in the 2003-04 AY. Most faculty used these funds to attend conferences in their disciplines. Some faculty used the funds for travel related to research and scholarly projects, a few for attending conferences such as the AAHE Assessment Forum, and a few did not travel and did not use their allocation.²⁴

The campus has also funded mini-grant programs to support faculty, either individually or in teams, with scholarly or creative projects or instructional innovation projects. These were the 2002-03 AY Faculty Research and Instructional Innovation Program and the 2003-04 AY Faculty Development Project Awards. The Faculty Development Advisory Committee oversaw the design and implementation of the mini-grant programs, approved the terms and language of the Request for Proposals, set funding limits, reviewed applications, and made funding recommendations to the Dean, who made final decisions.²⁵

The spring 2003 grants totaled \$49,009, with awards between \$1,600 and \$5,000. There were fourteen projects funded involving twenty faculty of the thirty tenure-track faculty. Ten of the projects, with total funding of \$30,559, focused on individual research, scholarship, and writing, and the other projects, mostly by teams, led to instructional innovations.

The projects in the 2003-04 AY cycle were funded at a lower level per project given that the total available funds remained constant from 2002-03 AY while the number of faculty grew with the arrival of twenty new tenure-track faculty. This cycle also invited temporary faculty to propose research or instructional innovation projects with the same RFP. January 2004 awards totaled \$43,871. Funding supported twenty-three projects, with budgets from \$600 to \$3,000. Fifteen of the projects, with total funding of \$32,466, focused on individual research or creative activity.

The University, through the newly established Office of Research and Sponsored Programs (ORSP), supports faculty seeking extramural funding for research and creative activities. ORSP sponsored a one-day workshop on writing grant proposals. Also the Director of Faculty Development has, in response to requests, provided faculty with individual assistance

²⁴ The University budgeted \$60,000 in 2002-03 AY and \$57,600 in 2003-04 AY to support faculty travel for scholarly and creative activities.

²⁵ See the mini-grant binder prepared by the Director of Faculty Development for complete documentation on these mini-grant programs: requests for proposals, review procedures, list of funded projects, funded project proposals, and project final reports (not due until summer 2004 for 2003-04 AY projects).

in drafting and revising proposals for both internal and extramural support of their research and scholarly projects and for securing book contracts as well.

The President appointed a University Task Force in 2003-04 AY to examine campus progress in supporting faculty teaching and scholarly/creative activities and the alignment of that support with the mission and [University Strategic Plan](#). The seventeen-member Task Force will recommend actions to improve support for teaching and research and improve alignment of that support with the mission and [University Strategic Plan](#). Other activities on campus have proceeded on the initiative of the faculty. A brown-bag series of faculty presentations of their research and creative works has been underway since the faculty first arrived, organized and promoted by the faculty. Creative and artistic activities are also valued, evidenced by the numerous exhibitions on campus of faculty work. During the 2003-04 AY the English faculty, with assistance from the Office of Faculty Development, launched a faculty writing support group consisting of faculty who share and provide feedback on each other's work in progress.

Alignment of the Retention, Tenure and Promotion Policy with the University Mission

The Retention, Tenure and Promotion (RTP) policy and process was revised during the 2003-04 AY to better align the policy with the university mission and expectations of faculty in our start-up environment. Responding to faculty concerns regarding the original RTP policy, the Faculty Affairs Committee of the Academic Senate prepared a new RTP document and process. The new policy and procedures were developed in full consultation with faculty and administrators and was approved by the Academic Senate in May 2004. The document clearly reflects the University's mission and provides a supportive and mentored process for the examination of each faculty member's achievement of disciplinary and programmatic standards. It also provides multiple levels of feedback and review of faculty in the tenure process.²⁶ Under this policy each program determines a set of program standards in teaching, scholarly and creative activities, and professional, university and community service subject to approval by the RTP Committee. Each faculty member establishes a Professional Development Plan that reflects the program standards and sets his/her agenda for achieving the professional growth necessary for retention, tenure and promotion. The new policy awaits the President's signature.

Staff Support²⁷

CSUCI is committed to aligning staff support and rewards with institutional purposes and educational objectives. This is evidenced in the [University Strategic Plan](#) by the creation of a university-wide task force to address this concern. The task force, chaired by Art Flores, Associate Vice President for Human Resource Programs, is soliciting input from all University staff. It will ultimately make recommendations regarding staff recruitment, leadership development, staff development, and communication and staff professional development.²⁸

University Planning

As a start-up campus, University planning is particularly important. In this section we describe ongoing University planning efforts with a focus on how these processes relate to educational effectiveness. Planning processes addressed in this section include:

²⁶ The new policy may be found as an attachment to the [WASC 3.3A Task Force Final Report](#).

²⁷ This section is based on [WASC Task Force 3.3B Final Report](#).

²⁸ The work of this task force to date is included as evidence with the [WASC Task Force 3.3B Final Report](#).

- strategic planning at the campus-wide, divisional and sub-divisional levels
- academic master planning
- enrollment management planning
- facilities planning
- budgeting

We also address the planning efforts of the President's Cabinet and the newly created University Planning and Coordinating Council.

Strategic Planning²⁹

The [*University Strategic Plan*](#) focuses primarily on educational effectiveness and student learning. Evidence of this focus is illustrated in several ways. First, the Strategic Planning Model adopted by the University is anchored by the mission, and the mission reflects the University's commitment to student learning.³⁰ From the mission we derived the University vision--where we want the University to be in the next five years. The vision consists of twenty-nine individual statements of which the majority bear directly on students, student learning and educational effectiveness. Examples of statements from the University vision include:

CSUCI is a university that:

- Meets the needs/concerns/goals of students.
- Continually assesses and improves student learning.
- Assures that students proceed through the University in a timely manner and graduate on time.
- Prepares high quality programs that attract students, faculty/scholars, and recognition from around the world.
- Promotes teaching/learning across disciplines.
- Teaches skills and provides opportunities to apply the skills on campus and in the community.³¹

Our general strategy describes the principal activities of the University. Of the five CSUCI general strategy statements, two speak directly to student learning and the support of student learning. These general strategy statements are:

- Encourage and support learning through teaching, inquiry, and scholarly and creative activities.
- Develop academic programs as well as support organizations and physical facilities.³²

The latter statement emphasized the importance of academic master planning and facilities planning. These planning activities are discussed below.

Finally, the [*University Strategic Plan*](#) describes three strategic initiatives for the next five years. Strategic initiatives are defined as projects, efforts and approaches used to implement the strategy. The three strategic initiatives are:

²⁹ This section is based of the [WASC Task Force 4.1A Final Report](#).

³⁰ To review the mission see "[CSU Channel Islands Mission](#)." The strategic planning model is in [CSUCI Strategic Plan 2003-2008, 2003 Report](#), pg. 4.

³¹ "Vision," [CSUCI Strategic Plan 2003-2008, 2003 Report](#), pg. 3.

³² "General Strategy," [CSUCI Strategic Plan 2003-2008, 2003 Report](#), pg. 3.

- To assess continually the effectiveness of and make appropriate modifications to University programs, services, activities and projects.
- To align faculty support, staff support, faculty and staff assessment and reward systems with our mission and strategies.
- To implement effective and comprehensive planning processes, organizational structures, and assessment and evaluation mechanisms.³³

Each of these initiatives address WASC CFR and are addressed throughout this report.

In addition to the [University Strategic Plan](#), many University divisions and programs have developed separate strategic plans. These include:

- Extended Education
- Library
- Division of Student Affairs
- Public Relations
- Operations, Planning and Construction (OPC)
- Office of Research and Sponsored Programs

Academic Master Planning³⁴

The original CSUCI Academic Master Plan was prepared before the arrival of President Rush and the original CSUCI faculty by a group of eight “planning faculty” known as the Faculty Council.³⁵ The original Academic Master Plan was based on needs assessments of the region with consideration given to the start-up nature of the campus. From fall 2001 to fall 2003, the campus implemented this original plan with a few modifications. In fall 2003, President Rush charged the faculty with developing a new, long-range, ten-year Academic Master Plan that reflects the priorities of the University and responds to the needs of the region.

In response to this charge, the Academic Senate established the Academic Master Plan Task Force (AMPTF), a committee-of-the-whole, that met throughout the 2003-004 AY. Over 150 faculty, students, staff members, administrators and community members attended the first meeting and brainstormed about programs and majors the University might add. The AMPTF refined the results of the brainstorming session and prepared an ambitious “Interim Academic Plan.” Given the fiscal realities facing the State and the campus, this plan requires further refinement before it is referred to the Curriculum and the Academic Senate.

During the course of the AMPTF meetings, it became clear that a statement about what it expected from our graduates was needed. Thus, the AMPTF developed and proposed a document entitled “[Characteristics of CSUCI Graduates](#).” Important source documents for this document are the mission and materials from the Greater Expectations Institute.³⁶

³³ “Strategic Initiatives,” [CSUCI Strategic Plan 2003-2008, 2003 Report](#), pg. 6.

³⁴ This section is based on the [WASC Task Force 4.1B Final Report](#).

³⁵ The CSUCI Faculty Council was composed of CSU faculty from other campuses. The membership of the Council was drawn from the CSU Statewide Academic Senate. Upon the arrival of the original CSUCI faculty, the Faculty Council was disbanded.

³⁶ During summer 2004, CSUCI sent a team of faculty, administrators, staff and a student to the Greater Expectations Institute in Snowbird, Utah. The CSUCI team reflected on important CSUCI documents like the University Mission, the “Characteristics of CSUCI Graduates” and the institutional mission-based learning outcomes developed for this report.

Enrollment Management Planning³⁷

At this time, the CSU is faced with the unfortunate situation of lacking the space to serve all qualified students. To address difficult decisions arising out of this situation, President Rush created the Enrollment Management and Student Success Committee (EMSSC) in fall 2003. The committee is chaired by the Provost and includes representatives from the faculty, administration, staff and students. The charge of the committee is to:

“Recommend to the President policies, procedures, practices and actions to be taken that will contribute to student success at CSUCI, including, but not limited to, student enrollment projections, targets, program costs and enrollment caps as these relate to facilities use, student housing, time to degree, and other student success issues. Develop a five-year strategic enrollment management plan by the end of the 2004 spring semester.”

The EMSSC met through out the 2003-04 AY and lists the following accomplishments:

- The EMSSC developed the CSUCI Enrollment Management Plan to assist the Registrar with the screening of CSUCI applications for admission. The plan is based on several factors including future enrollment in each major, faculty support, and alignment with the mission. An important element of the plan is that it establishes priority for applicants from the region (see also “[The CSUCI Commitment to Serve the Region](#)”).
- As applications were processed, the EMSSC monitored admissions and made recommendations to the Registrar on the implementation of the Enrollment Management Plan to achieve targets established for majors and student housing.
- The EMSSC drafted the CSUCI Five-Year Strategic Growth Plan. This plan was transmitted to the President’s Council, the Curriculum Committee, and the University Planning and Coordination Committee for further refinement, assessment of facilities and financial requirements and alignment with the [University Strategic Plan](#).
- The EMSSC consulted with the Office of Academic Advising to review advising policies and practices with the goal of facilitating degree completion.
- The EMSSC consulted with the Office of Recruitment and Outreach with the goal of targeting under-represented and special admissions populations with our region.

Facilities Planning³⁸

CSUCI is fortunate to have inherited the buildings and grounds of the former Camarillo State Hospital and Developmental Center. This rich inheritance also presents challenges as existing facilities are renovated and converted to University use and new facilities are added to the campus. The responsibility of planning these activities rests with the Physical Master Plan Committee (formerly the Campus Planning Committee). This committee was founded in 2000 and consists of twenty-five members with representation from students, faculty, administrators, and community leaders. The committee meets regularly to plan a safe, well maintained, state-of-the-art physical learning environment. The Physical Master Plan Committee addresses educational effectiveness by taking input from the academic master planning process and the enrollment management planning process to prepare the CSUCI Physical Master Plan.

³⁷ This section is based on the [WASC Task Force 4.1E Final Report](#).

³⁸ This section is based on the [WASC Task Force 4.1C Final Report](#).

Budgeting

The budgeting process at CSUCI has evolved each year to reflect the needs of the growing campus. Under the current process, each University division prepares a budget request and presents its budget request to the University Budget Committee. The University Budget Committee is chaired by the Vice President for Finance and Administration and includes representatives from all University divisions. There are currently five faculty members on the University Budget Committee.

The Academic Affairs budget request is prepared by the Academic Resource Committee in consultation with the Provost. This committee holds a series of open-meetings to discuss budget requests from each of the academic program areas. The committee is composed of faculty and Academic Affairs administrators and staff.

Following every budgetary cycle, the University and Academic Affairs budgetary processes have been reviewed and modified to better serve the campus. A guiding principle in the CSUCI budget process has been the desire to involve all stakeholders. With each budgetary cycle, stakeholder involvement, in particular involvement of the faculty, has improved.

The Role of the President's Cabinet and President's Council in University Planning³⁹

The President's Cabinet meets regularly to assure alignment of University activities with strategic and educational objectives and priorities. The Cabinet is comprised of five administrators including the President, the Executive Assistant to the President and the Vice Presidents for Academic Affairs, Student Affairs, and Finance and Administration.⁴⁰ Cabinet members contribute agenda items and participate in discussions, which include frequent reference to University goals. To further the collaborative process and enhance communication throughout the University, the Cabinet meets each month in the larger forum of the President's Council. Comprised of students, faculty and staff from all divisions, the President's Council contributes to the shared governance of the University by discussing issues and ideas and by making recommendations to the President. Through this forum, administrative policies are developed, reviewed and ultimately recommended to the President. Council members are appointed by the President with the goal of having all members of the campus community closely connected to the decision-making process. Minutes of each meeting as well as policies in development and under consideration are posted on the Council website (<http://www.csuci.edu/president/presidentscouncil>).

The University Planning and Coordinating Council, A New Planning Committee⁴¹

Coordinating and aligning planning activities across the University is a daunting task. In spring 2004, President Rush created a university planning committee that will oversee and coordinate all planning for the University and will ensure that the allocation and distribution of campus resources is aligned with the mission and [University Strategic Plan](#). Co-chaired by the Provost and the faculty Chair of the Strategic and Tactical Planning Committee of the Academic Senate, the University Planning and Coordinating Council held its first meeting in spring 2004.

³⁹ This section is based on the [WASC Task Force 3.5A Final Report](#).

⁴⁰ The campus is currently conducting a search for a Vice President for Advancement. Once appointed, the Vice President for Advancement will join the President's Cabinet.

⁴¹ This section is based on the [WASC Task Force 3.5C Final Report](#).

Planning the Structure of Academic Affairs

At the time of the Preparatory Report Review, the faculty and Academic Affairs administrators were amidst a discussion of the structure of Academic Affairs. Determining the optimal structure for Academic Affairs is challenging because ideally the structure should serve elements of the mission like fostering cross-disciplinarity, while at the same time supporting the individual needs of the faculty and growth of robust disciplinary programs. To address this issue, the Academic Senate formed a structure task force, a committee-of-the-whole and invited participation of the Academic Affairs Administration. The task force held a series of meetings, each chaired by different faculty and administrators, and eventually produced a report recommending a structure based on academic programs and centers rather than on traditional academic departments. It further recommended that this structure be implemented on a trial basis for a period of two years with an assessment of the structure to take place in the second year. The Academic Senate passed a resolution in support of this structure and forwarded the recommendation to President Rush. The recommended structure was implemented in fall 2003 for a two-year period. At the time of the preparation of this report, the structure is entering its second year. A retreat of the Academic Affairs administration, faculty, and staff was held at the close of the 2003-04 AY at which time an assessment of the structure began. All faculty have been invited to participate in the 2004-05 Structure Task Force. This task force will be charged with evaluating the existing structure and making a recommendation to the Academic Senate on the future structure of Academic Affairs.

The CSUCI Commitment to Students and Student Success

“We are here for the students.” From President Rush’s first day on campus, he has been steadfast in his conviction that first and foremost, CSUCI is here to serve students.⁴² He has repeated this guiding principle in numerous speeches, interviews, and in the print media. In recruiting faculty, administrators and staff, President Rush has made clear the campus commitment to students and student success and has sought campus colleagues that share this commitment. There is substantial evidence that President Rush has been successful in developing a campus culture that focuses on students.⁴³ In this section, we describe our programs and activities in four dimensions of our commitment to students and student success. First, we examine our efforts to facilitate student learning. Second, we describe programs and activities designed to facilitate degree completion. Next, we detail our efforts to communicate with our students. Finally, we discuss steps we have taken to enhance student life.

Facilitating Student Learning

An important element in student learning is the quality of the faculty. CSUCI has endeavored to put high quality tenure-track and adjunct faculty into the classroom by recruiting faculty focused on student learning and investing in its faculty to improve teaching and student learning.⁴⁴ The faculty use a broad range of methods of teaching and learning ranging from the

⁴² President Rush led the effort to insert the clause “Placing students at the center of the educational experience” into the mission statement. This is an example of his commitment to students and student success.

⁴³ WASC Task Force 1.5 discovered sixty-six different occasions at which administrators, faculty, staff and students described the CSUCI student focus. See the [WASC Task Force 1.5 Final Report](#).

⁴⁴ See [Preparatory Report](#) for profile of the faculty. See also “[Recruitment](#)” and “[for Faculty to Improve Teaching and Learning](#)” earlier in this report.

traditional classroom lecture to methods that actively involve students in the learning process. These latter methods include (but are not limited to):

- Experiential and service learning projects (see [“Support for Experiential and Service Learning.”](#))
- Student scholarly and creative activities (see [“Support for Student Scholarly and Creative Activities”](#))
- Student classroom presentations
- Senior capstone projects
- Senior colloquia presentations
- Team projects and other group work
- Student peer reviews
- Student attendance and presentations at professional conferences
- Student participation in CSU-wide academic competitions⁴⁵

In addition to providing a variety of teaching methods to match the varied learning styles of CSUCI students, the faculty have also championed and implemented several programs to facilitate learning. Seven noteworthy examples are the English Directed Self-Placement Program, the University Writing Center, the Math Tutoring Lab, the University sponsored science tutors, the establishment of learning communities, experiential and service learning courses, and support for student scholarly and creative activities.

English Directed Self-Placement Program

Incoming students may opt to satisfy the first-year writing requirement with either a single course (ENGL 105, Composition and Rhetoric I) or a two-course sequence (ENGL 102 and 103, Stretch Composition I and II). Rather than testing students to determine which of these options best suits their needs, students are allowed to select the option based on self-evaluation. The philosophy behind this innovative program is best summed up by its originator, Professor Jacquelyn Kilpatrick, who states, “At CSU Channel Islands, we believe that students should be in control of their educational choices. Students who decide which introductory courses are right for them tend to be more motivated to succeed in those courses.”⁴⁶

Math Tutoring Lab and University Writing Center

CSUCI established the University Writing Center and Math Tutoring Lab to assist students in all courses with difficulties in mathematics or writing. These resources are available at no charge to students either by appointment or on a drop-in basis.⁴⁷

University Sponsored Science Tutors

Student assistants were hired from among our outstanding seniors as science tutors. The science tutors assisted fellow students in their study of science classes including biology, chemistry and physics.

⁴⁵ [WASC Task Force 2.5A Final Report](#). A side benefit of this investigation is that we are now looking into avenues for sharing these methods among faculty and across disciplines. One possibility is a faculty seminar series focused on these issues.

⁴⁶ A brochure describing this program entitled “English 102/103 or English 105: A Guide to Placing Yourself in the First-Year Course that is Right for You” may be found as an exhibit to the [WASC Task Force 4.1G Final Report](#).

⁴⁷ A brochure entitled “The Math Tutoring Lab & the University Writing Center: Your Resources for Success” may be found as an exhibit to the [WASC Task Force 4.1G Final Report](#).

Learning Communities

CSUCI is forming learning communities. In particular, a pilot program linking enrollment in several English composition courses to enrollment in courses in other areas including business, biology, and education has been implemented. In addition, the new MBA program features a “cohort model” for core courses.

Support for Experiential and Service Learning

Providing students opportunities for experiential and service learning is part of the CSUCI mission. The curriculum provides for internship credit in most academic programs, and students have begun to use internships to apply lessons learned in the classroom in real-world settings. CSUCI also provides opportunities for civic engagement as part of the learning experience through its budding service learning program. CSUCI has instituted policies governing service learning courses. Service learning courses have been developed in many academic programs and are supported by the Office of Service Learning.⁴⁸ Finally President Rush has appointed Professor Scott Frisch as campus coordinator of the American Democracy Project. Professor Frisch will coordinate all curricular and co-curricular civic engagement and service learning activities.

Support for Student Scholarly and Creative Activities

The CSUCI faculty believe that student learning is greatly enhanced when students are given the opportunity to conduct research or engage in creative activities. CSUCI is committed to student scholarly and creative activities. This commitment is realized primarily through faculty efforts that go beyond the classroom to involve students in meaningful research projects and creative activities. Several organizations within the University provide support for these activities including the Library, the Office of Research and Sponsored Programs, the Office of Faculty Development (through faculty mini-grants), and the Division of Student Affairs (particularly through student organizations and clubs). Students also pursue research-related activities in seminars, colloquia, and program capstone projects. Student scholarly and creative activities have resulted in conference presentations, art exhibitions, and publication (jointly with the faculty).⁴⁹

The University Library⁵⁰

The University Library and its programs are highly supportive of our academic programs, and, as such, are well aligned with the mission.⁵¹ The Library is developing its collection with a primary emphasis of supporting undergraduate student learning. Library professionals and teaching faculty select appropriate course-related and research materials for students including books, electronic books and journals, DVDs, CDs, video tapes, digital images, and digital primary source collections. Students can find a wealth of information in print and digital format to conduct research for reports, term papers, group assignments, simulations, and lab exercises.⁵²

⁴⁸ [WASC Task Force 2.9B Final Report](#).

⁴⁹ Examples of student scholarly and creative activities may be found in the [WASC 2.9A Task Force Final Report](#).

⁵⁰ This section is based on the [WASC Task Force 2.13B Final Report](#).

⁵¹ The CSUCI Library Strategic Plan may be found as an exhibit to the [WASC 2.13B Task Force Final Report](#).

⁵² A comparison of our current print collection to the *Choice* standard list of academic books from 1998 through 2002 reveals that the CSUCI Library contains 60 percent of the standard list. As such, the collection provides the necessary core of materials to serve our students.

The Library provides access to information resources on-site and off-site through the latest information retrieval systems such as, a proxy server, online catalogs, databases, electronic reserves, interlibrary loan, a locally created database of 26,000 digital images, and a website rich with content (www.csuci.edu/library). Students have round-the-clock access to all Library electronic resources including course packs and reserve materials compiled by the faculty. Students can access these materials in the library or via the internet. Students have two to four-day access to the print collections of all twenty-three CSU campuses.

The Library circulates digital and digital video cameras, and tape recorders. Students can check out laptop computers to edit their still and video images into high quality presentations. The Library staff provides instruction in the use of all the equipment.

Currently sixty-four faculty members use the Electronic Reserve and Course Pack program. Students have used this service over 22,000 times this past academic year. Internet access has made it easier for students to use reserve materials.

The Library staff reaches beyond the walls of the Library to work collaboratively with students, faculty, and staff in providing services and collections. The library staff meets regularly with individual faculty. From discussion with the faculty the Library better understands faculty expectations for students and how the Library through its collections and services can assist students and faculty. The Student Library Advisory Committee, a student committee, and the Library Advisory Committee, an elected standing committee of the Academic Senate, provide input and direction to the Library regarding student and faculty library concerns, respectively.

Finally, the Library is a welcoming and engaging learning environment conducive to inquiry and research and serves as a social and cultural focal point of the University. The Library holds events for students and for faculty throughout the year. For example, two well-attended exhibitions of student artwork have been staged in the Library. The Library extends its hours during final exams week and serves coffee and refreshments to students studying for finals.



CSUCI students and staff at work in the University Library.

Facilitating Degree Completion⁵³

The CSU Chancellor's Office has declared that facilitating degree completion is a major initiative for the CSU system. The CSU Statewide Academic Senate, acting on behalf of the CSU faculty, embraced this initiative and partnered with the Chancellor's Office in sponsoring a degree completion conference attended by faculty and administrators from all twenty-three campuses. In preparing for this conference, CSUCI drafted a report and presentation on programs and activities to facilitate degree completion. These programs and activities are summarized here.

Graduation Roadmaps and Projected Class Schedules

As a new campus, all academic programs and policies have been developed within the last three years. Each of these programs was designed so that native freshman can complete the baccalaureate degree in four years of full-time study and community college transfers can complete the degree in two years of full-time study. The faculty also prepared four-year, five-year and six-year graduation roadmaps that demonstrate a pattern of courses that will lead to the

⁵³ This section is based on the [WASC Task Force 4.1G Final Report](#).

completion of a degree in the stated time period.⁵⁴ As a complement to the graduation roadmaps, the faculty prepared a projected class schedule showing when courses would be offered over a two-year period. The graduation road maps and projected class schedule have potential as planning tools for the faculty, administration, students, academic advisors and community college counselors. For the faculty and administration, they identify potential bottlenecks in course offerings and assist with planning faculty staffing and resource needs. For students, academic advisors and community college counselors, they provide guidance on optimal course sequencing. As a next step, we intend to explore avenues of dissemination for these materials.

The CSUCI Catalog, Schedule of Classes and Student Guidebook

A key element to facilitating degree completion is the accurate dissemination of degree requirements and academic policies.⁵⁵ The University has demonstrated a commitment to represent accurately its academic goals, programs, and services to students and the larger public. Towards this end, it has produced an array of printed and online materials that have continued to improve in content and presentation. Chief among these is the [CSUCI Catalog](#). This document, more than any other, represents the academic face of the University. It contains basic information about our academic programs, policies, and procedures. CSUCI has published its third university catalog. Current plans call for the annual revision of the university catalog to provide students with current information on the curriculum and student academic policies. Printed and online versions of the university catalog are available to students. With each publication, substantial revisions to the catalog have improved its organization and usability. The [CSUCI Catalog](#) is provided without charge to all new students at the new student orientations.

Two additional widely circulated publications are the [Schedule of Classes](#) and the [Student Guidebook](#). Published each semester, the [Schedule of Classes](#) provides students with vital information on course offerings and the semester calendar. It also includes information on many academic policies and procedures. As its name implies, the [Student Guidebook](#) is a guide to co-curricular life on campus. The [Student Guidebook](#) is revised annually and contains information about student rights and responsibilities, support programs and services, and student activities. Together these publications, along with a host of supporting documents, convey accurate information about our academic goals, programs, and services to students and the larger public.

Academic Advising

In addition to accurate, widely circulated published materials, face-to-face advising is of critical importance in facilitating degree completion. This is especially true in a start-up university where students do not have the benefit of informal peer advising. CSUCI is highly committed to academic advising. The University has developed and implemented a two-tier advising model whereby the faculty provide major advising and the academic advising staff provide general advising. This model has worked well. Several aspects of our academic advising efforts are described below:

- Faculty major advisors are provided with reassigned time to support their advising efforts.

⁵⁴ The four-year, five-year and six-year degree graduation roadmaps may be found as an exhibit to the [WASC Task Force 4.1G Final Report](#).

⁵⁵ See the [WASC Task Force 1.7 Final Report](#).

- The Faculty major advisors and the academic advising staff meet with all incoming CSUCI students at new student orientation sessions. Junior transfers receive progress-to-degree audits at the orientation sessions.
- The academic advising staff has prepared printed advising information on general education and all major programs. These materials are reviewed and updated annually.
- While each member of the academic advising staff provides general advising, individual advisors are assigned to specific high demand areas like general education and liberal studies. This enables our staff to provide higher quality advising to students with questions in these areas.
- The academic advising staff meets annually with all faculty major advisors to exchange information and remain current on major requirements.
- Contact information for all faculty major advisors is available in the [Schedule of Classes](#) and [CSUCI Catalog](#).



CSUCI students working with an academic advisor.

Serving First-Year Students

The first freshman class enrolled in fall 2003. A set of support programs has been developed to assist our first-year students in making the transition from high school to the University. Several of these programs are described below:

Freshman Orientation

The Division of Students Affairs organizes two-day mandatory orientation sessions. At the orientation sessions, the Student Affairs staff introduces incoming freshman to the many services, activities, and programs provided by the University to support their education while at CSUCI. Academic Advising staff and faculty participate in these orientations by introducing the students to the academic programs and policies. By the time that students complete the orientations, they are informed about the University mission, have met other students, and learned about curricular and co-curricular programs. They have met key staff in Student Affairs

and Academic Affairs (including their academic advisors) and have enrolled in classes for the upcoming semester.

Island Compass: Freshman Guide

As its name suggests, the *Island Compass* helps students to navigate the University during their first year. This 25-page booklet contains general advising information, work sheets, and important contact information. It is distributed at the Freshman Orientation sessions and is also available at the Academic Advising Center.⁵⁶

University 101

University 101, Critical Thinking and the University, is a general education course designed to familiarize first-year students with the University and equip them with critical thinking skills. Its catalog description follows:

This course explores language and logic of academic disciplines and teaches critical thinking skills. The heuristics of logic, including inductive and deductive reasoning form a major part of the course content. Professors from each discipline will participate in lectures and discussions to provide exposure and ways of knowing across the curriculum. Through lecture and class discussion, students learn to form various types of argument, apply rhetorical methodologies, and comprehend the relationship of language to logic. Through written assignments, oral presentations, and group work, students learn to express their ideas and accept constructive criticism from peers. The class exercises and lectures will also provide students with means to acquire or improve their academic and professional skills.

This course was offered for the first time in fall 2004. Dr. William Adams, associate professor of anthropology, taught the course with three faculty from other disciplines directing breakout sessions. There have been many guest lectures by faculty from across the University.

First Year Experience Program

CSUCI has designed and implemented a first year experience program for the freshman class. It consists of a series of workshops and events designed to meet the developmental, intellectual, cultural, and social needs of first year students as they make the transition to CSUCI. The workshops are offered by the Advising Center, the Library, C.H.A.P.s, (Career, Health, Accommodations, and Personal Counseling services), and Office of Financial Aid throughout the academic year. These workshops cover many topics including academic and computer skills, career, health, wellness, and university and community service. Events and other activities are offered to forge connections between the students and the campus and to build the student community.⁵⁷

Serving Community College Transfers

CSUCI serves many community college transfers. To facilitate the transfer of community college students, the CSUCI faculty have consulted with the faculty at the local community colleges in the design of the curriculum. With few exceptions, the CSUCI lower division major requirements can be taken at local community colleges. CSUCI employs a full-

⁵⁶ *Island Compass: Freshman Guide* may be found as an exhibit to the [WASC Task Force 4.1G Final Report](#).

⁵⁷ For more information visit the First Year Experience program website at <http://www.csuci.edu/students/enrolled/fye.htm>

time articulation officer and articulation agreements have been struck with the local community colleges.⁵⁸ In addition, the required lower division major courses have been articulated with the California Articulation Numbering System (CAN) when possible. The CSUCI faculty and advising staff have worked closely with local community colleges so that future transfer students are provided current and accurate information about CSUCI baccalaureate programs. Community college transfers are informed of CSUCI general education requirements and are advised to certify general education requirements while at the community college.

Transfer Orientation

The Academic Advising Center provides transfer orientations. An assessment of transfer orientations following the first year led to a substantial revision of these orientations. The Academic Advising Center now provides voluntary pre-advising workshops for all transfers. These sessions are followed by the Transfer Orientation where students are introduced to their faculty major advisors, informed of the University mission, program learning outcomes, and graduation requirements, and enroll in courses for the upcoming semester.

Island Compass: Transfer Guide

Recognizing that the needs of transfer students are different from freshmen, the Academic Advising staff prepared this guide for incoming junior transfers. Like the freshman guide, the transfer guide contains general advising information, work sheets, and important contact information.⁵⁹

Serving Part-Time and Non-Traditional Students

CSUCI serves many part-time and non-traditional students. The largest major programs, liberal studies and business, already schedule required major courses both during the day and in the evening to facilitate degree completion by part-time students. As the University grows, this practice will be extended to other major programs. A small selection of courses is currently offered on Saturdays.

The campus has also begun to offer courses and programs through the Office of Extended Education (see also, [“The CSUCI Commitment to Serve the Region.”](#))

Communicating with CSUCI Students⁶⁰

An important element of our commitment to students and student success is providing channels of communication with the CSUCI faculty and staff so that students may receive accurate and timely responses to their questions and feedback about their performance. We have established many channels of communication and will highlight several here.

Communicating with Individual Instructors

To begin, all faculty and students are provided with email addresses to facilitate electronic communication. In addition, faculty and students have access to Blackboard to facilitate a dialogue among students and between the students and the faculty. Support staff are available to assist faculty and students with Blackboard.⁶¹

The faculty employ many means of communicating with students over the course of a class. Faculty contact information is a standard feature of CSUCI syllabi. This information

⁵⁸ See the [WASC 2.14 Task Force Final Report](#).

⁵⁹ *Island Compass: Transfer Guide* may be found as an exhibit to the [WASC Task Force 4.1G Final Report](#).

⁶⁰ This section is based on the [WASC 2.5B Task Force Final Report](#).

⁶¹ See the [WASC 2.5C Task Force Final Report](#)

includes office location, telephone number and email address. The faculty are required to hold office hours. Office hours are typically included in course syllabi and provide students with an opportunity for individual conferences with their instructors. Many faculty use Blackboard to post assignments, lecture notes and grades.

Communicating with Faculty and Staff on Degree Progress

CSUCI communicates regularly and often with its students on their progress toward their degrees. A key to these efforts is the CSUCI academic advising model (see “[Academic Advising](#)”). All students have access to professional academic advisors in the campus Advising Center and to faculty major advisors.

The Office of Admissions and Records monitors student academic performance. The Office provides a progress-to-degree audit for all incoming junior transfers. This audit is used by the students, the advising staff and major advisors to assist students in planning their programs of study. A progress-to-degree audit will be prepared for all native freshmen when they reach junior standing. The first freshman class enrolled at CSUCI in fall 2003. As such, the progress-to-degree audit will be implemented in fall 2005.

The Office of Admissions and Records also provides students with access to semester grade reports, identifies and notifies students whose performance qualifies them for University honors or for probation and disqualification.

Enhancing Student Life

The Division of Student Affairs supports and enhances learning through its high-quality activities, facilities, programs, and services. While it offers an array of programs that address all aspects of student life, we focus here on those programs that bear most directly on educational effectiveness.⁶² These programs foster a learning environment that promotes and embraces mentoring, diversity, leadership development, communication, problem solving, and decision-making.

Associated Students Incorporated

All CSUCI students are members of Associated Students Incorporated (ASI), the umbrella organization for Student Government, the Student Programming Board, and the student newspaper, the *Channel Islands View*. Student Government sets policy, provides student service programs, contributes input on University policies, and recommends students to serve on University advisory boards and committees. The Student Programming Board is a student committee that assists in the planning of activities and events on campus. This Board’s objective is to educate, entertain and enlighten CSUCI students through sponsored activities. Activities include films, concerts, cultural art exhibits and activities, promotions, special events, speakers, and video productions. The *Channel Islands View* student newspaper is written by and for students and is a forum for discussion of current topics as well as campus issues and events. Through their participation in these student government programs, students gain valuable experience in the full range of activities associated with leading and managing these

⁶² In addition to those programs and services described here, the Division of Student Affairs also offers high-quality programs and services in the areas of Admissions and Records, Student Recruitment, Veterans Affairs, Student Health Services, Recreation and Leisure Services, Disability Accommodation Services, Personal Counseling Services, Financial Aid, Judicial Affairs, New Student Orientation, and Outreach and Educational Opportunity Program (EOP). These important programs are addressed elsewhere in this report or in the Preparatory Report.

organizations. For example students practice budgeting, scheduling, marketing, conducting meetings, and identifying and ranking priorities.

Student Activities, Clubs, and Organizations

Student activities, clubs and other student organizations provide educational and multicultural programs. They also provide leadership opportunities and the prospect for civic engagement through community service. Student organizations promote teamwork, peer mentoring, and communication skills as participants address the issues and challenges facing these organizations.

Career Development Services

The mission of Career Development Services is to assist students in reaching their educational, career, and employment goals. Career exploration, planning, and job preparation resources include:

- Computer Assisted Career Guidance/Research: EUREKA, Career Cruising, SigiPlus, and MonsterTrak
- One-on-One Career Counseling
- Co-Curricular Transcript Development
- Career Resource Library
- Career Development Workshops (e.g. Resumé Writing, Interview Strategies, Dress for Success)
- Internship Opportunities
- Resumé Development
- Career Fair
- Job Shadowing
- Volunteer Opportunities
- Student Employment
- Graduate Leadership Opportunities

Working with the capable staff in Career Development Services, students practice research skills and polish both written and verbal communication skills.

Housing and Residence Life

CSUCI will offer on-campus housing for the 2004-05 AY. The University has constructed apartment-style living arrangements that are tailored for the academic-minded student. It is our goal that students living in the residence halls will form learning communities that mix ethnic, cultural and socioeconomic groups. As such on-campus living at CSUCI will contribute to the educational experience for student residents.

The CSUCI Commitment to Diversity⁶³

CSUCI is firmly committed to diversity and the role it plays in enhancing student learning and educational effectiveness. The CSUCI commitment to diversity begins with our mission that states that CSUCI “graduates students with multicultural and international perspectives.” Many CSUCI programs, policies and procedures have been developed or are under development that illustrate this commitment. That evidence is detailed below.

⁶³ This section is based on the [WASC Task Force 1.5 Final Report](#).

Ethnic and Racial Diversity of CSUCI Students, Faculty and Staff

CSUCI is committed to serving the diverse population of our region. All ethnic and racial groups are present in the CSUCI student body.⁶⁴ We believe that the diversity of the student population is an asset that contributes to the effectiveness of each student's educational experience. This is further enhanced by the diversity found in the faculty and staff. At present there are a total of 167 active, full-time and part-time faculty of whom twenty-nine percent are self-reported as non-White. In addition, thirty-nine percent of the campus staff are self-reported as non-White.

Ethnic and Racial Diversity in the Curriculum

Four noteworthy examples of curricular programs that reflect our commitment to diversity are the language and multicultural graduation requirement, academic programs with a multicultural emphasis, the large number of courses with ethnic and racial diversity content, and the creation of a new institute that will address in part ethnic and racial issues.

The CSUCI Language and Multicultural Graduation Requirement

The CSUCI faculty have instituted a language and multicultural graduation requirement.⁶⁵ All CSUCI students are required to complete one semester of a language other than English and to take a general education course that includes a multicultural experience. These courses are found in General Education Category C-3b, Art, Literature, Languages and Cultures—Multicultural. There are currently sixteen courses that meet this requirement.

⁶⁴ Statistics describing the ethnic and racial diversity of the student body may be found in the [WASC Task Force 1.5 Final Report](#).

⁶⁵ [CSUCI 2003-04 Catalog](#), p. 83.

Academic Programs and Courses that Focus on Ethnic and Racial Diversity

The faculty have also developed several academic programs that focus on ethnic and racial diversity. These include:

- A minor in Asian-Pacific Studies
- A minor in Chicano/a Studies
- A Bachelor of Arts in English with an Emphasis in Multicultural Literature
- A minor in Spanish

A review of our curriculum reveals that there are currently seventy-six courses that have significant ethnic and racial diversity content. These courses are offered by eleven disciplines and are summarized in Table 2, Courses by Discipline with Ethnic and Racial Diversity.⁶⁶

Table 2. Courses by Discipline with Ethnic and Racial Diversity Content				
Discipline	Lower Division Course	Upper Division Courses	Graduate Courses	Total
Anthropology	1	5	0	6
Art	3	8	0	11
Business	0	1	0	1
Education	0	0	9	9
English	0	13	0	13
History	0	24	0	24
Music	0	4	0	4
Physical Education	1	0	0	1
Psychology	0	3	0	3
Special Education	0	1	2	3
Theater	0	1	0	1
TOTAL	5	60	11	76

The Community and Labor Studies Institute

In addition to courses that address ethnic and racial diversity, the campus created a new institute in 2004, the Community and Labor Studies Institute (CLSI). The institute was proposed by the faculty and received significant support from community members. The objective of the CLSI is to "...integrate student interdisciplinary skills and service learning with applied studies and research and with the community, labor and the non-profit sector." And will "...serve as a clearinghouse for information; offer consultation and training; conduct public policy, collaborative and applied research studies; and convene the public on issues of interest to communities and labor."⁶⁷

⁶⁶ A full listing of courses with racial and ethnic diversity content may be found in the [WASC Task Force 1.5 Final Report](#).

⁶⁷ Community and Labor Studies Institute Mission Statement.

Racial and Ethnic Diversity and Co-Curricular Programs

CSUCI provides many co-curricular programs and activities that underscore the role of racial and ethnic diversity to enhance the educational experience of our students. For example, in spring 2004, CSUCI co-sponsored and hosted the Southern California Forum for Diversity in Graduate Education. The Forum, now in its fourteenth year, is planned by a consortium of California public and private universities including the University of California and CSU systems. Over 1,000 students from colleges and universities across California attended the forum. At the Forum the students were provided with workshops on attending graduate school and a recruiter fair with representatives from eighty-three institutions of higher education spanning the United States. The very likely outcome of such an event is that students currently underrepresented in graduate school will continue their education. Hosting the Forum was truly a campus-wide effort involving all divisions of the University.

The Division of Student Affairs provides many co-curricular activities that address diversity issues on campus. For example:

African-American History Month Celebration

- International Week
- 9-11 Remembrance
- Hip Hop Social Justice Workshop
- A concert by a jazz flutist
- A field trip to the Museum of Tolerance
- The World of Salsa
- Faces of America
- Popcorn and Movies
- Food and Music from Around Latin America
- Mexican Independence Day Celebration
- Cesar Chavez Day Celebration
- The Color of Fear
- Holiday Posada
- Rosa Guerrero's Multicultural Tapestry
- Living Out Loud



CSUCI students, faculty and staff participate in the International Festival. The International Festival is one of many events sponsored by the Division of Students Affairs during International Week. The Division of Student Affairs sponsors many activities that address diversity issues.

Other Forms of Diversity

In preceding sections, we have highlighted curricular and co-curricular activities that embrace racial and ethnic diversity to enhance the educational experience of our students. However, there are many other forms of diversity in such areas as gender, sexual preference, age, and the like. The faculty have developed many courses that address diversity issues. To date three courses have been developed that address women's issues,⁶⁸ two courses that address issues of sexual preference,⁶⁹ three courses that address issues facing different age groups,⁷⁰ and three courses on issues facing individuals with disabilities.⁷¹

CSUCI is addressing the needs of seniors through the Osher Lifelong Learning Institute (OLLI). The OLLI is a grant funded program that offers courses to enrich the lives of individuals who are retired or semi-retired and are over the age of fifty.

⁶⁸ These courses include ART 433, Women in the Arts, ENGL 456, Fiction by Women Authors, and HIST 414, Women in History.

⁶⁹ These courses include ENGL/GEND 433, Gay/Lesbian/Bisexual/Transgender Studies and PSY 220, Human Sexual Behavior. The former course is a cross-listed, upper-division general education course.

⁷⁰ These courses include PSY 213, Developmental Psychology, PSY 415, Assessment of Children, and PSY 445, Adolescent Development. In addition, the Education program offers courses addressing the learning needs of different age groups.

⁷¹ One course, PSY/SPED 345, Individuals with Disabilities in Society is a cross-listed, upper-division general education course offered by psychology and special education. The campus also offers two American Sign Language courses (ASL 101 and 102). In addition, the Education program offers courses addressing issues facing students with disabilities.

The campus is also accommodating the needs of non-traditional students. This topic is addressed in full in the section entitled “[The CSUCI Commitment to Students and Student Success](#).”

The CSUCI Commitment to Serve the Region

An enormous asset that CSUCI has enjoyed in its infancy is the extraordinary support of the local community. For more than thirty years, the citizens of our region have dreamed about and actively sought a CSU campus. The faculty, administration and staff are well aware of this asset, and have worked to maintain and enhanced its value. President Rush has articulated our commitment to the region on many occasions when he has shared with the community his vision that the CSUCI faculty and staff do not own the University, rather the University belongs to the community. To the extent that it is possible, we are here to make their dreams a reality.

To date, we have demonstrated our commitment to the region in several ways. First, the campus has sought input from the community in determining which academic programs will be offered at CSUCI. As noted above, community members have been invited and have participated in the academic master planning process. Second, community members have helped the faculty to shape the curriculum.⁷² Third, the Office of Extended Education has been active in gauging the needs of the region. Several academic programs, including the MBA and an MA in Education are scheduled to begin in fall 2004 on a self-supporting basis through Extended Education. Fourth, CSUCI has attempted to address regional educational needs with several special programs. Particularly noteworthy are the Summer College for High School Students, OLLI [create link to earlier section here], and the budding service-learning program. In partnership with the Ventura County School District Migrant Education Program, the CSUCI Summer College program was designed to serve migrant students in the Ventura County region. The Summer College program prepares regional migrant students for the transition into higher education and allows them to earn college credit. The unique summer program includes language and study skills assistance, career and academic discipline exploration, in addition to a three-credit college course taught by the CSUCI faculty. Field trips to local sites give students a lively hands-on way to interact with the course content. Students are furnished with school supplies and a computer for home use while in the course. A free shuttle bus escorts them to and from campus. Now in its third year, the Summer College program, which boasts a 100 percent completion rate, motivates students to finish high school and pursue a college degree.⁷³

A concern raised in the [Preparatory Review Report](#) is whether CSUCI will be able to accommodate and serve qualified students from the region as the campus matures. The campus has taken this concern to heart in the preparation of its enrollment management plan by assigning a high level of priority to applicants from the region.⁷⁴ We have also been proactive in providing information about our academic programs. The campus has actively recruited students from all regional high schools, community colleges and the Pt. Mugu Naval Air Station, and has hosted annual open houses for citizens of the region. At the open houses, the faculty have made presentations to the public on the nature of the academic majors. In addition, the CSUCI faculty

⁷² Examples of community input into curriculum development are the sessions held by the Education faculty to solicit input from the community to shape the teacher education program, and the formation of the Business Advisory Council that is providing guidance to the business and economics faculty on the newly created MBA program.

⁷³ CSUCI tenure-track faculty have taught such courses as forensic science, anthropology and psychology in this program. For more information see the [WASC Task Force 2.5D Final Report](#).

⁷⁴ For more information, see “ [Management PlanningUTP](#)” above.

and staff have hosted faculty, administrators and staff (in particular, counselors, academic advisors, and articulation officers) from the regional high schools and community colleges to solicit input on the developing curriculum and to share program requirements. The faculty and administration have also visited local community colleges to exchange programmatic information. The campus has articulated lower division requirements for its majors with each of the local community colleges.

The University has already established deep roots in the region that it serves. One way of fostering the relationship with the citizens of the region is to include them in the planning and assessment of the new University. In fact, CSUCI is committed to involving all stakeholders in decision-making and assessment. The CSUCI commitment to inclusiveness is discussed in the next section.

The CSUCI Commitment to Inclusiveness

CSUCI is committed to inclusiveness. We have defined this to mean that prior to a final decision on any issue facing the University, all stakeholders are invited to provide input and to participate in the dialogue regarding the issue. While we have attempted to honor this commitment across the University, in this section, we describe how this commitment bears on educational effectiveness.

Stakeholder Involvement in the Development of Academic Programs and Policies

While acknowledging that the CSUCI faculty has the primary responsibility for the curriculum, President Rush has urged the faculty to engage the community in the development of our academic programs and policies. The faculty have solicited and received community input in developing the Academic Master Plan.⁷⁵ We have also solicited input from stakeholders including faculty and staff from other CSU campuses and regional community colleges and high schools. In fact, we regard the community colleges as our regional educational partners and have worked closely with the faculty, administrators and staff (particularly the counselors and articulation officers) to design and implement programs and policies that allow community college transfers to complete their baccalaureate degrees in four years.

Stakeholder Involvement in Faculty, Administrator and Staff Recruitment

As noted above, CSUCI has developed a unique model for faculty recruitment. The model is highly inclusive as the faculty has served as a recruiting committee-of-the-whole and applicants must receive the support of a super-majority of the recruiting committee to be offered a campus visit or permanent appointment. In addition, community members have participated in the faculty recruitment process.⁷⁶

Administrator recruitment has also been a highly inclusive process. For example, during the 2003-04 AY the campus conducted a search for the Provost and Vice President for Academic Affairs. The search committee consisted of four faculty (each of whom was elected by the faculty), two students, one administrator, one Academic Affairs staff, and a community member. The candidates' interview schedules allowed every member of the campus community and the public-at-large multiple opportunities to meet the candidates. Advice was solicited from all participants and used by the search committee in making its recommendation.⁷⁷ As is the case

⁷⁵ For more information, see “ [Master PlanningUTP](#)” above.

⁷⁶ For more information, see “ [Recruitment](#)” above.

⁷⁷ For more information on the VPAA/Provost search see the [WASC Task Force 1.1 Final Report](#).

with administrator recruitment, there has also been faculty, administrator and staff participation in the staff recruitment process.

Stakeholder Involvement in Developing the Structure of Academic Affairs

See [“Planning the Structure of Academic Affairs.”](#)

Summary and Conclusions

In this far-reaching essay we have made a comprehensive study of whether CSUCI has established clear and appropriate educational objectives at the institutional and program levels. At this point, we believe that we have progressed well in this regard. CSUCI is highly mission focused and the focus of the mission is on students and student success. There is a high level of awareness, acceptance, and commitment to the mission, and this has led to high degree of alignment of the curriculum and co-curriculum, planning and resource allocation with the mission. Although we expected the curriculum to be well aligned with the mission, the high level of alignment of the curriculum is surprising. Our analysis revealed that the design of the curriculum is such that CSUCI graduates will meet all of the University’s mission-based learning outcomes regardless of major. We have learned that the alignment of the curriculum with the mission is not a project, but a process and although we are pleased with our findings, there is still much to be done. In particular, we intend to develop a set of learning outcomes for the general education program and other curricular graduation requirements (especially the writing proficiency requirement and the language and multicultural requirement) that will provide us with a more detailed look at the alignment of these programs with the mission and allow us to assess these programs to determine whether students are meeting these outcomes.

As a new university, planning efforts are especially important. Our planning efforts at the university, division and program levels are well aligned with the mission. The campus has adopted a mission centric strategic planning model and developed its first strategic plan. As this plan is implemented, other university divisions and programs have prepared strategic plans that are consistent with and aligned to the [University Strategic Plan](#). Other planning efforts are also aligned with the University mission. Particularly important at this time are the Academic Master Plan, Physical Master Plan, Enrollment Management Plan and the Budget. An issue facing the campus that was noted in the [Preparatory Review Report](#) and has been addressed by the [University Strategic Plan](#) is the alignment of faculty and staff rewards with the University mission. Activities are underway across the campus to improve the alignment of rewards with the mission.

In addition to learning outcomes that can be gleaned from the mission, the mission also expresses many values, objectives, and commitments that reflect the unique character of the campus and bear directly on educational effectiveness. We have identified many of these values, objectives and commitments in this essay. In particular, we have addressed our commitment to:

- Students and Student Success
- Diversity
- The Region
- Inclusiveness

We believe that we have made significant progress toward meeting each of these commitments.

In the next essay, we examine the second element of our core commitment to educational effectiveness. That is, how has CSUCI employed processes of review, including the collection

and use of data that assure delivery of programs and learner accomplishments at a level of performance appropriate for the degree or certificate awarded.

PART 2. HOW CSU CHANNEL ISLANDS EMPLOYS PROCESSES OF REVIEW, INCLUDING THE COLLECTION AND USE OF DATA, THAT ASSURE DELIVERY OF PROGRAMS AND LEARNER ACCOMPLISHMENTS

The CSUCI Commitment to Continuous Improvement

CSUCI is committed to continuous improvement. In our early years, our primary focus has been on the planning and implementation of our forward-looking, innovative programs. As these programs grow and mature, our focus will shift to systematic review of our programs to determine the extent to which we are meeting our objectives, and what steps we can take to improve our performance and our programs. President Rush has set the tone for the campus by declaring that it is his intention that decisions on campus will be based on consultation with all stakeholders, on relevant evidence, on their alignment with the mission, and finally, on whether they benefit students. He has been clear in his desire to establish a culture of evidence leading to continuous improvement for all CSUCI Divisions.⁷⁸

In this essay we describe the steps taken to date to establish a culture of evidence leading to continuous improvement. We begin by reviewing the CSUCI policy on continuous improvement and the role of assessment in the University strategic planning model. Next, we examine existing and planned processes for review of the CSUCI curriculum. We will then look at existing and planned processes for review of the CSUCI co-curriculum. Throughout the essay, we will focus our attention on those CSUCI programs that bear directly on educational effectiveness.

CSUCI Policy on Continuous Improvement

The preparation of this report has been a yearlong, campus-wide effort. Early in the deliberations of the WASC Accreditation Committee, committee member Professor Scott Frisch raised the following question, “What is the CSUCI policy on assessment and continuous improvement?” While there was consensus among committee members that CSUCI is committed to a culture of evidence leading to continuous improvement, it was also noted that the campus had not developed a policy in this area. At the committee’s request, Professor Frisch, working with the WASC Accreditation Steering Committee and President Rush, prepared a formal campus policy entitled “Policy on Assessment.” The policy applies to all CSUCI faculty and staff and is as follows:

“The assessment process will be a continuous effort that will involve faculty, staff and other concerned stakeholders and will directly inform University activities. Each division of CSUCI will be asked to define its goals and methods of assessment and to explore new methods of evaluation. Each division will collect and analyze data on effectiveness on an annual basis and respond with changes to improve effectiveness. Specific steps to implement this policy include:

- Each division will formulate a set of program objectives consistent with the mission of the university, the program, and the standards of the discipline/area.
- All divisions will engage in ongoing assessment and improvement activities and will report on these activities to their Vice President on an annual basis.

⁷⁸ For more information see the [WASC Task Force 4.6 Final Report](#).

- Each division will designate an assessment coordinator; a university-wide assessment director will be appointed by the President.”

This policy is in the final stages of campus approval with final approval expected in the fall 2004.

Another University document that articulates the campus commitment to assessment and continuous improvement is the [CSUCI Strategic Plan](#) (see also “[Strategic Planning](#)”). Our strategic planning model calls specifically for the “Assessment of Results.” This is defined as “The compilation and analysis of activities based on the strategy. All plans must have a mechanism to capture results. All plans must have performance measures (often called expectations) built into the plan. The strategy must be formulated and articulated in a way that allows for an accurate measurement of results.”⁷⁹ The planning model goes on to show a feedback loop whereby the assessment results are used to modify various aspects of the plan.

These documents, along with other CSUCI planning documents are evidence of the commitment to assessment in continuous improvement. In the next section, we discuss how these ideas have been or will be implemented with regard to the CSUCI curriculum.

Institutional Support for Assessment

The Office of Institutional Research

To assist in the collection and analysis of evidence, CSUCI created the Office of Institutional Research (OIR) in fall 2002. The OIR is the primary source of statistical reports pertaining to the campus. The Chancellor’s Office requires many reports throughout the academic year on projected and actual enrollment, applications, and the like. These reports are the responsibility of OIR. In addition, the OIR conducts studies and prepares special reports for the campus. Four OIR projects of note for their implications for educational effectiveness are:

- Student Evaluation of Teaching Effectiveness
- Student Survey of Class Schedule Preferences
- Freshmen Survey, Your First College Year Survey, and Other Surveys
- Evidence Preparation for the CSUCI Preparatory and Educational Effectiveness Reports

The OIR has begun to post all non-confidential data and reports on its website: www.csuci.edu/about/ir.⁸⁰

The Office of Faculty Development

The Office of Faculty Development (OFD) has also been active in supporting faculty work in assessment.⁸¹ As at other universities, CSUCI faculty are learning about the benefits of assessment, the time and effort involved, and approaches and methods appropriate in different contexts. The OFD has sought ways of facilitating and supporting that learning. The OFD coordinated participation of faculty teams representing different disciplines in two important

⁷⁹ [Strategic Plan: 2003-2008, 2003 Report](#), p. 4-5.

⁸⁰ For more information see the [WASC Task Force 4.5 Final Report](#).

⁸¹ The OFD supports faculty in teaching, scholarly and creative activity, and service. For more information see “[for Faculty to Improve Teaching and Learning](#)” and “[for Faculty Scholarly and Creative Activities](#).”

conferences, the CSU General Education Assessment Conference (March 2003, Fullerton, CA) and, with a different group of faculty and a director from Student Affairs, the AAHE Assessment Forum (June 2003, Seattle). The AAHE team met frequently during the conference and in the weeks following, becoming an informal “Assessment Team” and developing a statement of Assessment Principles [create link to this document here]. This group also developed the idea for launching faculty work in assessment at CSUCI with support for a few pilot projects from which everyone would learn (link to that RFP and the final/interim project reports).

The OFD has also organized on-campus workshops that were well attended. In the spring 2003, Dr. Mary Allen, Director of the CSU Institute for Teaching and Learning and a leader in assessment in the CSU, came to CSUCI and led a daylong faculty workshop on assessment and improving student learning, focusing especially on active and interactive learning models. All faculty received a copy of her assessment handbook. In January 2004, the OFD brought Professor Renee Curry, CSU Monterey Bay, to CSUCI to lead a workshop on Classroom Assessment Techniques. That workshop and the follow-up interviews conducted by the OFD student assistant reinforced the value of assessment to faculty, to adjust courses while they are in progress based on better information about student learning, not to mention the value to students who then take a more active role in assessing their own learning.

The OFD supports faculty work in assessment also by building the Faculty Resource Room collection of books on assessment and scholarship of teaching and learning, identifying which books will be especially useful for particular faculty projects, disseminating information about opportunities off-campus (*e.g.*, taking faculty from CSUCI to CSUN for an all-day assessment workshop led by Professor Lynda Harding, CSU Fresno), including assessment and scholarship of teaching examples in OFD requests for proposals for faculty mini-grants, advising faculty one-on-one as they develop CATs or work on assessment projects and proposals, and sponsoring on-campus faculty forums, where faculty hear about assessment at CSUCI—what’s working and what presents tough challenges. In all of these activities, the OFD has learned that what has been most successful are approaches involving faculty teams and collaboration, opportunities for our faculty to learn from each other, connections with research methods of the discipline areas, a focus on real questions and issues that faculty have about the level of their students’ achievements, and a safe environment in which to explore the meaning of results.

The Faculty Assessment Advisor

In addition to the OIR, the Division of Academic Affairs is providing support for curricular assessment by funding a faculty assessment advisor, Professor Harley Baker. Professor Baker is assisting academic programs with assessment projects. At present, Professor Baker is working with the English faculty to develop evidence to assess the [English Directed Self-Placement Program](#).

CSUCI Curriculum Assessment, Review and Continuous Improvement

Assessment and Review of CSUCI Courses

As noted above, the OFD has been active in promoting the development and use of classroom assessment techniques (CATs). In addition to hosting workshops on classroom assessment, the OFD has also sponsored forums for faculty featuring faculty presentations on ways they are assessing student learning and teaching effectiveness. Computer Science Professor

William Wolfe, for example, shared a technique he developed that makes use of online peer review in his classes. This innovative CAT became the topic of an article by Professor Wolfe that appeared in *exchanges: the online journal of teaching and learning in the CSU*. Another forum featured five lecturers teaching freshman composition courses. These faculty offered a demonstration of and commentary on their work in team-based evaluation of student writing, reflecting on the impact of development and application of shared criteria and standards on student-faculty interaction while the class is in progress.⁸²

The campus also engages in a formal, peer evaluation of teaching effectiveness. An element of this process is the student evaluation of teaching effectiveness (SETE). The SETE process was developed by the Academic Senate and is in accordance with the Collective Bargaining Agreement between the California Faculty Association and the CSU Board of Trustees of the California State University. Our SETE process requires all tenure-track faculty to conduct student evaluations of at least two courses during the academic year. For all other faculty, every course is evaluated. For now we have adopted the University of Washington student evaluation instrument. The Faculty Affairs Committee of the Academic Senate is reviewing our experience with this instrument and will advise the Academic Senate and Provost on its continued use.⁸³

Once the results are tabulated, they are provided to individual faculty members and posted to each faculty member's personnel file (known as the personnel action file). These evaluations, along with other evidence including course materials (such as syllabi, course hand-out, and examinations) and classroom visitation are used to prepare the formal peer evaluation of teaching effectiveness.

Assessment and Review of CSUCI Academic Programs

Assessment and Review of the General Education Program

The CSUCI general education program has been the subject of continuous review and revision. The original general education program was drafted by an *ad hoc* faculty committee during 2001-02 AY. Recognizing the vital importance of general education, the Academic Senate amended its by-laws to create a standing General Education Committee (GE Committee) during the 2002-03 AY. The GE Committee is elected by the faculty with representation from the various academic programs. As one of its first orders of business, the GE Committee conducted a review of the general education criteria. Based on this review, the GE Committee recommended changes to the general education criteria that were eventually adopted by the Academic Senate. The GE Committee also proposed an approval process for general education courses and conducted a review of all previously approved general education courses to ensure that they met the general education criteria (see also "[The CSUCI General Education Program and Approval Process](#)").

At present we believe that our general education program is well aligned with our mission (see "[The CSUCI Alignment Analysis](#)"). An important next step for the campus is the development of learning outcomes for the general education program, and the development and implementation of an assessment plan to determine whether CSUCI graduates are meeting these outcomes.

⁸² For additional information see the [WASC Task Force 4.7A Final Report](#).

⁸³ For additional information see the [WASC Task Force 4.4C Final Report](#)

Assessment and Review of the Major Programs

Although the campus majors have all been implemented within the last two years, plans are already in place for the periodic review of these programs. Campus policy calls for a review of each degree program on a five-year cycle. The purpose of the program reviews is encourage the improvement of programs by thoroughly and candidly evaluating:

- the mission and goals of the program and their relation to the mission of the institution.
- the curriculum through which program mission and goals are pursued.
- the assessment of student learning outcomes, the program revisions based upon those outcomes, and the plans for future assessment activities.
- the range and quality of scholarship and creative activities, emphasizing those involving students.
- the quality and diversity of faculty and staff and their contributions to program mission and goals.
- the quality of entering and graduating students.
- the library and other educational resources.
- physical facilities.
- service and contributions to the community.

The program review will include the following three components:

- Academic Program Self-Study and Recommendation
- External Review and Recommendation
- University Review and Decision-Making

This policy was proposed by the Curriculum Committee of the Academic Senate and is consistent with CSU policy. It was passed by the Academic Senate in spring 2004.⁸⁴

Consistent with this policy, the faculty have begun work on pilot projects to assess student learning outcomes. The pilot project program is modeled on one developed by Dr. Barbara Wright at Eastern Connecticut State University. The projects were designed and proposed by the faculty, and supported with reassigned time by the Division of Academic Affairs. The projects require faculty teams to collect and analyze evidence of student learning related to one or more of the program objectives to determine changes needed to the curriculum, teaching methods, or other areas in order to improve student achievement.⁸⁵

Another major program assessment project was conducted by a WASC Task Force during the 2003-04 AY. The WASC Task Force was charged to determine whether major program learning outcomes have been disseminated to students. The Task Force conducted a survey of students from four majors (Business, English, Biology and Liberal Studies) on their knowledge of the published learning outcomes for their major programs and the extent to which they believed that their majors were accomplishing these outcomes. The survey revealed that forty-three percent of the students had seen their majors' learning outcomes while the remaining students reported that either they had not seen or were unsure if they had seen the learning outcomes. In addition, eighty percent of the students indicated that they believed that their educational experience at CSUCI was in line with the learning outcomes articulated by the program and eight percent expressed view their courses partially met the learning outcomes. The

⁸⁴ For more information see the [WASC Task Force 4.4B Final Report](#).

⁸⁵ For more information see the [WASC Task Force 2.4C Final Report](#).

remaining students did not feel that their educational experience was in line with the learning outcomes of the program or were not sure.

We conclude from these results that since only forty-three percent of students surveyed recalled seeing the statement of the learning outcomes for their major, a more concerted effort needs to take place to inform all students of the learning outcomes of their major. Students suggested many different avenues for achieving the dissemination of the learning outcomes that included print, electronic and interactive methods of communication. It is the belief of the task force that programs should examine multiple and repeated methods for disseminating learning outcomes to students. The Dean of the Faculty and the Program Chairs were apprised of this result and consulted on how to disseminate this information to students.

In our analysis of the alignment of the curriculum, we found that there is a high degree of alignment between major course requirements and major learning outcomes (see “[The CSUCI Alignment Analysis](#)”). The fact that eighty percent of the students believed that their educational experience was in line with the major learning outcomes is evidence of the alignment of the major course requirements with major learning outcomes. Program Chairs were given a summary of the survey results so that they can follow-up with students and faculty. The survey provided valuable information about the clarity of their public statements regarding learning outcomes.

As a next step, we intend to repeat this survey during 2004-05 AY for all majors and credential programs.⁸⁶

Assessment and Review of the Additional Graduation Requirements

In addition to general education and major requirements, CSUCI has adopted several additional graduation requirements (see also “[Additional CSUCI Graduation Requirements](#)”). Of these, the writing proficiency requirement and the language and multicultural requirement are of particular note for this report. Although these requirements are mission focused (see “[The CSUCI Alignment Analysis](#)”) the task of preparing learning outcomes for these requirements is not yet complete. An important next step for the campus is the development of learning outcomes for these requirements, and the development and implementation of an assessment plan to determine whether CSUCI graduates are meeting these outcomes.

Assessment and Review of the Credential Programs

As the Education faculty systematically begin new teacher credential programs each year, they assess the existing programs. The program assessment process is evolving with new layers of inquiry and results analysis and planning added each year. At the end in the first year, the faculty asked the multiple subject credential candidates to answer a set of written questions. The credential candidates then discussed their responses as a group with the program chair who distributed the results at a faculty program review and planning meeting. The faculty revised the Multiple Subject Program using the students’ critique combined with faculty, university student teaching supervisor and cooperating teacher suggestions. Program structure, policies and procedures were revamped based upon the analysis.

As subsequent programs developed, they also benefited from the students’ perceptions of the program and areas that were changed. The Education faculty held its first retreat this spring bringing together for one day all of the faculty (full and part-time, university supervisors and Credential Office staff) to discuss the areas in which we were doing well and issues in program

⁸⁶ For more results from this survey, see the [WASC Task Force 2.4B Final Report](#).

delivery and student success. The retreat culminated in a work plan that identified key areas for improvement, timelines for achieving change and individuals taking responsibility for the key areas.

The assessment of the teacher credential program added a new layer this spring with the addition of a graduate survey that asks teachers and their employers, one year after program completion, about their perceptions of the programs strengths and areas in need of change. We will receive the results from our first class of Multiple Subject teachers in fall 2004. The results will be incorporated into the Education program review, analysis, and planning process. The analysis of student work was added as another new layer to the evaluation system this spring. The Education faculty began a pilot project of assessing portfolios of student work. After reviewing portfolios for their respective students and giving students feedback on their work, teams of teaching faculty and university supervisors summarized their perceptions of the portfolio process and the program based upon the students' work. The results of the portfolio analysis will be used with faculty as a discussion item at the beginning of the academic year, when the faculty meet to complete the annual Education Program work plan. In future years, the student evaluations from the CSU Systemwide evaluation and faculty evaluations of student portfolios will be incorporated into subsequent annual program retreats where the program review, analysis and planning process takes place.

CSUCI Co-Curricular Program Assessment, Review and Continuous Improvement⁸⁷

CSUCI is committed to the ongoing review of its co-curricular programs with the goal of improving educational effectiveness. In this section we examine co-curricular programs offered by Divisions of Student Affairs and Academic Affairs (in particular the Library and Academic Advising).

The Division of Student Affairs, the Library, and Academic Advising each solicit input and conduct periodic evaluations to gauge day-to-day effectiveness of programs and services. The Division of Student Affairs creates outcomes for its workshops and collects feedback from students to determine if the outcomes are met. The Library receives feedback from the Student Advisory Committee, Faculty Advisory Committee, and various campus committees. The Library surveys faculty and students to determine how specific programs and services have helped to promote educational effectiveness and enhance the student experience. Academic Advising has also created learning outcomes for its programs and surveys students not only to determine their level of satisfaction, but also to determine whether students are meeting their learning outcomes.

The Division of Student Affairs, the Library and Academic Advising are committed to on-going assessment based on best practices and recognized standards. The Division of Student Affairs has implemented a five-year, three-phase assessment model based on the Council for the Advancement of Standards in Higher Education. The Library is currently researching standards and best practices to develop an assessment plan to be implemented in 2004-05 AY. As a guide to best practices, the Academic Advising Program has incorporated the recommendations of the Council for the Advancement of Standards for Student Services/Development programs.

The Division of Student Affairs and the Library produce annual reports that detail each their connection to the University mission, programs and services, accomplishments, assessment of effectiveness, and future goals. The annual reports are made available to both the campus community and community at large.

⁸⁷ This section is based on the [WASC Task Force 2.7A Final Report](#).

Other CSUCI Assessment, Review and Continuous Improvement

Other CSUCI processes described elsewhere in this report have undergone the cycle of design, implementation, assessment and review ultimately leading to program improvement. These processes include:

- The Faculty Recruitment Process (see also “[Faculty Recruitment](#)”)
- The Budgetary Process (see also “[Budgeting](#)”)
- Academic Affairs Structure (see also “[Planning the Structure of Academic Affairs](#)”)

Stakeholder Involvement in Assessment and Accreditation

As noted in Part 1, CSUCI is committed to inclusiveness (see “[The CSUCI Commitment to Inclusiveness](#)”). This commitment extends to our assessment and accreditation efforts. In these efforts, we have solicited input from all University stakeholders including students, faculty, staff, and administrators. In addition, we have also invited community stakeholders to participate in our assessment and accreditation efforts. For example, all members of the campus community were invited to participate in the preparation of this report, as were interested community members and representatives from our regional educational partners.

Academic programs have established or are establishing community advisory boards. An advisory board has been formed for the Business and Economics Program that will participate in its program reviews. Other programs are in the process of forming advisory boards at this time.

Summary and Conclusions

In this essay we have made a study of our commitment to continuous improvement. In particular, we have described those steps taken to date to review our programs and how we have used the evidence gained from these reviews to improve the education of our students.

At this point, a culture of evidence leading to continuous improvement is well established. President Rush and his cabinet have taken the lead in establishing this culture. Evidence of the strength of this campus value can be found in the campus policies and procedures, campus planning documents, and campus assessment plans that have been implemented or are currently under development. In addition, the campus has allocated resources in the form of the Office of Institutional Research and the Office of Faculty Development, and reassigned time to the faculty to support assessment activities.

Among those programs and activities with a relatively short cycle (one year or less), the process of assessment leading to improvement is apparent. Excellent evidence of campus assessment activities can be found in the programs offered by the Division of Student Affairs, the Library and Academic Advising. Each of these areas has well developed assessment plans. They have defined objectives, developed measurable outcomes based on these objectives, prepared instruments to measure the degree to which these outcomes are met, and used the data collected to improve the programs.

The assessment of the curriculum has begun. As shown in Part 1, learning outcomes for individual courses and major programs have been developed that are well aligned with the mission. Procedures for assessing whether the major programs are meeting their learning outcomes are well underway. Pilot projects to assess program outcomes were funded during the 2003-04 AY and the lessons learned from these projects will be used to develop assessment plans for all major programs.

The assessment of teaching effectiveness of the CSUCI faculty has been planned and implemented.

In the two short years since the arrival of the first CSUCI students, we believe that the campus has taken major strides toward the comprehensive review of its programs. This is evidenced by the establishment of a culture of evidence, the creation of measurable outcomes, and the assessment of these outcomes with the ultimate goal of program improvement. In the concluding essay, we will review what we have learned in the preparation of this report, and how it has clarified our next steps.

NEXT STEPS—WHAT WE HAVE LEARNED FROM THE ACCREDITATION PROCESS AND WHERE WE GO FROM HERE

We at CSU Channel Islands are fortunate to participate in the most exciting adventure in 21st century higher education, the building of a new university. A significant achievement of the new campus has been the establishment of the campus culture. CSUCI is a university that is student-focused, mission-driven, and committed to continuous improvement. These cultural values provide the foundation for the University and are reflected throughout this report.

One way in which the University has benefited from the accreditation process is that the comprehensive nature of the WASC Standards has led us to identify and discuss issues and challenges facing the campus thereby strengthening fledgling programs and processes and preventing future problems. For example, our accreditation efforts have called to our attention the potential benefits to the campus and our students of a careful alignment of University programs to our mission. In our discussion and study of University alignment, we have learned that the alignment of the campus programs with the mission is an ongoing and continuous process and not a one-time project. With regard to our curricular and co-curricular programs, our alignment efforts have proceeded well. We have created learning outcomes for all courses, all major and credential programs, and for our mission. Our analysis shows that there is a surprisingly high degree of alignment within our curriculum starting at the course level and extending to the mission. Although we are pleased with this outcome, there remains much to be done with regard to curricular alignment. An important next step for the University is the development of a set of learning outcomes for the general education program and for the writing proficiency and language and multicultural requirement. These are high priority tasks for the faculty in the coming year. Co-curricular programs and activities are generally well aligned with the mission.

At this time, the University is continuing its efforts to align its resources to the mission. To further our alignment efforts, the campus has recently established a central University planning committee charged with aligning resources to the mission and academic plan. This committee, the University Planning and Coordinating Council (UPACC), has representation from all University stakeholders and is co-chaired by the Provost and a faculty member.

Given the fiscal situation in the State, providing adequate faculty and staff support is a challenge. Nevertheless, the campus is committed to supporting its faculty and staff and aligning the reward structure for campus employees to the University mission. This important activity has been identified as one of three strategic initiatives for the campus in its strategic plan and University task forces have been established to study and address these issues. We anticipate that these task forces will provide a report with recommendations to the UPACC in the coming academic year.

The campus continues to grapple with the issue of how to structure the Division of Academic Affairs. While this issue has many dimensions, it is most importantly an alignment issue. The University is currently examining its pilot structure. An important next step for the University is to continue its discussion of the structure of Academic Affairs with the objective of implementing a structure that will support the mission while at the same time serving the needs of individual students, faculty and staff.

Our mission also reflects many values, objectives, and commitments that reflect the unique character of CSUCI and bear directly on educational effectiveness. These include our commitment to students and student success, to diversity, to our service region, and to

inclusiveness. We have developed programs and processes in support of each of these commitments.

Another lesson gleaned from our accreditation efforts is that program review leading to continuous improvement, like program alignment to the mission, is a process and not a project. We have been pleased to learn that the campus has a deep understanding of the role of assessment in building a better university, and that plans have been put into place across the campus to review University programs. In many cases, our review efforts have already resulted in improved programs and processes. This is particularly true of those programs with a relatively short cycle (one year or less) like many of the programs and activities offered by the Division of Student Affairs, the Library and Academic Advising. The process for the review of teaching is also in place and the University has devoted significant resources to improving teaching effectiveness. Our review of the curriculum has progressed well and is as far along as possible at this time. However, our plans for curricular review will not be fully implemented until we have the opportunity to measure the characteristics of our graduates. For this reason, an important next step for the campus and WASC is a reexamination of the campus timeline to accreditation. It is vital that the campus have a sufficient amount of time to implement fully its plans for program review.

APPENDIX. CSUCI RESPONSE TO THE WASC TEAM PREPARATORY VISIT

The [WASC Preparatory Report](#) contained fourteen recommendations. To respond to these recommendations, CSUCI established an *ad hoc* committee of faculty, staff and administrators from all divisions of the University. As noted below, the responses to the recommendations are contained in various sections of the Educational Effectiveness Report—2004.

Recommendation 1:

Decide quickly on a clear mission statement and set of goals that guide multiple forms of decision making, from faculty hiring to curriculum to resource allocation.

Please refer to “[Strategic Planning](#)” in the Educational Effectiveness Report—2004.

Recommendations 2 and 3:

Allocate resources that support sustenance of the effective interdisciplinary spirit and curricular development that mark the beginning of Channel Islands. Set the organization of faculty in a way that supports interdisciplinary connections as a top priority. Set a deadline for proposals and implementation.

Think creatively about administration of academic affairs in order to promote administratively the kind of interdisciplinarity that administrators, faculty members, and students have expressed desire to see as a core attribute of Channel Islands.

Please refer to “[Planning the Structure of Academic Affairs](#)” in the Educational Effectiveness Report—2004.

Recommendation 4:

Emphasize the attraction, retention and graduation of students from the region, addressing local employment needs since so many place-bound students will remain in the region, and continuing to engage community members in important decision making. Document initiatives and successes in this area.

Please refer to “[The CSUCI Commitment to Serve the Region](#)” in the Educational Effectiveness Report—2004.

Recommendation 5:

Continue to promote the deep commitment to students currently experienced by faculty members and students. This signature mark of Channel Islands will be challenged as more students arrive, so faculty members and students should work together to ensure its continuation. Document ways in which student centeredness leads to student learning at Channel Islands.

Please refer to “[The CSUCI Commitment to Students and Student Success](#)” in the Educational Effectiveness Report—2004.

Recommendation 6:

Concentrate on identifying learning outcomes and means of assessment for general education courses and for the general education program.

Please refer to “[The CSUCI General Education Program and Approval Process](#)” in the Educational Effectiveness Report—2004.

Please refer to “[The CSUCI Alignment Analysis](#)” in the Educational Effectiveness Report—2004.

Please refer to “[Assessment and Review of the General Education Program](#)” in the Educational Effectiveness Report—2004.

Recommendation 7:

Clarify objectives in diversity and cultural awareness in pedagogy, curriculum, and constitution of the faculty and student body.

Please refer to “[The CSUCI Commitment to Diversity](#)” in the Educational Effectiveness Report—2004.

Recommendations 8 and 9:

Develop and apply promotion and tenure criteria that honor fully-documented and reviewed assessment activities that lead to student learning.

Develop promotion and tenure criteria that value the scholarship of teaching and learning and the scholarship of engagement so that faculty members who are learner-centered and who create and maintain effective learning environments can, with rigorous review, attain promotion and tenure at Channel Islands.

Please refer to “[Alignment of the CSUCI University Resources and Support with the Institutional Mission-Based Learning Outcomes](#)” in the Educational Effectiveness Report—2004.

Please refer to “[Alignment of the Retention, Tenure and Promotion Policy with the University Mission](#)” in the Educational Effectiveness Report—2004.

Recommendation 10:

Develop an enrollment management plan. Among other benefits, this plan will anticipate the consequences of system-wide admissions policies and address local expectations that the institution will enroll a significant percentage of local residents.

Please refer to “[Enrollment Management Planning](#)” in the Educational Effectiveness Report—2004.

Recommendations 11 and 13:

Continue the revision of the campus' budget process to insure appropriate input by faculty, staff, and students, and to ascertain that resource allocations are in alignment with the campus' strategic priorities.

Develop a formal budget and plan taking into account possible staff, equipment, and infrastructure needs to serve the growing student body at Channel Islands.

Please refer to [“Budgeting”](#) in the Educational Effectiveness Report—2004.

Please refer to [“The University Planning and Coordinating Council, A New Planning Committee”](#) in the Educational Effectiveness Report—2004.

Recommendation 12:

Continue the development of the student government organization. Define its unique role on a “student-centered” campus to include participation in institutional decision making about many matters, including resource allocation.

Please refer to [“Alignment of the CSUCI Co-Curricular Programs with the Institutional Mission-Based Learning Outcomes”](#) in the Educational Effectiveness Report—2004.

Please refer to [“Enhancing Student Life”](#) in the Educational Effectiveness Report—2004.

Please refer to [“The CSUCI Commitment to Inclusiveness”](#) in the Educational Effectiveness Report—2004.

Recommendation 14:

Allocate additional resources to help faculty members develop a cycle of learning outcomes assessment that includes defining outcomes, devising responsible and applicable assessments, analyzing assessment information, and, finally, completing the feedback loop by making changes in pedagogy and curriculum. Set up structures and provide resources for the institutional researcher, the head of faculty development, and faculty members to coordinate their work for an effective cross-institutional use of assessment.

Please refer to [“Institutional Support for Assessment”](#) in the Educational Effectiveness Report—2004.

INDEX

A

Academic Advising	12, 19, 26–29, 30, 46, 47, 50
Academic Affairs, Division of	9, 12, 13, 20–21, 28, 38, 42, 44, 46, 49
Academic Master Plan	7, 17, 18, 37, 38
Academic Senate	7, 14, 16, 18, 20, 21, 24, 43, 44
Alignment to Mission	
Additional Graduation Requirements	8–11
Co-Curriculum	11–12
Credential Programs	11
Curriculum	5–11
General Education	7, 8–11
Major Programs	7, 8–11
Resources	13–21
Retention, Tenure and Promotion Policy	16
Assessment and Review	
Additional Graduation Requirements	45
Co-Curriculum	46
Courses	42
Credential Programs	45
Curriculum	42–46
General Education	43
Major Programs	44–45

B

Budgeting	13, 17, 19–20, 38, 47
-----------------	-----------------------

C

Career Development Services	31
Channel Islands View	30
Classroom Assessment Techniques (CATs)	42
Co-Curricular Programs	3, 4, 11–12, 27, 34, 46, 49
Community College Transfers	28
CSU Board of Trustees	6
CSU Chancellor's Office	7, 25, 41

D

Diversity	3, 8, 12, 13, 30, 31–35, 38, 44, 49
-----------------	-------------------------------------

E

English Directed Self-Placement Program	22, 42
Enrollment Management Plan	17, 19, 18–19, 36, 38
Experiential and Service Learning	4, 21, 22, 23
Extended Education, Office of	18, 29, 36

F

Faculty Development (OFD), Office of	13–14, 15, 16, 23, 41–42, 47
Faculty Recruitment	1, 4, 13, 37, 47
Faculty Support	13, 18, 19
Scholarly and Creative Activities	14
Teaching and Learning	13
Finance and Administration, Division of	12
First-Year Experience Program	28

G

General Education	7–11, 27, 28, 29, 32, 38, 43, 45, 49
-------------------------	--------------------------------------

H

Housing, On-Campus	31
--------------------------	----

I

Institutional Research (OIR), Office of	41, 47
Island Compass	
Freshman Guide	28
Transfer Guide	29

L

Language and Multicultural Requirement	8, 9, 32, 38, 45, 49
Learning Communities	22–23, 31
Learning Outcomes	
Course	6, 8, 9
Institutional Mission-Based	5, 9
Major Program	6, 8, 9
Library	12, 14, 18, 23–25, 28, 44, 46, 47, 50

M

Math Tutoring Lab	22
Mission	
California State University Channel Islands	4
California State University System	4

O

Orientation, New Student	
Freshman	27
Transfer	29
Osher Lifelong Learning Institute (OLLI)	35, 36

P

Part-Time and Non-Traditional Students	29
Physical Master Plan	19, 38
Preparatory Review Report	1, 4, 14, 36, 38
President and President’s Cabinet	17, 20
President’s Council	19, 20

R

Research and Sponsored Programs (ORSP), Office of	14, 16, 18, 23
Response to Preparatory Report Recommendations	51

S

Schedule of Classes	26, 27
Southern California Forum for Diversity in Graduate Education	34
Staff Support	13, 16, 18, 49
Structure of Academic Affairs	20–21, 38, 47, 49
Student Affairs, Division of	12, 18, 23, 28, 30, 34, 35, 46, 47, 50
Student Government Organizations	2, 12, 30, 31
Student Guidebook	26
Summer College for High School Students	36

T

The Community and Labor Studies Institute (CLSI).....	33
Title V Requirements.....	6, 8

U

University 101	28
University Catalog.....	8, 26, 27, 28, 32
University Planning and Coordinating Council (UPACC)	17, 20, 49
University Strategic Plan	4, 13, 16, 17–18, 19, 20, 38, 41
University Writing Center	22

W

WASC Standard 1	13, 21, 26, 31, 32, 33, 37
WASC Standard 2	5, 6, 7, 8, 11, 22, 23, 29, 36, 37, 44, 45, 46
WASC Standard 3	2, 13, 14, 16, 20, 21
WASC Standard 4	7, 17, 18, 19, 22, 25, 26, 28, 29, 40, 41, 43, 44, 47
Writing Proficiency Requirement.....	8, 9, 11, 38, 45

Due to the large volume of material cited in the Educational Effectiveness Report, we are utilizing a single, high-capacity storage device—a DVD-ROM , rather than multiple CDs.

The enclosed Macintosh- and PC-Compatible DVD contains:

Educational Effectiveness Report, July 2004

Task Force Reports

All Exhibits cited in Task Force Reports and the Educational Effectiveness Report

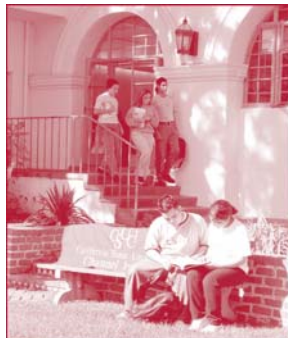
Preparatory Review Report, November 2002

All Exhibits cited in the Preparatory Review Report

All material on the DVD is in PDF-file format and requires Adobe Acrobat for viewing. Information on downloading a free version of software for viewing files is also enclosed.

If your computer system does not include a DVD player, WASC Materials are posted at:

<http://www.csuci.edu/accreditation>



California State University Channel Islands
One University Drive
Camarillo, CA 93012-8599
(805) 437-8400
www.csuci.edu