



Capacity and Preparatory Report - 2005

Submitted to the Western Association of Schools and Colleges

Dr. Richard R. Rush, President

December, 2005

WASC Accreditation Committee

Mr. Paul Adalian Dean of the Library	Dr. J. E. Gonzalez* Director of Institutional Research
Dr. Bill Adams Coordinator and Associate Professor, Anthropology	Dr. Jeanne Grier Assistant Professor, Education
Dr. Virgil Adams Associate Professor, Psychology	Dr. Philip Hampton Chair and Professor, Chemistry
Dr. Mary Adler Assistant Professor, English	Dr. Beth Hartung Coordinator and Professor, Sociology
Dr. Simone Aloisio Assistant Professor, Chemistry	Ms. Sarah Hawkins Resident Director
Dr. Harley Baker Associate Professor and Chair, Psychology	Ms. Peggy Hinz Executive Director of Communications and Marketing
Dr. Julia Balen Assistant Professor, English	Dr. Antonio Jimenez-Jimenez Assistant Professor, Spanish
Dr. Frank Barajas Assistant Professor, History	Dr. Marty Kaplan Director of Osher Lifelong Learning Institute
Ms. Colleen Bennett Human Resources Manager	Dr. Joan Karp* Professor, Special Education, and Chair, Education
Dr. Gary Berg Dean of Extended Education	Ms. Leah Kirklin Manager of Procurement and Support Services
Dr. Bob Bleicher** Acting Chair, Liberal Studies, and Associate Professor, Education	Ms. Kathleen Klompfen Writing Center Coordinator
Mr. Damon Blue Director of Admissions and Records	Ms. Bonnie Lanthier Financial Analyst, Research and Sponsored Programs
Ms. Anneka Busse President, Associated Students Incorporated	Dr. Jill Leafstedt Assistant Professor, Education
Dr. Renny Christopher Professor, English	Mr. Mike Leathers Director of Information Management Systems
Dr. William Cordeiro** Professor, Management, and Chair, Business and Economics	Dr. Steve Lefevre** Associate Vice President for Academic Programs and Planning
Mr. Trae Cotton Associate Dean for Student Life	Dr. Theodore Lucas* Provost and Vice President for Academic Affairs
Ms. Joanne Coville Vice President for Finance and Administration	Dr. Phil McGough Associate Vice President for Faculty Affairs
Mr. Marty de los Cobos Vice President for University Advancement	Dr. Alex McNeill Professor, Kinesiology
Mr. Austin Dias Student	Ms. Maureen McQuestion Chief Information Officer
Ms. Caroline Doll Director of University Glen	Dr. Brad Monsma Professor, English
Ms. Cindy Eaves Events Coordinator for Academic Affairs	Dr. George Morten Dean of Student Life
Dr. Jesse Elliott Assistant Professor, Mathematics	Dr. Nancy Mozingo Assistant Professor, Biology
Dr. Therese Eyermaun** Special Assistant to the President	Ms. Kris Muller Academic Resources Administrator
Mr. Art Flores** Associate Vice President for Human Resources	Dr. Dennis Muraoka* Professor, Economics, and Chair, WASC Accreditation Committee
Dr. Scott Frisch Chair, Multiple Programs, and Associate Professor, Political Science	Mr. Brian Olsen Senator, Associated Students Incorporated
Dr. Jorge Garcia Assistant Professor, Mathematics	Ms. Sacha Pampalone Project Coordinator, ORSP
Ms. Nancy Covarrubias Gill** Special Assistant to the Vice President for Student Affairs	Ms. Anna Pavin Human Resources Manager

Continued on Inside Back Cover

12 December 2005

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

Dear Ralph:

On behalf of our students and my CSUCI colleagues, I am pleased to furnish you with our self-study detailing our efforts to fulfill our core commitment to capacity. This study is truly the product of a campus-wide effort as eighty students, faculty, staff and administrators volunteered to serve on the committee that prepared this report. The findings of the committee are summarized in the following passage from the report:

CSUCI remains mission focused and student centered while developing forward-looking academic programs to meet the needs of the 21st century. In addition to our academic programs, the campus has developed an outstanding line up of student services, co-curricular activities and community activities and services. The campus has met its enrollment targets, graduated students, attracted large pools of prospective faculty and retained a surprisingly high percentage of its current faculty. It engages in extensive planning and is committed to assessing itself to improve its programs. The campus has unstinting support from the citizens and its educational partners in the region.

A striking theme that recurs throughout the study is the remarkable growth that has occurred in virtually all facets of the University since the writing of our original Preparatory and Capacity Report prepared in conjunction with our candidacy review. At the writing of the 2002 self-study, we had just opened our doors to our first cohort of junior transfers. Much has transpired since these beginnings and I believe that this has been captured in the descriptive and reflective essays that comprise this report.

In preparing this study we have followed the *WASC 2001 Handbook of Accreditation* very closely. Indeed, the CSUCI WASC Accreditation Committee prepared a report on each of the WASC Criteria for Review (CFR) and it is these reports that form the foundation for our self-study. We are also aware of the thirty-five page length limitation on the self-study, and our study contains slightly fewer than thirty-five pages of original material. However, an examination of our study reveals that the main body of the report runs to slightly more than forty pages. The reason for this apparent contradiction is as follows.

In preparing our study, we found it extremely useful to compare the findings from our 2002 Preparatory Report with the current state of the campus. In fact, we found this comparison to be so valuable that for the convenience of our readers we decided to reproduce the passages on each of the WASC CFRs from the 2002 report in this study. We hope that readers and reviewers will find this feature of our report useful and note that if the passages from the 2002 report were removed that the self-study would shrink to the length prescribed in the Handbook. Indeed, should you or the visiting team desire a version of the self-study without the 2002 passages, we stand ready to prepare the shorter version.

I remain very proud of the accomplishments of my CSUCI faculty and staff colleagues. As we note in our report "CSUCI is growing rapidly in terms of its faculty, staff and facilities and has laid the foundation to emerge as a fully comprehensive regional campus." Much has been accomplished in our few short years of existence. I look forward to the team's visit next March, and believe that they will find, as I have, that the campus is fulfilling its core commitment to capacity and is prepared to proceed to the Educational Effectiveness Review.

Sincerely yours,

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

Richard R. Rush
President

CSUCI CAPACITY AND PREPARATORY REPORT—2005

TABLE OF CONTENTS

INTRODUCTION	1
PART I. DESCRIPTIVE/REFLECTIVE ESSAYS ON THE WASC CRITERIA FOR REVIEW.....	2
STANDARD 1. DEFINING INSTITUTIONAL PURPOSES AND ENSURING EDUCATIONAL OBJECTIVES.....	2
INSTITUTIONAL PURPOSES	3
<i>CFR 1.1</i>	3
<i>CFR 1.2</i>	3
<i>CFR 1.3</i>	5
INTEGRITY	5
<i>CFR 1.4</i>	5
<i>CFR 1.5</i>	6
<i>CFR 1.6</i>	7
<i>CFR 1.7</i>	7
<i>CFR 1.8</i>	8
<i>CFR 1.9</i>	9
STANDARD 2. ACHIEVING EDUCATIONAL OBJECTIVES THROUGH CORE FUNCTIONS	9
TEACHING AND LEARNING	9
<i>CFR 2.1</i>	9
<i>CFR 2.2</i>	10
<i>CFR 2.3</i>	11
<i>CFR 2.4</i>	12
<i>CFR 2.5</i>	12
<i>CFR 2.6</i>	13
<i>CFR 2.7</i>	14
SCHOLARSHIP AND CREATIVE ACTIVITY	15
<i>CFR 2.8</i>	15
<i>CFR 2.9</i>	16
SUPPORT FOR STUDENT LEARNING.....	16
<i>CFR 2.10</i>	16
<i>CFR 2.11</i>	17
<i>CFR 2.12</i>	19
<i>CFR 2.13</i>	19
<i>CFR 2.14</i>	20
STANDARD 3. DEVELOPING AND APPLYING RESOURCES AND ORGANIZATIONAL STRUCTURES TO ENSURE SUSTAINABILITY	20
FACULTY AND STAFF.....	20
<i>CFR 3.1</i>	21
<i>CFR 3.2</i>	21
<i>CFR 3.3</i>	22
<i>CFR 3.4</i>	23
FISCAL, PHYSICAL AND INFORMATION RESOURCES	24
<i>CFR 3.5</i>	24
<i>CFR 3.6</i>	26
<i>CFR 3.7</i>	27
ORGANIZATIONAL STRUCTURES AND DECISION-MAKING PROCESSES	28
<i>CFR 3.8</i>	28
<i>CFR 3.9</i>	29
<i>CFR 3.10</i>	29

2005	30
STANDARD 4. CREATING AN ORGANIZATION COMMITTED TO LEARNING AND IMPROVEMENT	30
STRATEGIC THINKING AND PLANNING	31
<i>CFR 4.1 and 4.2</i>	31
<i>CFR 4.3</i>	32
COMMITMENT TO LEARNING AND IMPROVEMENT	32
<i>CFR 4.4</i>	32
<i>CFR 4.5</i>	34
<i>CFR 4.6</i>	35
<i>CFR 4.7</i>	36
<i>CFR 4.8</i>	38
PART II. FULFILLING OUR CORE COMMITMENT TO CAPACITY—AN EMERGING UNIVERSITY	38
DEVELOPING NEW CURRICULAR PROGRAMS	39
RECRUITING AND RETAINING FACULTY AND STAFF	39
PROVIDING FACILITIES TO ACCOMMODATE ANTICIPATED GROWTH	40
FINANCING A GROWING UNIVERSITY	40
FOSTERING CONTINUOUS IMPROVEMENT	40
CREATING EFFECTIVE ORGANIZATIONAL STRUCTURES	41
SUMMARY AND CONCLUSIONS	41
APPENDIX 1. CSUCI INSTITUTIONAL PORTFOLIO	43
APPENDIX 2. CSUCI INSTITUTIONAL STIPULATION STATEMENT.....	75
APPENDIX 3. CSUCI LIST OF EXHIBITS AND EVIDENCE.....	79
APPENDIX 4. CSUCI RESPONSE TO RECOMMENDATIONS FROM EDUCATIONAL EFFECTIVENESS REVIEW	91
INDEX	95

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Capacity and Preparatory Report—2005

INTRODUCTION

On Friday, October 7, 2005, CSUCI President Richard R. Rush presided over a morning ceremony on the California State University Channel Islands Mall. Among the 500 attendees were grade school students from the University Preparation School, local dignitaries, elected officials, University benefactor Mr. John Spoor Broome, CSUCI students, faculty and staff, as well as many members of the community. The ceremony marked the groundbreaking for the John Spoor Broome Library.



165 Students from the University Preparation School participated in the John Spoor Broome Library groundbreaking ceremony.

The Broome Library will unite existing buildings from the 1940s with modern architectural elements resulting in a state-of-the-art digital teaching library to serve students, faculty, and the community. The Library was designed by Foster and Partners, the firm of world-renowned architect Lord Norman Foster. Foster and Partners is known for integrating modern designs within historical architectural structures. Its projects include the renovations of the British Museum and the German Parliament.

The University Library is illustrative of the current state of the level of fulfillment of the campus' core commitment to capacity as we embark on our initial accreditation review. As we will detail later in this report, the Library is student centered and mission focused. It is meeting the needs of the 21st century student with a well-planned and well-executed set of services and collections. The Library regularly assesses its services with the goal of making them better. It is well used by students and faculty and the demands for services are growing rapidly. To meet these demands, new and expanded facilities are needed, and the John Spoor Broome Library has been designed to meet these needs. The Broome Library is made possible in part by a generous donation by Mr. Broome. He and many other community supporters attended the groundbreaking ceremony have been unstinting in their support of the University Library.

As the Library has evolved steadily to fulfill its capacity commitment, so also has the remainder of the University. In this report we describe the current state of our efforts across the entire campus to address our core

commitment to capacity. As was the case during our candidacy review, we intend to address fully and comprehensively all WASC Standards and Criteria for Review (CFR). CSUCI has from the start embraced the *WASC Handbook of Accreditation* as our roadmap for building the new University, and continues to do so. As such, the comprehensive approach as described in Section III of the *Handbook* continues as the best approach to our studies. This report is the product of the CSUCI WASC Accreditation Committee. In his Convocation address, President Rush declared that accreditation activities remain the top priority for the campus this year and invited all faculty, staff and administrators to serve on the accreditation committee. Eighty volunteers answered the President's call. Chaired by a member of the faculty, the [WASC Accreditation Committee](#) is overseen by a steering committee consisting of faculty and administrators.

This, our second Capacity and Preparatory Report, is organized along the same lines as the Fall 2002 Capacity and Preparatory Report prepared as part of our candidacy review. We have elected to organize this report like our earlier report to facilitate comparison between the state of the University in 2002 and today. CSUCI is evolving rapidly. At the time of the 2002 report, the campus had just enrolled its first students. Since then, the campus has experienced rapid growth in virtually all areas including the student body, the curriculum and co-curriculum, the faculty and staff, facilities, and University organizational structures, policies and procedures. CSUCI reached an important milestone in the 2003-04 AY when for the first time the campus served students from all undergraduate class levels and the graduate level. As such, until now our energies have focused on launching the new University. Looking ahead, we will continue with start-up activities as these are not completed, but will devote increasing attention to growing our new programs, and to assessing our programs to make them better.

This report consists of two parts. Part I is a series of descriptive/reflective essays addressing each WASC CFR. These essays are based on individual reports prepared by sub-committees of the CSUCI WASC Accreditation Committee. Part II is a single reflective essay entitled, "Fulfilling our Core Commitment to Capacity—An Emerging University." In this essay we examine the growth of the University from its inception to the present with a focus on capacity. Other required elements of the report, including the institutional portfolio, CSUCI's Institutional Stipulation Statement, and the CSUCI response to the recommendations from the Educational Effectiveness Review conducted in conjunction with our candidacy review may be found in appendices at the end of the report. Throughout the document, we draw heavily on evidence identified, collected, analyzed and presented by the CSUCI WASC Accreditation Committee in its sub-committee reports. An index to the report is provided at the end of the report.

PART I. DESCRIPTIVE/REFLECTIVE ESSAYS ON THE WASC CRITERIA FOR REVIEW

As noted above CSUCI is taking the comprehensive approach to this self-study. To this end, the CSUCI WASC Accreditation Committee prepared individual reports on each WASC CFR.¹ Part I is a compilation and an abridgment of these reports. Interested readers may access any of the full CFR sub-committee reports by clicking the heading of the report (for example, the full text of the CFR 1.1 sub-committee report may be accessed by clicking "CFR 1.1" below). The evidence supporting each essay may be examined by clicking the hyperlinks found throughout the report. Each report is intended as an independent essay and may be read as such. However, readers will find some repetitiveness in the essays due to the overlapping nature of the CFRs. When appropriate and to the extent possible, the individual essays have been cross-referenced to one another to minimize repetitive passages. In addition, please note that each CFR essay includes two sub-headings, "2002" and "2005." The text following the "2005" sub-headings was specially prepared for this report. The text following the "2002" sub-headings is not original material prepared for this report. Rather it is taken verbatim from the CSUCI 2002 Preparatory Report prepared in conjunction with our candidacy review. These passages have been included in this report to aid the reader in comparing the state of CSUCI in 2002 with the state of CSUCI today. Although the 2002 report was fully hyperlinked to the evidence supporting it, these links will not function within this report. The complete and fully functional 2002 Preparatory Report is available on the campus website at www.csuci.edu/accreditation. Finally, we have reproduced the WASC Standards, CFR and guidelines below for the convenience of the reader.

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the

¹ A single report was prepared for CFR 4.1 and 4.2.

higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

Institutional Purposes

CFR 1.1

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

Guidelines: The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice.

2002

California State University Channel Islands inherited a mission statement (see Exhibit 1.1) developed in fall 2000 by a planning body called the Faculty Council, which was composed of faculty from throughout the CSU system. The University community embraces the basic tenets and values inherent in this mission statement. However, in its current form the mission statement diffuses rather than focuses the University community's efforts. The CSUCI strategic planning committee is developing a more focused mission statement.

Our vision is that Channel Islands will realize its mission through the following processes: (1) learning within and across disciplines through integrative approaches, (2) emphasizing experiential and service learning, (3) inculcating an appreciation of different cultures, (4) creating learning communities, (5) developing community-university partnerships, and (6) supporting lifelong learning.

2005

CSUCI is a mission-driven institution. The mission statement was finalized in Spring 2003 and reads 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.

The University community embraces this mission as a guiding principle in its decisions and actions, and aligns University planning, programs and activities to the mission. For example, the mission is at the heart of the [CSUCI 2003-2008 Strategic Plan](#), and each University division has prepared a mission statement and strategic plan aligned with the University mission.

The [2004 Educational Effectiveness Report](#), prepared in conjunction with the campus' candidacy review, documented a high degree of alignment of the CSUCI curriculum and co-curriculum and the University mission. Since that report, the process of alignment has continued with the creation of three mission-specific centers, the [Center for International Affairs \(CIA\)](#), the [Center for Integrative and Interdisciplinary Studies \(CIIS\)](#), the Center for Multicultural Learning and Engagement (CMLE) and the planning for an additional mission-specific center related to the experiential and service learning elements found in the mission statement.

As the 23rd campus in the CSU system, the development of CSUCI is guided in part by the [California Master Plan for Higher Education](#), the mission of the CSU system, and the CSU Board of Trustees and Chancellor's Office policies.

All academic degree programs are subject to extensive campus and external peer review prior to implementation. Operational practices originate from two main campus bodies, the [President's Council](#) and the [Academic Senate](#) (See also [CFR 4.4](#) for additional information on the curriculum review process).

CFR 1.2

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

Guideline: The institution has published educational objectives that are consistent with its purpose.

2002

Globally we describe Channel Islands' educational objectives in terms of the desired characteristics of its graduates. We expect Channel Islands graduates to be comfortable working in teams, well versed in their chosen disciplines, yet grounded on a sound foundation of liberal arts education. They will be able to articulate and demonstrate the values of their education, and exhibit confidence in applying their learning in practical situations. They will have a well-developed appreciation of the environment and their place in it, and recognize the importance of lifelong service to their communities. Our graduates will be technologically literate, have deep respect for multicultural diversity, and be capable of functioning effectively in an international society and economy. As a public university, we will educate citizens for the commonweal who know how to participate in and contribute to a flourishing democratic society. We have established educational experiences to encourage our graduates to have a commitment to something larger than themselves, developed through such activities as service learning, experiential learning, and participation in community activities.

Specific educational objectives are identified for each program of study (see Exhibit 1.2), and learning outcomes are developed for each course before it is taught for the first time (see Exhibit 1.2.1). The skills, competencies, and dispositions the University expects to develop in graduates will be developed for each degree program, as will a list of assessment devices to measure these expectations. As a brand new university, we have the opportunity to have mission and values truly drive program and course objectives (see Exhibit 1.2.2). The University is also in the process of developing policies and practices to ensure that results of ongoing assessment are used to improve the educational programs.

2005

CSUCI uses many vehicles to disseminate educational objectives to students, faculty, staff and the community. For example, the CSUCI mission statement, the "[Characteristics of CSUCI Graduates](#)," and related information on educational objectives appear in:

- [University Catalogs](#)
- [Schedules of Classes](#)
- the [Student Guidebook](#)
- student and faculty recruitment materials
- the wallet-sized mission statement and the *Alma Mater* card distributed to all students, faculty, staff, and administrators
- the faculty resource guide distributed to all new faculty
- the [Top 25 Things New Faculty Should Know About CSU Channel Islands](#)

CSUCI courses and academic programs are founded on Student Learning Outcomes (SLOs). SLOs for each course are available to all faculty who are encouraged to include them in their syllabi. SLOs for each major program are displayed on the campus website.

CSUCI has initiated several efforts to assess student achievement of educational objectives. At the campus-wide level:

- President Rush named a Special Assistant to the President for Institutional Effectiveness and created the CSUCI Assessment Council to support assessment activities in all University divisions (see also [CFR 4.5](#) for additional information on the Special Assistant to the President for Institutional Effectiveness and the Assessment Council).

- The Academic Senate has approved [campus-wide assessment](#) and [academic program review](#) policies.

To further assessment activities within the Division of Academic Affairs:

- The Provost named a Chief Assessment Officer and created the Program Review and Assessment Committee consisting of representatives from each academic program and co-chaired by the Chief Assessment Officer and the Associate Vice-President for Academic Programs and Planning.
- The Chief Assessment Officer and the Office of Faculty Development (OFD) co-sponsored [a course on assessment and evaluation for faculty and staff](#) from all University divisions.
- The Provost and OFD funded several [pilot assessment projects](#) in Spring 2004 and Spring 2005.
- The Provost sponsored the [Assessment Plan Preparation Program \(APPP\)](#). This was a series of workshops that assisted the faculty in the preparation of assessment blueprints for each academic major program (see also [CFR 4.7](#) for more information on APPP). Additional support to implement these assessment plans during the 2005-06 AY has been provided by the Provost's Office.

CFR 1.3

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

2002

Leading any university with its communities of scholars, teachers, and researchers is a challenge. To craft a 21st Century University that is responsive to the current and future needs of the communities it serves requires even more insightful leadership, and a willingness to undertake risk. Effective leadership under these circumstances requires careful and regular evaluation of all who serve in leadership positions.

The California State University system requires annual reviews of all Executive and Management Personnel Plan personnel. Annual performance evaluation of staff members is also required. Faculty are evaluated through the retention, tenure, and promotion process. Exhibit 1.3 provides examples of articles authored by the president. This exhibit provides an example of high-quality executive and faculty leadership, and continuing efforts to sustain that high performance level. Exhibit 1.3.1 is a list of the President's speaking engagements during his first fifteen months and text from his speeches. Exhibit 1.3.2 is a special supplement to the Ventura County Star featuring the opening of CSUCI.

2005

CSUCI has effective, consistent and stable leadership. Following a national search, the CSU Board of Trustees named Dr. Richard R. Rush as the CSUCI President in 2001. The CSU Chancellor's Office performs regular reviews of all campus presidents and [President Rush received a favorable review during the 2003-04 AY review cycle](#). The review was based on input from the entire campus community.

All other Executive and Management Personnel Plan (MPP) personnel are [reviewed annually](#). The "[administrative review process](#)" provides an opportunity for the campus community to provide input and comment on any MPP personnel performance including interpersonal communication, professionalism, and other factors.

Integrity

CFR 1.4

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

Guideline: The institution has published or has readily-available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state conditions, and ensure these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.

2002

No construct is held more firmly in the University than academic freedom. Early in its development, the University adopted an academic freedom statement. This statement is included in the catalog, the academic senate constitution, Article 1, Section 2F (see Exhibit 1.4), the Student Guidebook, pp. 29, 30 (see Exhibit 1.7), and has been disseminated throughout the campus. Exhibit 1.4.1 is the proposed campus free speech area. The campus response to a Governor's edict on free speech is also shown as Exhibit 1.4.2.

2005

CSUCI firmly upholds the academic freedom of faculty and students as exemplified through [Senate Resolution 03-11 on Academic Freedom](#), University policies on [Free Speech and Assembly](#), on the [Distribution of Written Materials](#) and on [Responsible Use of Information Technology Resources](#). These policies are published on the [Senate website](#) and in the [policy manual](#), respectively. Additionally, academic freedom is addressed in the [Academic Senate Constitution, Article 1, Section 2F](#) and is referenced for students in the Rights and Responsibilities section of the [2004-05 Student Guidebook](#).

CFR 1.5

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

Guideline: The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.

2002

Like much of California, the service area of Channel Islands is home to diverse peoples. Exhibit 1.5 illustrates that the ethnic distribution of Ventura County's community college enrollment is about 31.4% Hispanic, 8.4% Asian, 2.5% African American, 1.1% Native Americans, 6.9% Other Race or Unknown, and 49.7% White. CSUCI enrollment reports for fall 2002 indicate that the opening class approximates the rich diversity of the region. The ethnic distribution of the first transfer class (fall 2002) is 22% Hispanic, 6.8% Asian, and 1.4% African American (see Exhibit 1.5).

Exhibit 1.5.1 is the 2000-2001 reports required by Governor's Executive Order 11246 demonstrating that Channel Islands is an unusually diverse campus with respect to employees. Exhibit 1.5.2 illustrates the diversity of all employees, faculty hires, and those who applied for faculty positions. Exhibit 1.5.3 is CSU Executive Order 774, System-wide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment. Exhibit 1.5.4 includes CSU statements on equal opportunity and diversity. Exhibit 1.5.5 is a letter from the President responding to an inquiry about the extent of campus staff diversity. Exhibit 1.5.6 is the University admission and recruitment plan.

Additional exhibits establish that the University is attentive to ensuring that its policies, practices, ceremonies, and commemorations reflect the rich diversity of the region's peoples. The invocation at the President's inauguration and the benediction at the campus opening were given by a Chumash Elder (see Exhibit 1.5.7). Exhibit 1.5.8 pictures the University mace that includes two dolphins reflecting the Chumash legend of dolphins leading the Chumash people from the Channel Islands to the mainland.

2005

CSUCI is committed to diversity. Many University programs, policies and procedures have been developed or are under development illustrating this commitment. Evidence can be found in the University mission statement, which states that CSUCI "graduates students with multicultural and international perspectives." The implementation of the foreign language and [multicultural graduation requirements](#) reflects this facet of the mission. In addition, new majors in multicultural studies and chicano(a) studies are included in the CSUCI Academic Master Plan.

Students with disabilities are served by programs and activities sponsored by [Disability Accommodation Services](#) while the region's senior citizens are served by the [OSHER Life-Long Learning Institute](#). The Division of Student Affairs has implemented programs promoting diversity including multicultural celebrations that introduce the campus community to many cultures, views and orientations. It also supports the [Multicultural and Women's & Gender Center](#). The University has established a [Center for International Affairs \(CIA\)](#) and a Center for Multicultural Learning and Engagement (CMLE) to prepare students to communicate and interact with others in international and multicultural environments. Student clubs and organizations including Movimiento Estudiantil Chicano/a de Aztlan (MECHA), the National Association for the Advancement of Colored People (NAACP) and the Gay Straight Alliance (GSA) are supported by students, faculty and staff.

CSUCI recruits students from the region's and State's diverse population. Curricular and co-curricular programs promoting diversity include: [Summer College for High School Students](#) sponsored by the Oxnard School District/Migrant Education Funds and the University's Office of Extended Education, and the [Educational Opportunity Program \(EOP\) Summer Bridge Program](#). Campus-wide activities and events are exemplified by our serving as the host campus for the 2004 Southern California Forum for Diversity in Graduate Education, which brought over 1,000 students from demographics typically underrepresented in graduate education to CSUCI for a day of workshops on attending graduate school and a recruiter fair with representatives from eighty-three institutions of higher education spanning the United States. CSUCI is also committed to the recruitment of ethnically diverse faculty and staff members who contribute to our students' diverse education.

Speakers from diverse backgrounds have participated in campus events including the [Campus Reading Celebration](#), commencements, seminars and presentations. These speakers include Gioconda Belli, Henry Cisneros, Maria Amparo Escandon, Anchee Min, Bev Seckinger, Judy Shephard, and Victor Villaseñor.

President Rush established the [Commission on Human Relations, Diversity, and Equity](#) whose mission is to promote and embrace a campus climate and culture that welcomes all forms of multiculturalism and diversity to ensure a safe and inclusive environment at CSUCI for working, living and learning.

CFR 1.6

Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operations as an academic institution with appropriate autonomy.

Guideline: The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate, or other external bodies outside the institution's own governance arrangement.

2002

The University is effectively buffered from political interference by the CSU Board of Trustees and the system's Chancellor's Office. The University and its representatives avoid political affiliation since support is needed from all quarters.

2005

As a campus in the CSU System, CSUCI is effectively buffered from political interference by the CSU Board of Trustees and the CSU Chancellor's Office. The University and its representatives avoid political affiliation since support is needed from all quarters. CSUCI operates as an academic institution with appropriate autonomy.

CFR 1.7

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

Guidelines: The institution has published or readily available policies on student grievances and complaints, refunds, etc. and has no history of adverse findings against it with respect to violations of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different type and meaning of the credit awarded in its transcripts.

2002

The institution's official publications such as the catalog and student guidebook, and informational publications portray fully and accurately the campus policies, programs, services, and goals. To ensure that students may complete their academic programs in a timely fashion, the University offers its coursework so students can complete all of their lower division requirements in two years, and all of their upper division requirements in two years. This includes offering classes at night and on Saturdays. All degree programs are limited to 120 semester units except for Computer Science, which is 124 units. Student academic records convey clearly the type and meaning of the credit recorded. Pages 44-60 of the student guidebook (Exhibit 1.7) spell out the Student Code of Conduct and other provisions to ensure students are treated fairly. (See also responses to 2.10 and 4.5)

2005

CSUCI disseminates current and accurate information on its academic goals, curricular and co-curricular programs, and student services through an array of published materials, via the campus website, and through direct communication between the CSUCI faculty and staff and current students, prospective students, and the public at large.

University publications include the [University Catalog](#), the [Schedule of Classes](#), the [Student Guidebook](#), advising materials prepared for each academic major, minor and general education, and student recruitment materials. These publications are revised annually with the exception of the schedule of classes, which is published each semester. CSUCI maintains an extensive and newly revised website (www.csuci.edu) that contains electronic

versions of many of these publications (see also [CFR 1.2](#) for additional information on the dissemination of educational objectives).

CSUCI faculty and staff meet regularly and often with prospective students and their parents, high school and community college counselors, and faculty from community colleges serving the region. The Provost and the Vice President for Student Affairs have charged their divisions with implementing academic and student services policies. These policies set clear assignments of responsibility and timelines to ensure that the University complies with executive orders of the CSU Chancellor's Office.

A major initiative of the CSU Board of Trustees is "facilitating degree completion." CSUCI has been a full participant in this initiative. To assist students in completing their degrees in a timely fashion, the faculty designed the curriculum and schedules classes so that full-time students can meet all lower division requirements in two years and all upper division requirements in two additional years. Classes are offered in the evenings, and in larger majors students can complete their degrees by evening only study. The Academic Advising Center provides printed materials and guidance on expeditious degree pathways. Degree roadmaps have been prepared for each academic major showing how part-time students can complete their degrees within five or six years. All CSUCI degree programs can be completed with 120 semester units.² Student records specify the type of credit accomplished and the coursework completed. Grade reports are available on-line in transcript form to assist students in monitoring their academic progress.

CFR 1.7 also addresses the treatment of students as human subjects in research, and refunds. Protecting students as subjects in research, CSUCI operates under an [Institutional Review Board \(IRB\)](#) that requires the review and approval of all research involving human subjects. Campus policies on refunds are publicized in the [Student Guidebook](#) and the [Schedule of Classes](#), and are discussed during student orientations sessions.

CFR 1.8

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

Guideline: The institution has published or readily-available grievance procedures for faculty, staff, and students. Its finances are regularly audited by external agencies.

2002

All collective bargaining agreements include grievance and complaint procedures. With the exception of the Management Personnel Plan employees, all employees are represented. Due process for MPP employees is described in Exhibit 1.8. The student guidebook describes how student complaints and disciplinary issues are handled (see Exhibit 1.7, pp. 32,33). CSU Executive Order 792 (see Exhibit 1.8.1) has prompted the University to develop a new student grievance and grading policy to expand the current basic policy. Exhibit 1.8.2 is a memorandum from the Vice President, Academic Affairs describing the campus implementation process for the system policies. This new process includes clear assignments of responsibility, a response schedule, and timelines to achieve compliance with the new executive order.

2005

CSUCI business practices are modeled on best practices within the system or by analyzing those of other non-CSU institutions. CSUCI finances are audited on a regular basis (see also [CFR 3.5](#) for additional information on business practices).

Faculty and staff employees are represented by respective unions whose [collective bargaining agreements](#) include complaint and grievance procedures. Non-represented employees, including Management Personnel Plan (MPP) personnel and confidential employees, may file complaints through a CSU system-wide process. Additionally, MPP personnel may file for reconsideration of personnel actions through a separate process established in the Chancellor's [Executive Order 446](#).

Finally, the [Whistleblower Act](#) provides all State employees with the opportunity to report improper activities.

² The bachelor of science in Computer Science is an exception requiring 123 units.

CFR 1.9

The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, and to abiding by Commission policies and procedures, including all substantive change policies.

2002

The University is fully committed to an honest and open relationship with the Accrediting Commission and endeavors to comply with all Commission policies and procedures. We look forward to benefiting and learning from an informed “critical friend” who is sufficiently removed from the day-to-day development and operation of the campus to provide objective feedback and constructive recommendations.

2005

President Rush, in his June 28, 2005, [letter to the Commission indicating the intent of the campus to undertake its initial accreditation review](#), summarized the University’s approach to the accreditation review process as follows:

As was the case during our candidacy review, it is our intention to address fully and comprehensively all of the WASC Standards and Criteria for Review in both our Capacity and Preparatory Report and our Educational Effectiveness Report. CSUCI has from the start embraced the *WASC Handbook of Accreditation* as our roadmap for building the new University, and continues to do so. As such, the Comprehensive approach as described in Section III of the *Handbook* continues as the best approach to our self-studies. I have announced to the campus community that our accreditation activities are our top priority in the coming year and have invited the entire campus community to participate in these activities. Based on prior experience, I anticipate very broad participation from all campus community stakeholder groups. As before, our accreditation activities will continue to be led by our faculty.

President Rush’s prediction of broad stakeholder participation in the accreditation review process has proven correct. Following his call for volunteers, eighty individuals from across the University joined the campus [accreditation committee](#).

As stated in our [Capacity and Preparatory Report](#) and our [Educational Effectiveness Report](#) prepared for our candidacy review, the University regards WASC as an “experienced mentor and informed critical friend.” Once again, President Rush summarizes the University’s approach in this passage from “the [letter of intent](#).”

CSUCI has benefited greatly from the advice that it has received from WASC. We have made public the Commission Action Letter granting candidacy to the campus and the report from our site visit team on our campus website. We intend to give serious consideration to the concerns raised by the Commission and recommendations made by the site visit team. In fact, the discussion of these concerns and recommendations is well underway and we intend to report on the results of these discussions in our Capacity and Preparatory Report.

In conclusion, the University has undertaken the accreditation review process with seriousness and candor and is committed to and welcomes honest and open communication with WASC.

Standard 2. Achieving Educational Objectives Through Core Functions

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution’s efforts to attain educational effectiveness.

Teaching and Learning

CFR 2.1

The institution’s educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

Guidelines: The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review

2002

The CSU system has checks and balances built into the processes by which it reviews all proposed new degree programs. The system provides guidance to its individual campuses regarding program content, quality, and degree level. The CSU Chancellor's Office and the California Postsecondary Education Commission (CPEC) must approve all new degree programs. First, proposals are submitted to the Chancellor's Office. If acceptable, the proposals are sent by the Chancellor's Office to a team of external reviewers. The Chancellor's Office sends the comments of the external reviewers to the campus to revise the proposal in response to the observations and recommendations of the reviewers. Only then is the proposal forwarded to CPEC. Exhibit 2.1 includes exchanges of correspondence among the campus, the Chancellor's Office, the external reviewers, and CPEC. Exhibit 1.2.1 is the proposal for the eight programs offered during the first year of instruction.

All faculty members developing the educational programs have terminal degrees appropriate to their disciplines, many are nationally recognized, and most previously held positions at distinguished universities. Where the campus has only one faculty member in a discipline, outside experts are consulted to help develop degree programs and curriculum. In addition to full-time tenure-track faculty, Channel Islands is fortunate to have an extraordinarily well qualified part-time faculty (see Exhibit 3.2)

The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

2005

CSUCI has a [curriculum review and approval process](#) that ensures educational rigor and alignment with its mission. Once a proposed academic program has received CSUCI faculty and administrative approval, it is forwarded to the CSU Chancellor's Office where it is peer reviewed before receiving final approval (see also [CFR 4.4](#) for more information on the curriculum approval process). CSUCI currently offers seventeen undergraduate majors. The [Academic Master Plan](#) outlines plans for developing programs from 2006 and beyond. [Credential programs](#) are subject to a separate and rigorous review process mandated by the California Commission on Teacher Credentialing (CCTC). CSUCI offers CCTC-approved credential programs in Multiple Subjects, Single Subjects, Special Education (Mild/Moderate) and Administration.

All CSUCI courses are taught by qualified instructors as evidenced by a review of their curriculum vitae. The quality of instruction can be inferred by the low student-faculty ratio, high student retention rate, small class sizes, and a unique tenure-track faculty recruitment process that identifies faculty with a high level of commitment to the CSUCI mission (see also [CFR 3.2](#) for more information on faculty recruitment).

CFR 2.2

All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.

Guideline: Competencies required for graduation are reflected in course syllabi for both General Education and the major.

2002

Compliance with CSU system and CPEC requirements for approval of proposed degree programs requires clear definition of entry-level standards and graduation requirements. Exhibit 2.2 is the CSU system-wide policy on General Education, and Exhibit 2.2.1 represents upper division General Education requirements. These course outlines include learning outcomes and means of assessment of the extent to which students master these outcomes. At Channel Islands, all nine units of upper division General Education must be interdisciplinary. CSUCI has no graduate programs at this time except for the teacher credential program.

2005

CSU campuses share [common undergraduate admission standards](#) that are readily available to potential applicants at the freshman and junior transfer levels (see also [CFR 2.14](#) for additional information on programs serving transfer students).

The approved course outlines for [all CSUCI courses include student learning outcomes \(SLOs\)](#) that are in turn aligned to [program SLOs](#) learning outcomes by major and the University mission. All students complete a [capstone or other culminating experience](#) to demonstrate fulfillment of the SLOs within their majors. CSUCI's general education program complies with the [CSU system general education policy](#). The Academic Senate recently revised the [criteria for GE course certification](#).

Title V of the California Code of Regulations provides the basis for [admission standards to graduate and credential programs](#). CSUCI offers five graduate programs – the [M.A. in Education](#), the [Master of Business Administration](#) (MBA), the [M.S. in Biotechnology and Bioinformatics](#), the [M.S. in Computer Science](#), and the M.S. in [Mathematics](#). Specific admission requirements for each of these programs are readily available to prospective students. In addition, [admission requirements for each of CSUCI's Education programs](#) are readily available.

CFR 2.3

The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.

Guideline: The use of information and learning resources beyond the textbooks is evidence in syllabi throughout the undergraduate and graduate curriculum.

2002

During the year prior to its opening, the University devoted a great deal of effort to preparing publications describing its programs and expectations of students. Exhibit 2.3 is the description of the advising center, Exhibit 3.6.1 is the brochure orienting students to the library, Exhibit 2.5 is the wide array of material on community/service learning, learning communities, and Exhibit 2.11 is co-curricular programs. Information on educational programs and admission and graduation policies is in the catalog. The campus has centers for math tutoring and development of writing skills to assist students who need help acquiring those key skills.

2005

Each academic major program specifies student learning outcomes (SLOs) as part of the [program approval process](#) (see also [CFR 4.4](#) for additional information on the curriculum review process). These SLOs are communicated to students in the [University Catalog](#) and the [websites of each academic program](#). The ["Characteristics of CSUCI Graduates"](#) are posted on the website and are included in the [University Catalog](#), [Schedule of Classes](#) and the [Student Guidebook](#). [CSUCI admission and graduation policies](#) are aligned with CSU system policies. [Admission policies and graduation policies are clearly communicated to students from pre-admission to post-graduate study](#).

The [CSUCI model of student advisement](#) provides for professional staff advising throughout a student's academic career on many topics including general education, selecting a major, and the graduation evaluation. This is supplemented with advice from major program faculty advisors (see also [CFR 2.12](#) for additional information on academic advising). [Students pursuing teaching credentials receive advising in a similar manner](#) with professional staff advisors during the pre-admission and admission process, faculty advising during the student's course of study, and the professional staff at the point of recommendation for licensure.

The University Library complements and enhances expectations for student learning through its collections, services, and information and computer literacy instructional programs. The Library provides many services to faculty to make use of electronic learning resources and objects beyond textbooks (see also [CFR 3.6](#) for additional information on the University Library).

In sum, CSUCI expectations for student learning are clearly reflected in academic programs and policies.

CFR 2.4

The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.

2002

During the formative years, the faculty is functioning as a committee of the whole. All academic programs are being developed, and all decisions are being made collaboratively. Not having departments means all faculty members are involved in the development and review of all programs (see Exhibit 1.4). A conscious decision has been made by the academic community to seek ways to institutionalize cross-disciplinary structures and collaborative decision-making as the University grows. It is expected that all program areas will have advisory committees that include community members. Exhibit 2.4 displays all campus committees and boards. Exhibit 2.4.1 is an announcement of the appointment of a Director of Community Relations in which the President reaffirms his commitment to working closely with the community.

2005

CSUCI's expectations for learning and student attainment are delineated at several levels. The University has defined and disseminated the "[Characteristics of CSUCI Graduates](#)" (see also [CFR 1.2](#) for additional information on the dissemination of educational objectives). [Institutional mission-based](#) and [program-based student learning outcomes \(SLOs\)](#) have been developed to guide an educational experience intended to help CSUCI graduates achieve these characteristics. Faculty are encouraged to include [course level SLOs in course syllabi](#).

All academic programs are developed and proposed by the faculty. Once developed, SLOs for courses and programs are reviewed by the Curriculum Committee and the General Education Committee, if applicable. Following this review, proposed programs are forwarded to the Academic Senate for approval by the faculty as a whole. Course and program-level [SLOs are available to the general public on the University website](#). The General Education Outcomes Assessment Task Force is aligning general education course SLOs with the objectives of the general education program and proposing an assessment process for the general education program.

Academic programs are responsible for periodic program review including the assessment of SLOs. Each academic program has designated a faculty member to serve as its assessment coordinator. The assessment coordinators serve on and receive support from the Program Review and Assessment Committee.

CFR 2.5

The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

2002

Experiential learning, service learning, and learning communities are key elements of the University's mission and values that are intended to actively involve students in learning (see Exhibit 2.5). The campus is also developing a process for giving mid-term grades to identify students in trouble as early as possible and to initiate steps to remedy their problems before the end of the term. (See Exhibit 2.5.1, President's Cabinet minutes for September 16, 2002, Item 9b.) Anticipating the needs of students, the University has created math and writing centers to help students develop their basic skills.

2005

CSUCI "...facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives."³ To this end, CSUCI academic programs actively involve students in learning through multiple modes of instruction. These modes of instruction include experiential and service learning, undergraduate research, group projects and capstone courses to name a few.⁴ One example is a program pioneered at CSUCI, the English Directed Self-Placement

³ CSUCI Mission Statement.

⁴ For example, in Spring 2005 CSUCI held its first international experience class in London studying theater. There are current plans to take classes to Japan and China this academic year.

Program (DSP) combined with the “stretch sequence.” In this program, students self-assess their writing skills to determine if the traditional one semester composition course or the two semester “stretch sequence” better suits their needs. The Stretch sequence, [ENGL 102](#) and [ENGL 103](#) (hereafter referred to as “Stretch”), gives students a full year to develop writing skills before completing the final portfolio required of all composition students. The advantages of Stretch include more time for writing skill development, greater emphasis on writing processes, and membership in a yearlong learning community with the same students and faculty. Stretch actively involves students in learning, challenges them to achieve high expectations, and provides them with ongoing feedback. Stretch has developed an exemplary [holistic team-scoring procedure](#) to provide students with feedback to improve their writing competency.

A second example of how CSUCI actively involves students in learning is the upper division general education requirement. The CSU system requires three courses (nine units) of upper division general education, and at CSUCI all of these courses are interdisciplinary. This focus on interdisciplinarity challenges students to address issues from multiple perspectives.

Faculty are encouraged to inform students of student learning outcomes and provide [rubrics](#) to guide students toward the level of performance expected for successful completion of course assignments and the attainment of these outcomes.

Besides performance feedback at the course level, [feedback is also provided at the program level](#). Academic probation and [mid-term evaluation](#) procedures provide a safety net for at-risk students. The University has created an [Educational Opportunity Program \(EOP\)](#), the Math Tutoring Lab, the Writing Center, and the Multicultural and Women’s & Gender Center to help develop basic skills required for success in University studies.

Students are encouraged to complete the [University 110 pre-test](#) to assess critical thinking skills as these can affect their performance in coursework throughout their college careers. In support of student learning, student success and student persistence, [the Academic Advising Center is currently designing an assessment instrument](#) that will help the advisors to understand what students are learning as a result of participating in academic advising.

CFR 2.6

The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.

2002

The University sets out its expectations of graduates through its program educational objectives, course learning outcomes, and desired characteristics of its graduates (see Exhibit 1.2.1). Since learner outcomes for individual courses are derived from educational objectives, assessment of learning outcomes should provide formative information on attainment of program objectives. The primary exhibits are the course outlines that include learning outcomes and assessment methods. The first paragraph on page 3 of this document identifies the skills, competencies, and dispositions we wish our graduates to possess. Currently, we are determining the experiences most likely to yield those characteristics. Also, please see Exhibit 1.4, Academic Senate resolution 1-01, Curriculum Approval Process.

2005

CSUCI has stated its expected levels of attainment. All courses are based on student learning outcomes (SLOs) and instructors are encouraged to list these outcomes in course syllabi. Academic program SLOs are published on [program websites](#). Institutional Mission-Based Learning Outcomes are conveyed to faculty through a [brochure](#) that is available on the web and distributed at faculty orientation sessions.

Academic programs have aligned course and major program SLOs, prepared assessment blueprints to measure the attainment of these SLOs, and begun the implementation of these assessment plans (see also [CFR 4.7](#) for additional information on the Assessment Plan Preparation Program (APPP)). Several academic programs have embedded the assessment of SLOs at the course level. For example, the Single Subject and Education Specialist Level I Credential Programs utilize a [summative portfolio assessment](#) that is aligned to program SLOs and is embedded within course work. For the 2005-06 AY, the Provost’s Office provided resources in the form of reassigned time for faculty to implement program assessment blueprints developed through APPP.

CFR 2.7

In order to improve program currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews.

Guideline: The institution incorporates in its assessment of educational objectives results with respect to student achievement, including program completion, license examination and placement rates results.

2002

CSU system policy stresses the importance of maintaining program currency. Board of Trustees policy requires cyclical review of all academic programs. The Academic Senate is developing a campus policy for 5-year cyclical review of educational programs. In addition, there will be regular review of the extent to which learning outcomes are being achieved. Also, surveys of employers of Channel Islands graduates are being developed and the system-wide Student Needs and Priorities Survey (see Exhibit 2.7) data will be used to measure students' satisfaction with their educational experiences.

2005

The University continues to develop and strengthen both its capacity to measure the effectiveness of its academic programs and the processes that ensure that assessment is an integral part of the ongoing work of each academic program. To this end the Division of Academic Affairs is participating in assessment committees at the CSU system, University and division levels. The Chancellor's Office has organized the CSU System-wide Assessment Council consisting of delegates from each of the CSU campuses. This council meets twice annually to discuss assessment issues and share best practices across campuses. The CSUCI Director of Institutional Research, the Academic Affairs Chief Assessment Officer, and the Special Assistant to the President for Institutional Research attend CSU Assessment Council meetings.

President Rush established the CSUCI Assessment Council during the 2004-05 AY to facilitate, coordinate and support assessment activities on campus. The CSUCI Assessment Council includes participants from each division. Participants from Academic Affairs include the three individuals mentioned above as well as the Associate Vice President for Academic Programs and Planning (see also [CFR 4.7](#) for additional information on the Assessment Council).

Additionally, in Spring 2005, the President secured external funding to initiate the development of academic program assessment plans (Exhibit 2.7.4). This endeavor, titled the Smith Family Assessment Plan Preparation Program (APPP), provided honoraria to faculty for participating in the revision, creation and alignment of program learning outcomes and assessment measures (see also [CFR 4.7](#) for additional information on APPP). Following the completion of APPP, the Division of Academic Affairs formed the Program Review and Assessment Committee consisting of faculty delegates from each of the academic programs and co-chaired by the Academic Affairs Chief Assessment Officer and the Associate Vice President for Academic Programs and Planning.

The faculty commitment to maintaining program currency and effectiveness is reflected in the Academic Senate policies on [assessment](#) and [program review](#). As of Fall 2005, all academic programs have begun to implement the assessment blueprints prepared in conjunction with APPP. This is in addition to assessment programs already in use in several academic programs. For example, the [English Directed Self Placement program](#) has collected and analyzed data over several semesters to measure and improve the effectiveness of the program. Other programs, such as biology, business, and education have conducted [pilot assessment projects](#) as the first steps of program review. Two of these programs, business and education, will undergo external review through their respective accrediting agencies. [In addition, programs are beginning to develop mechanisms to record feedback from graduates on their respective programs.](#) Finally, the General Education Outcomes Assessment Task Force has articulated and will implement in Spring 2006 a plan to evaluate the effectiveness of Category B of the University's general education curriculum.

Scholarship and Creative Activity

CFR 2.8

The institution actively values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.

2002

Although the institution is very new, it has begun to establish a supportive environment for scholarly and creative activity, and innovation in teaching and learning. In the first year of university operation, faculty workload was devoted almost entirely to curriculum development. However, faculty members who presented papers at any conference were fully supported by the University. Although there was no reassigned time for scholarship, faculty productivity was extraordinary. Exhibit 2.8 presents the faculty scholarly productivity during the first year. The Senate Faculty Affairs Committee is planning to develop a faculty travel policy, which is supportive of scholarship.

2005

CSUCI recognizes that scholarly and creative activities are essential to fulfilling the University mission. By engaging in scholarly and creative activities, faculty enhance the substance of their courses, increase the body of knowledge in their disciplines, and serve as mentors to future contributors to scholarship – their students. Therefore, CSUCI continues to support scholarly and creative activities, as well as curricular and instructional innovation.

The [CSUCI 2003-08 Strategic Plan](#) called for the creation of the Faculty Support Task Force charged with determining existing levels of faculty support and making recommendations for future support. [The Faculty Support Task Force](#) completed its report and found five general forms of institutional support: reassigned time, professional travel funds, internal mini-grants, workshops sponsored by the Office of Faculty Development (OFD), and support from the Library and other divisions of the University. Reassigned time was granted to most tenure-track faculty for both the 2003-04 and the 2004-05 AYs. This reassigned time, granted by the Offices of the Dean and the Provost, provided support for scholarly and creative activities, and for University and program development. Support for professional travel was provided to all tenure-track faculty.⁵ [Mini-grants were provided by the OFD and by the University Library](#). These grants supported both teaching innovation and scholarly and creative activities. A challenge facing the institution is how to continue to fund these activities as the institution grows. [The OFD continues to sponsor workshops on many topics](#) including the scholarship of teaching, classroom assessment techniques, and program and course evaluation, and will continue its ongoing series of faculty presentations based on scholarship and teaching. The first CSUCI faculty become eligible for sabbatical leaves during the 2006-07 AY. An interim sabbatical leave policy is in effect and the Academic Senate intends to complete permanent sabbatical leave policy during the current academic year.

The Center for Integrative and Interdisciplinary Studies (CIIS) has developed long term plans to promote interdisciplinary scholarship among both faculty and students. In Summer 2004, CIIS provided fourteen faculty with stipends to develop interdisciplinary courses. CSUCI has also established the Office of Research and Sponsored Programs (ORSP). [ORSP holds grant-writing workshops](#), maintains a funding database, and administers the policies governing human subject research.

The University Library serves faculty instructional and scholarly and creative activities needs. From the [Library's faculty webpage](#), faculty can access the collection of electronic journals, request new journals and instructional software, register for faculty workshops held by the Library, and access other supportive services. The Library has also developed a web page for each academic program with resources tailored to that program for student and faculty use. Finally, the Library provides services to develop innovative instructional materials such as web sites and video materials.

The [CSUCI faculty have remained active in scholarly and creative activities](#) during the start-up phase of the University. In addition, the campus disseminates scholarly and creative activity by hosting guest speakers for both single event and serial lecture series. Recent examples include lecture series hosted by the physics program (World Year of Physics 2005), the history program (Global Histories and their Futures), and speakers hosted by the Multicultural and Women's & Gender Center (MWGC Faculty Speakers). The campus has hosted two [Campus Reading Celebrations](#) in which the author of the book featured in the Reading Celebration speaks on campus and in

⁵ The support for professional travel was in addition to support for travel on other business on behalf of the University.

classrooms. This provides an opportunity for instructional innovation by integrating the adopted book into many courses. Finally, the CSUCI Business and Economics faculty have assumed the sponsorship and editorship of *Journal of International Business Strategy*, a publication of the International Academy of Business and Economics.

CFR 2.9

The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.

2002

Channel Islands links scholarship, teaching, student learning, and service in a variety of ways. A major feature of academic programs at Channel Islands includes opportunities for community/service learning and participation in learning communities. Exhibit 2.5 illustrates these opportunities. The service learning opportunities are of two kinds: (1) internships which are essentially hands on or action-oriented study, and (2) partnerships with community organizations such as the Gold Coast Innovation Center and other research organizations located on campus as placements for students at local high tech companies. Among other benefits, this will enable students majoring in biology, math, and science to participate in internships in science labs to translate experience into science for profit. Another example is an art professor who is incorporating digital technology in the education of artists so that they will be prepared to be both artists and individuals who are employable; they are involved in the productive efforts of their study.

Faculty members have organized bi-weekly brown bag lunches where their research is shared with colleagues. Exhibit 2.9 is a schedule of the brown bag lunches. Another pertinent exhibit (Exhibit 2.9.1) is a proposal for a research and scholarship program for probationary faculty.

2005

CSUCI recognizes and promotes linkages among scholarship, teaching, student learning, and service. By engaging in scholarly and creative activities, faculty enhance the substance of their courses, increase student awareness of topical research issues, and contribute to the body of knowledge in their disciplines (see also [CFR 2.8](#) for additional information on scholarly and creative activities). One vehicle linking scholarship to student learning is campus and faculty support for student research. Many students have conducted research for academic credit working under the guidance of faculty on projects of scholarly merit in the field of expertise of the faculty. In addition, CSUCI majors require a culminating, capstone experience that often takes the form of a student research project. CSUCI students and their faculty mentors have participated in undergraduate research symposia and conferences such as the [Southern California Conference on Undergraduate Research](#) and the [Southern California and Nevada Section of the Mathematical Association of American Annual Conference](#). Finally, CSUCI has accepted the Chancellor's Office invitation to host the CSU Undergraduate Research Competition in May 2006.

CSUCI emphasizes experiential and service learning,⁶ and most academic programs offer [service learning or internships for academic credit](#). This aspect of the curriculum provides students with opportunities to work outside the University, either with companies, government agencies, or non-profit organizations, on [projects that are related to the students' academic disciplines](#). Through these activities the University directly involves community partners in the learning experiences of students.

CSUCI utilizes academic centers to provide students and faculty with resources and assistance to meet mission objectives in the classroom. The [Center for Integrative and Interdisciplinary Studies \(CIIS\)](#), the [Center for International Affairs](#) (CIA), and the Center for Multicultural Learning and Engagement (CMLE) are already established. In addition, a center is planned to promote experiential and service learning. Until the new center is developed, service learning is supported by the [Office of Service Learning and Civic Engagement](#).

Support for Student Learning

CFR 2.10

Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences, and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.

⁶ The CSUCI Mission Statement.

Guideline: The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed; and periodic analyses or grades and evaluation procedures are conducted to assess the rigor and impact of these policies.

2002

Beginning with the original NCHEMS needs analysis (Exhibit 2.10); the campus has tailored its programs and services to respond to the needs and characteristics of its prospective students. Additional studies include the *Survey of Educational Needs in Agriculture, February, 1999* (Exhibit 2.10.1); the *Assessment of Graduate Education Needs for the Port Hueneme Division of the Naval Surface Warfare Center* (Exhibit 2.10.2); and the Needs Analysis prepared for the California Postsecondary Education Commission (Exhibit 2.10.3) For planning purposes, the campus also has used system-wide data from the 1999 administration of the Student Needs and Priorities Survey (SNAPS). The campus will participate in the next administration of SNAPS in 2004 and use campus-specific data to assess student levels of satisfaction. Exhibit 1.8.1 is CSU Executive Order 792 – Grading Symbols, Assignments of Grades, and Grade Appeals. The campus grade appeal policy is in both the catalog and student guidebook.

2005

From its inception, the campus has tailored its programs and services to respond to the needs and characteristics of its prospective students. Studies used to determine these needs and characteristics include the NCHEMS needs analysis (2002), [Survey of Educational Needs in Agriculture, February 1999](#), the [Assessment of Graduate Education Needs for the Port Hueneme Division of the Naval Surface Warfare Center](#), and the [Needs Analysis](#) prepared for the California Postsecondary Education Commission. For planning purposes, the campus has also used system-wide data from the 1999 administration of the Student Needs and Priorities Survey (SNAPS).

Many University units are devoted in part to the collection and analysis of campus data on student needs and characteristics. For example, the [Office of Institutional Research](#) provides the campus with demographic data about the student population, and participates each year in the Cooperative Institutional Research Program ([CIRP](#)) to develop baseline information about incoming freshman characteristics and attitudes. [The Division of Student Affairs regularly collects information on student needs, experiences and program satisfaction for the purpose of improving its programs.](#) The cross-divisional Enrollment Management and Student Success Committee (EMSSC) is charged with developing strategies and policies to increase student retention, [academic success](#), and [timely graduation](#).

The CSUCI Advising Center regularly assesses all advising activities including one-on-one advising sessions, pre-advising workshops and Advising/Registration/Orientation sessions. The Center is currently developing a survey instrument that will assess student learning outcomes for the CSUCI advising programs. The Director of Academic Advising is working closely with the Academic Affairs Chief Assessment Officer to finalize and distribute the assessment instrument. In addition, a user-friendly on-line system provides students with easy check-in at the [Advising Center](#) and allows the Center to track and monitor the activity in the Center.

The campus grade appeals policy is published in both the [University Catalog](#) and [Student Guidebook](#).

CFR 2.11

Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.

2002

Considering its newness, the University has an unusually wide array of co-curricular programs. Exhibit 2.11 lists and describes all student clubs and organizations as well as policies and procedures establishing new student organizations, including obtaining campus approval, and securing necessary resources. These are examples of student co-curricular programs that augment, and are integrated with academic programs to enrich student growth and development.

2005

CSUCI provides an array of co-curricular programs that are designed to meet student personal needs and are aligned with the academic mission of the University. For example, [several classes incorporate co-curricular elements](#), including:

- PSY 432, Seminar in Leadership (co-taught by CSUCI faculty with the Vice President for Student Affairs)
- ENGL 336, Multicultural Literature and Communication (co-taught by CSUCI faculty with the Vice President for Student Affairs)
- University 100, University Life and College Success
- PHED 110, Wellness
- [COMM 101](#), Public Speaking (Certain sections of this course require participation in the [Talkin' Dolphins Speech Tournament](#), which is open to all CSUCI students)

A leadership training program is offered through the [Student Leadership and Community Office](#). The [Instructionally-Related Activities fee](#) funds co-curricular programs tied to specific courses. Funds are allocated by a committee comprised of students, faculty, and staff, and chaired by a student. The Student Affairs Division has adopted the “[9 Dimensions of Wellness](#),” which is used in courses and co-curricular functions. [Policies and procedures for establishing new student organizations](#), and many [new student organizations](#) have been established. These are examples of student co-curricular programs that augment and are integrated with academic programs to enrich student growth and development.



CSUCI Associated Students raised over \$10,000 for the victims of Hurricane Katrina.

Effective partnerships between faculty and Student Affairs staff exist in other areas as well. A cross-divisional committee, the [Student Affairs Liaison Committee \(SALC\)](#), has been created by the Academic Senate to engage faculty in the development of co-curricular programs. A new Center for Multicultural Learning and Engagement, housed jointly in the Divisions of Student Affairs and Academic Affairs, will sponsor curricular and co-curricular activities and will support the existing [Multicultural and Women's & Gender Center](#). The Multicultural and Women's & Gender Center has hosted [presentations by faculty and other speakers](#). The University's Career Development Services provides information and counseling for students through various services including Career Fairs and Graduate School Fairs and works with faculty to develop internships for students. To stimulate interest in the student newspaper and yearbook, an interdisciplinary course, [Art/Educ/Engl 230, The Art of Educational Journalism](#), is under development. A Task Force co-chaired by the Special Assistant to the Provost (a faculty member) and the Special Assistant to the Vice President for Student Affairs is designing a proposal for a [First-Year Experience and a Second-Year Experience program](#) to help students in their transition to the demands of university life and facilitate retention and student success.

CFR 2.12

The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.

Guideline: Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, disclosing, and are readily available to support student needs.

2002

The University has developed an impressive range of publications and electronic means to provide students with information on academic programs and requirements. Exhibit 2.3 and Exhibit 2.12 illustrate the recruiting and admission publications, financial aid information, academic calendars, advising programs, and other documents that explain the requirements of all educational programs. The Student Affairs division has developed a very comprehensive and user-friendly web site.

2005

CSUCI has developed and maintains many publications and websites, and has assigned faculty and staff offices to provide prospective and on-going students with information about academic programs. Publications include the [University Catalog](#), [Schedule of Classes](#), [academic major fact sheets](#), and recruiting and other information materials.

CSUCI uses a dual model for academic advising that utilizes professional staff advisors in the Advising Center in conjunction with faculty advisors. Faculty members offer advice about major requirements, upper division course selection, in addition to mentoring students within the major. The Advising Center offers academic advising services including information on course scheduling, general education requirements, major requirements, advising for incoming students, graduation requirements and preliminary graduation checks, and assistance for students experiencing academic difficulty. The Center produces advising materials to assist students, faculty and CSUCI staff in understanding degree requirements. These materials are readily available to on-going students, and are distributed and explained to new students prior to the beginning of each semester at new student advising workshops. The Advising Center communicates regularly with students to encourage them to schedule counseling sessions and attend advising events. In addition to descriptive material for prospective teaching credential students, faculty in [the Education program have developed handbooks](#) that provide specific information about program requirements and the credentialing process for those admitted to one of the credential programs.

CFR 2.13

Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.

2002

Exhibit 2.13 the 2001-2002 Division of Student Affairs Annual Report describes how student support services have been, and are being developed to respond to the needs, characteristics, goals, and circumstances of the region's students. Exhibit 2.13.1 is the campus housing needs analysis that illustrates one way that student services are being developed in response to student needs. Recognizing the significant number of bilingual students, many student publications are published in Spanish (see Exhibit 2.13.2).

2005

The Division of Student Affairs provides support services including [financial aid](#), [registration](#), [career counseling](#) and [student housing](#). These services have been developed in response to the needs, characteristics and circumstances of CSUCI students. For example, the campus recently performed an [on-campus student housing needs analysis](#) to provide information leading to the improved effectiveness of the housing program. Additionally, recognizing the significant number of bilingual individuals in the community, selected publications are available in Spanish.

The Division of Academic Affairs provides additional support services through the Academic Advising Center, the Writing Center, the Math Tutoring Lab, the Credential Office and the Library. The Advising Center offers learning assistance workshops and student success seminars each semester. Special emphasis has been placed on providing assistance to students experiencing academic difficulty. A workshop was developed and mandatory

advising was implemented for students on academic probation. A handbook for undeclared students is under development to address the needs of students exploring majors at CSUCI (see also [CFR 2.12](#) for additional information on Academic Advising). The Writing Center and Math Tutoring Lab continue to expand student services, training for student tutors, and other resources available through its web site. The Credential Office prepares materials and offers pre-admission advisement designed to assist students preparing to enter a teacher credential program. The University Library provides services, instructional materials and programs to assist students with research questions, and information and computer literacy skills. Thirty-five computer workstations are available for student use. The Library offers remote, around-the-clock access to Blackboard and the Library's digital resources. During final exams, the Library remained open twenty-four hours a day to provide students onsite access to library services (see also [CFR 3.6](#) for additional information on the University Library).

CFR 2.14

Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.

2002

CSU system directives govern most policies defining the acceptance of transfer credits. Exhibit 2.14 includes the three system-wide executive orders that establish policy that applies to all students transferring from California community colleges with respect to (a) courses to be accepted toward the baccalaureate degree, (b) courses completed at a community college that are applicable toward lower division General Education requirements, and (c) courses applicable toward the American institutions and government requirement. Exhibit 2.14.1 shows campus publications prepared expressly for prospective transfer students. Exhibit 2.14.2 is an articulation agreement between CSUCI and service area community colleges.

2005

CSUCI accepted only transfer students when it opened in Fall 2002. In the intervening years it has continued to embrace its role of serving community college transfers. CSUCI is guided by CSU system directives concerning the acceptance of transfer students. Information describing both upper and lower division major requirements is available for prospective transfer students. Through [ASSIST](#), a statewide on-line database, and through the work of the CSUCI [Articulation Office](#), students have access to articulation agreements between CSUCI and all California community colleges. In 2005, the campus finalized [transfer admission guarantees \(TAG\) with regional community colleges](#).

A historic challenge for community college transfers has been the variability of lower division major requirements across CSU campuses. To address this challenge the CSU system developed the [CSU Lower Division Transfer Project \(LDTP\)](#) of which CSUCI is a full participant. LDTP identifies a common core of lower division courses that will be accepted from transfer students as satisfying major requirements at all CSU campuses.

[CSUCI faculty and staff collaborate with colleagues at local community colleges to facilitate and improve the transfer process](#). For example, the CSUCI faculty consult with community college faculty and transfer officers as they design and implement new majors, and meet with faculty and students to provide information about CSUCI programs. In addition, the CSUCI Recruiting Office hosts an annual [Counselor's Day](#), attended by over 120 high school and community college counselors, to inform and update them on CSUCI programs and admissions criteria. Finally, [the Advising Center has prepared materials designed specifically for transfer students](#). The Center strives to make early contact with newly admitted transfer students to provide a smooth transition to CSUCI.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

Faculty and Staff

CFR 3.1

The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.

2002

The University has assembled highly qualified faculty and staff to sustain its programs and aspirations. Exhibit 3.1 displays the vitas for all Management Personnel Plan (MPP) personnel and faculty members as well as position descriptions for other staff. Exhibit 1.5.3 is CSU Executive Order 774, System-wide Guidelines for Nondiscrimination and Affirmative Action in Employment, the system policy on diversity in employment.

2005

From its inception, CSUCI has recruited highly qualified [faculty](#), [administrators](#) and staff to design and deliver its educational programs and fulfill its mission. The number of faculty and staff has grown substantially since the 2002 Preparatory Report. For example, at that time there were thirty tenure-track faculty. At present, there are fifty-seven tenure-track faculty with plans to recruit up to twenty additional faculty during the 2005-06 AY⁷ (see also [CFR 3.2](#) for additional information about the faculty). Comparable growth has occurred in the number of the administrative and support staff.

CFR 3.2

The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.

Guideline: The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate backgrounds by discipline and degree levels.

2002

About 2,300 applications were received for the first year's hiring of 13 faculty and over 4,300 applicants sought the 17 positions hired the second year (see Exhibit 3.2). This has resulted in a faculty of extraordinary quality. Exhibit 3.2.1, the state-of-the-art on-line application system developed to support processing, evaluating, and acting on applications for Channel Islands faculty positions, is being analyzed by system staff for possible use by campuses throughout the CSU. Exhibit 3.2 lists each academic program, the faculty member(s) for each program, and a brief summary of their qualifications. The recently completed system-wide study of how faculty spend their time and energy is believed to be an accurate reflection of the balance of Channel Islands faculty workload among teaching, scholarship and other creative efforts, and other uses of faculty time (Exhibit 3.2.2). Exhibit 3.2.3 is the new faculty orientation program.

2005

CSUCI currently employs fifty-seven full-time, tenure-track faculty and 172 temporary faculty.⁸ The Provost has authorized searches for up to twenty additional tenure-track faculty, who will begin in Fall 2006.⁹ As in the past, the faculty recruiting process uses an [on-line application system](#) that has allowed the campus to attract a [talented and diverse pool of applicants](#). Since Spring 2004, the on-line system has also been used to recruit temporary faculty.

The campus has made a commitment to identifying and recruiting [faculty who are not only excellent teachers and scholars, but who also possess a strong commitment to CSUCI's mission and an interest in building the University](#). CSUCI has developed a unique process to recruit tenure-track faculty. Features of the faculty recruitment process include:

- All search committees include faculty from more than one discipline.

⁷ The exact number of faculty recruits will depend on available funding.

⁸ The temporary faculty include both full-time and part-time adjunct faculty. "Temporary faculty" is the term used in the collective bargaining agreement for non-tenure-track faculty.

⁹ As noted earlier, the exact number of faculty recruits will depend on available funding.

- Candidates for interviews are brought to campus in cohorts of up to twenty-five candidates.
- All tenure-track faculty, along with personnel from Academic Affairs and other divisions, participate in the interview process.
- Candidates meet and interact with each other and with faculty from other disciplines.
- Candidates participate in a group exercise to design an interdisciplinary course.
- The search committees solicit feedback on the candidates from the faculty at large, from staff, and from students.

This recruiting process has resulted in a core faculty committed to working both within and across disciplines and able to work together to facilitate the rapid development of the University in line with its mission and goals.

Each semester the Division of Academic Affairs hosts [a two-day orientation session](#) for all faculty, including information sessions with the President, Provost, Associate Vice President for Faculty Affairs, Academic Senate Chair, and Dean, and workshops on issues vital to faculty and student success. During the 2005-06 AY Orientation, new faculty were provided with a “[Faculty Quick Reference Guide](#)” to assist them to become acclimated to the campus environment.

CSUCI's faculty play an integral role in shared governance across the University as illustrated by [faculty participation in Academic Senate's standing and advisory committees, and cross-divisional committees, councils and task forces](#). The [Academic Senate website](#) lists Senate policies and resolutions, and provides evidence of the scope and depth of faculty involvement in the University.

CFR 3.3

Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.

2002

The University is building its recruitment, staff and faculty development, and evaluation practices to support its mission and objectives. Exhibit 3.3 is the faculty collective bargaining agreement that addresses evaluation processes. Exhibit 3.3.1 is Academic Senate Resolution 44-01, RTP Policies (see Academic Senate Resolutions), which spells out campus policies governing retention, tenure, and promotion. Exhibit 3.3.2 is a summary of the first year RTP recommendations; Exhibit 3.3.3 is the schedule for the RTP process for academic year 2002-2003.

Faculty members have developed a process for student rating of instruction. Exhibit 3.3.4 presents first term results and academic senate minutes describing development of the policy and process.

2005

The CSUCI faculty recruitment process is aligned with the University mission. This innovative process both fosters the interdisciplinary focus of its mission and academic programs and reflects its need for faculty committed to institution building (see also [CFR 3.2](#) for additional information on faculty recruitment).

The CSUCI faculty evaluation process has been refined to align with the University mission while at the same time implement appropriate provisions of the collective bargaining agreement ([CBA](#)). In 2001, the Academic Senate developed a [retention, tenure and promotion \(RTP\) policy](#), later amended by [SP 04-43](#) and [SP 04-44](#), consistent with the CBA. This policy, as amended, details campus policies for reappointment and promotion for disciplinary, library and counselor faculty. A central element of the policy is the preparation of a professional development plan (PDP) by all first-year tenure-track faculty. Each PDP is reviewed and approved by a program personnel committee and the Dean of the Faculty.

Faculty are evaluated in three categories: teaching, scholarly and creative activities, and service. Of these, teaching is most important, and faculty under review must obtain a rating of “4 –Exceeds Standards of Achievement” in the category of Teaching for a favorable recommendation for tenure or promotion.¹⁰

¹⁰ This is the general standard specified in the policy and applies to faculty from academic programs that do not have approved program personnel standards. These are explained in the next paragraph.

The RTP policy encourages each academic program to develop its own implementation of the general criteria for review in program personnel standards for program faculty. The campus has developed General Personnel Standards for use while individual programs develop their standards and in those cases where there are no individual program standards. [Individual program standards must be approved by the University RTP Committee](#). The General Program Standards specifically recognize that the University values and support the development of various kinds of scholarship, including the scholarship of assessment, engagement, and teaching and learning. Examples of approved program personnel standards include those of [English](#) and [Business and Economics](#).

The [CSUCI 2003-08 Strategic Plan](#) called for the creation of a Faculty Support Task Force. The task force completed its charge in 2004 and reported its findings to the President in the [Faculty Support Task Force Report](#). A portion of the report focused on faculty workload issues and found that the CSUCI faculty have had a heavy service load during the start-up phase, and made recommendations on possible forms of faculty support.

The University also continues to refine its staff recruitment, workload, incentive and evaluation practices to support its mission. Staff and faculty recruitment share a common on-line website. Staff and management position vacancies are posted on-line at both the campus and Chancellor's Office websites. The on-line applications and résumés are made available to the members of the search committee. A [Staff Recruitment Handbook](#) has been prepared to guide staff recruitment efforts.

In the event of staff workload changes, the Human Resources Department can conduct a classification review. Consistent with the collective bargaining unit agreement, incentive pay is applied to staff salaries at CSUCI. Evaluations are conducted at three months, six months, eleven months, and annually thereafter. The Management Personnel Plan personnel are evaluated annually. Examples of the use of employee incentives are found in the Division of Student Affairs staff incentive and recognition programs.

Evaluation of performance by these staff units is conducted in accordance with of the collective bargaining agreements for represented employees, Title V for Administrators and the [HR Coded Memorandum for Confidential Employees](#).

CFR 3.4

The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.

2002

It is noteworthy that, with so many demands in its first year of operation, the campus elected to dedicate a full position to faculty development. Exhibit 3.4 describes the charge and membership of the faculty development advisory committee. Exhibit 3.4.1 is the proposal for the faculty development plan. It is our belief that support staff are essential to the instructional function inasmuch as they support the instructional enterprise. Consistent with its commitment to lifelong learning and the instructional enterprise, the University offers a variety of professional development programs for staff (see Exhibit 3.4.2).

2005

The CSUCI faculty development program spans many policies, procedures, processes and mechanisms of support. It begins with prospective faculty during the search process when the Director of Faculty Development and Associate Vice President for Faculty Affairs meet with the candidates to provide information about faculty support. The next contact occurs at faculty orientation. Newly hired faculty are invited to faculty orientation sessions designed to facilitate their transition to the campus. The [Orientation](#) includes panel discussions, program meetings, and other informational sessions.

Once the academic year begins, the Office of Faculty Development (OFD) provides resources, services, and programs to all faculty to help them implement the University mission, examine and promote instructional effectiveness, innovation, and assessment, pursue scholarly and creative activities that inform their teaching, succeed in the evaluation process, and realize their professional goals at CSUCI. OFD also provides assistance with the preparation of dossiers for performance evaluations or periodic reviews, proposal and other professional writing, orientation and mentoring, and virtually any area of faculty work and responsibility. The [OFD website](#) is used to disseminate information about the OFD activities and programs. Examples of OFD workshops include:

- “Discourse on the Scholarship of Teaching and Scholarship of Engagement workshop” provided for faculty in Fall 2004.
- [RTP](#) workshops provided annually.

OFD is sponsoring three new programs for the 2005-06 AY. First, the Council of Mentors is a committed group of experienced faculty who have volunteered their time in support of other faculty, especially faculty who have not yet reached the rank of tenured full-professor. The support includes assistance with RTP issues, portfolio development, research agendas and publications, teaching, time management, and the like. This is currently an informal arrangement and is experimental. The main purpose is to stimulate interaction between among faculty without making it a requirement to do so. It is hoped that this pilot program will lead to innovative ways of fostering faculty community and an atmosphere of “success.” Second, the previous Director of Faculty Development now retired, is serving as a faculty development consultant to help faculty with professional development issues. Finally, a new position, the Director of Faculty Development for Technology Initiatives, has been created. The focus of this position is to assist faculty in the use of technology in the classroom and in scholarly and creative activities. In addition, the position coordinates the many technology services provided by Information Technology and the Library. The intention is to identify technology infrastructure and implementation strengths and weaknesses, while helping to bring CSUCI into a leading position in the use of technology, both for faculty and students.

OFD is guided in its activities by [Faculty Development Advisory Committee \(FDAC\)](#), an elected standing committee of the Academic Senate.

The University Library supports faculty development with a variety of services including: the provision of research databases, interlibrary loan, Blackboard support, electronic reserve, electronic course-packs, media development, individual faculty consultation, other services (see also the “[Faculty Services](#)” page at the [Library’s website](#)). The Library also funds “Digital Collection Fellowships” to support faculty collaboration with the Library’s media staff in the creation of digital collections. At the close of each academic year, the Library holds a reception honoring faculty publications and creative activities (see also [CFR 3.6](#) for additional information on the University Library).

In addition to its other duties, the Office of Research and Sponsored Programs ([OSRP](#)) provides support for faculty development particularly in the area of scholarly activities and service learning. ORSP is the grants and contracts [point-of-contact](#) for the campus and supports faculty by assisting them in securing external funding to meet both professional goals and the University mission.

Faculty development and support efforts are periodically assessed with the findings and recommendations forwarded to the Provost, President and the University Planning and Coordinating Council (UPACC) for review, response, and continuous quality improvement.

The first of CSUCI’s faculty have become eligible to apply for sabbatical leaves during the 2005-06 AY. An interim policy consistent with the collective bargaining agreement has been approved for this year. The Academic Senate intends to complete a permanent policy this year.

Fiscal, Physical and Information Resources

[CFR 3.5](#)

Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kind of educational programs offered both now and for the foreseeable future.

Guideline: The institution has a history of financial stability, appropriate independent audits, and realistic plans to eliminate any accumulated deficits and to build sufficient reserves to support long-term viability.

2002

As the University moves through the first year of operation, it is developing a budget process to ensure alignment and balance with institutional purposes and educational objectives. The budget originates with the Trustees, and then comes to the campus, then to the budget committee. Both the budget and campus development processes are focused on defining and creating rather than maintaining. The President was hired first, followed by faculty members, then administrators. Faculty focused first on building the curriculum, writing the catalog, and recruiting students. The campus has budgeted on an ad hoc basis to get the campus underway. Exhibit 3.5 displays the charge to the budget committee, its membership, and copies of drafts and other documents emanating from committee deliberations, including final budget for 2002-2003.

Exhibit 3.5.1, Capital Development, indicates the nature and pace of the building and remodeling of all campus buildings. Exhibit 3.5.2 is information on the establishment of the Channel Islands Site Authority, including

a spreadsheet displaying estimated sources and projected uses of funds. Exhibit 3.5.3 is a Site Authority agenda item approving seven campus construction projects, which will renovate approximately 91,000 gross square feet of existing space at a cost of \$9,890,000.

2005

Fiscal Resources

The CSUCI budget process evolves each year to reflect the needs of the growing campus while seeking to align fiscal and physical resources with the CSUCI mission. Each University division prepares and presents its budget request to the University Budget Committee (UBC). UBC is chaired by the Vice President for Finance and Administration and includes representatives from all University divisions. At present five faculty, two student, and three staff representatives serve on UBC. During the 2004-05 AY budget process, a UBC subcommittee was charged with developing a process to incorporate a long-range planning perspective in the budget process. The subcommittee presented its proposal for a new “Strategic Budgeting Committee” in Fall 2005. It is anticipated that the campus will begin to implement recommendations from this proposal this academic year, and complete implementation during the next academic year.

The Academic Affairs budget process was modified in 2004 to improve the alignment of funding with its strategic plan and instructional priorities. The Provost initiates the budget process for Academic Affairs by outlining the Division's priorities and funding parameters and asking each division unit and academic program chair to prepare a budget request. These requests are reviewed by the Academic Resources Committee (ARC), a committee composed of the seven faculty of the Fiscal Policy Committee of the Academic Senate plus four additional staff and administrators. ARC, in turn, makes a budget recommendation to the Provost.

Following each budgetary cycle, all budgetary processes are reviewed and modified to serve better the campus and to ensure stakeholder involvement. With each budgetary cycle, stakeholder involvement, particularly faculty involvement, has increased.

Most of CSUCI's funding comes from the State of California. During the State's financial difficulties of recent years, the CSU Chancellor's Office has cushioned CSUCI from major budget reductions and has provided a modest amount of incremental enrollment growth funding during this period. The campus has continued to build program and support services while other CSU campuses have had much more difficulty doing so.

CSUCI has never run a budget deficit nor has it been able to build reserves because of limited funding from the state and other state requirements. A process of centrally collecting unspent budget allocations is currently providing CSUCI with some incremental resources that have been redirected to high need areas. Further, CSUCI generates lease income that can be carried forward from year-to-year and defray some capital costs.

CSUCI is fully committed to sound fiscal practices. The campus engages in a full scope audit by a national public accounting firm at least every other year and a limited scope audit otherwise. The CSU internal audit office visits the campus at least once every three years for an internal control audit. The CSU internal audit office also audits various other campus activities, but has not yet been to CSUCI for anything other than an internal control audit and an auxiliary organization audit.

Physical Resources

CSUCI Operations, Planning, and Construction (OPC) serves the University by planning, designing, and constructing facilities to support the academic mission, student life, and support services. OPC prepares program, scope, and budget for proposed projects, and works with various University divisions to identify and secure project funding.

The CSUCI campus consists of 670 acres, of which 160 acres are suitable for academic use. A large [inventory of buildings](#) (over 1 million sq. ft.) was accepted by the University as part of the conversion of the Camarillo State Hospital to CSUCI. These buildings date from the 1930s through the 1960s, and CSUCI has begun renovating these facilities for University use. While the campus is blessed with beautiful California mission-style architecture, the size, scale and infrastructure of the existing buildings are not easily adaptable for all academic needs. OPC is identifying the types of programs that can be housed in renovated spaces, and others requiring new or infill construction.

All major capital projects (those over \$400,000) are submitted to, and approved by the Chancellor's Office of Capital Planning, Design, and Construction. The campus maintains a five-year capital improvement program. The [current capital improvement program](#) shows proposed projects with tentative start dates between 2007 and 2011. Most of these projects are assumed to encompass four years from design through construction. In addition to the major projects included in the five-year capital improvement program, the University continues to identify minor

capital projects and renovate smaller facilities to provide academic and support space for growing enrollment and programs.

CSUCI capital projects are funded in part by the CSUCI Site Authority. The Site Authority, established in 1998 by special legislation in the State of California, borrowed just under \$72 million in the 2004-05 AY to finance the construction of the John Spoor Broome Library and other campus projects.

CFR 3.6

The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled in distance-learning courses, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.

2002

The institution started early planning for adequate information resources. Exhibit 3.6 is the campus Information Technology Master Plan completed in August, 2001, a full year before the campus began instruction. During the first year of the University, library plans are being developed to create an innovative and creative library both as a physical space and a virtual space. The library is currently working on renovating and providing access to the adjacent courtyard for an outdoor study area to expand student study space and to provide a pleasant environment to enhance student learning. The library is designing a virtual interface to enable students to have a virtual group study room. The interface will quickly and easily provide study groups with access to a threaded discussion list and instant messaging. Additionally, the interface will enable group members to post documents that can be viewed and discussed. Student library services are illustrated in Exhibit 3.6.1. A wireless classroom will come on-line spring semester so the library can fulfill its teaching mission by instructing students how to find, evaluate, and apply information in various formats. The library is supporting the teaching faculty through a variety of digital initiatives including: Electronic Reserve, an image database, web resource pages for each major, and the planning and development of digital courseware and collections. Faculty library services are illustrated in Exhibit 3.6.2. Exhibit 3.6.3 is the policy on collection development and gifts for the library. Also, all faculty have space on the faculty web server. For example, see: <http://art.csuci.edu/jreilly>.

2005

Most of the University's information resources are housed in the University Library. The [University Library's five-year strategic plan](#) contains its vision for information resources. At the time of the 2002 Preparatory Review, the Library consisted of a handful of personnel, and many library resources and services were still in the planning stage. Since that review, the Library has established an extensive infrastructure for information resources, including a sizeable collection, mission-based services, systems to access collections and services, and personnel and partnerships to plan for future needs.

The Library has leveraged its membership in the CSU library consortia and the University's small FTES to acquire [databases](#) and a collection of [electronic journals](#) that rival those of larger libraries in the CSU system. The Library has also created a core print collection reflecting CSUCI program offerings, and established a collection development policy to allocate resources to new programs and supplement the existing core collection as needed. The Head of Collection Development and Technical Services is a member of the Curriculum Committee and Fiscal Policies Committee giving him advanced notice of future program and course needs.

The Library has implemented many systems to access information resources on and off campus. The implementation of the [Library catalog](#) not only allowed electronic access to the location of all items in our collection, but also allowed the Library to become independent. Originally the campus relied on the CSU Northridge catalog, which created some confusion for students, faculty, and staff, and locked the Library into another library's policies and services. The Library installed a [proxy server](#), which allows users to gain access to information resources anytime and anywhere. This service is not just limited to library information resources, and has allowed other entities on campus, such as the Office of Research and Sponsored Programs, to make resources available. The Library implemented [SFX](#), which allows more seamless access to information resources across databases and electronic journal collections. This timesaving service locates the actual full-text of items or directs users to services that may be able to acquire the item from another library. Last, the Library created a wireless classroom, which allows easy access to information resources for the purpose of instruction. The classroom is widely used by the Library as well as other University divisions.

Where no out-of-the-box information resource exists, the Library has worked with students, faculty, and staff to build needed resources. For example, Library staff created a [database for searching, storing, and categorizing and organizing 26,000 art and architecture images](#). This database is used by the art faculty for creating unique collections of images used in specific classes. The database is reserved for a single academic program, but can meet the image management needs of all academic programs, University advancement, and student services.

The Library has a significant academic computing role on campus including managing the campus Blackboard system. Blackboard workshops and one-on-one sessions are held to aid faculty in the use of the system. Photoshop, Dreamweaver, PowerPoint, and Illustrator [workshops](#) are offered each Spring and are open to all members of the CSUCI community. Faculty also call upon the Library staff to work within the classroom environment when students need instruction with building web sites, PowerPoint presentations, and print publications. In addition, the Library established a [Digital Teaching Fellowships program](#). These fellowships were awarded to faculty who were interested in creating specific collections to aid in their teaching. These fellowships culminated in the creation of projects used in special education, accounting, education and art.

The Library has strategically expanded services based on the University mission and student, faculty, and staff needs. The Library has continually enhanced reference desk service and operational hours. A recent experiment kept the [Library open twenty-four hours a day during final exams](#) and allowed students to sleep over if desired. Many students stayed over night working on computers or sleeping on the floor in the stacks. The Library implemented an interlibrary loan system that allows users to request books and articles from across the country. The Library implemented an electronic reserve system that has grown from nine electronic course-packs (ninety-five documents) in Fall 2002 to eighty-six electronic course-packs (730 documents) in Fall 2004. This system allows students to access course materials anytime and at any place. The Library instituted a program to circulate digital cameras, digital video cameras, and Macintosh laptops to edit images and digital video. The Library staff provides support and instruction in the use of all equipment that is circulated.

The Library has significantly increased its [staff](#). The Library now has two tenure-track librarians, who head the public services and technical services operations, two and a half contract librarians, who support interlibrary loan, reference, and instruction, and four staff in the areas of circulation, digital media services, and cataloging.

CFR 3.7

The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.

2002

Exhibit 3.7 describes in detail the process for achieving effective coordination and support of information technology resources. Exhibit 3.7.1 spells out the charge and composition of the campus Enterprise Technology Committee. Exhibit 3.7.2 presents the CSUCI Integrated and Collaborative Technology Environment. The membership of the Enterprise Technology Committee (ETC), which includes the Associate Vice Presidents and directors from all divisions, is responsible for developing integrated information management processes and strategies. The meeting minutes are available on-line. The Cabinet reviews and approves the recommendations of the committee. Sub-committees, which are chaired by a member of the ETC, coordinate projects such as the Student Information System Implementation Project.

2005

Although information technology can provide limitless opportunities, the University's ability to acquire, implement and manage such technologies is limited. As a result, there exists a need to manage the University's technology initiatives carefully and collaboratively. Information Technology (IT) identifies existing demand on the University's technology infrastructure and determines ways to meet future demand. Communication between the University community and IT is critical to the successful creation of support and services. IT works collaboratively with the faculty through the [Technology Advisory Committee \(TAC\)](#), a standing committee of the Academic Senate. It strives to provide a link between its centralized, University-wide services and the unique, discipline-specific needs of students, faculty, administrators, and staff of the University.

IT supports multimedia classrooms, computer labs and other facilities and equipment across campus. There are currently sixteen multimedia classrooms. IT recently added a new computer lab to the Technology Center and an open lab in the student housing complex. The latter of these labs is open twenty-four hours each day. Other

facilities and equipment include the campus video conferencing equipment. This equipment was recently upgraded to a VOIP system.¹¹

The Help Desk centrally manages work orders and campus technology projects. Work orders are delegated to the IT staff through a priority process in “Track It.” Track It provides reporting to ensure that work orders are completed in a timely manner. Track It will also allow the technology staff to identify reoccurring issues to manage the systems proactively. The Help Desk also coordinates the audio-visual equipment for the classrooms and conference rooms. Training for the use of that equipment is provided to faculty and staff.

IT has taken several steps to facilitate the effective use of technology resources by the campus community. These include:

- IT staff participation in orientation sessions to introduce IT services to new faculty, staff, and students.
- The maintenance of the IT website to provide easily accessible and current information about IT services.
- Software training for the faculty and staff provided in collaboration with a local vendor.

The Student, Human Resource and Finance systems are part of the CSU Common Management System (CMS). CMS is the implementation of an integrated information system on all CSU campuses designed to improve the quality and efficiency of management and improved services to students, faculty and staff. The University has established a campus [CMS steering committee](#) consisting of fifteen members including representatives from Academic Affairs, Finance and Administration, Student Affairs and the student body. Support for CMS is provided by local campus resources and resources at the Chancellor’s Office.

[CSUCI Web Services Office \(WSO\)](#) makes the Internet available to the campus community. As the University grows, so does the demand on its resources. During the 2003-04 fiscal year, the overall number of documents provided by Web Services grew over 170 percent. Tremendous growth is also reflected in a 395 percent increase in the number of documents served on the University administrative web site from February 2003 to February 2005.

Since the inception of the University, the Office of Information Technology, like all aspects of the University has faced many challenges. IT has recently restructured and hired new administrators and staff to address these challenges.

Organizational Structures and Decision-making Processes

[CFR 3.8](#)

The institution’s organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision-making.

Guideline: The institution has an organization chart that clearly depicts positions, associated responsibilities, and lines of authority.

2002

The following materials establish that the institution has effective organizational structures and decision-making processes. Exhibit 3.8 traces the evolution of the campus organization through organization charts from July 1999 to present. Exhibit 1.4 is the Academic Senate Resolutions, Constitution, and Bylaws.

2005

Since the [2002 Preparatory Report](#), the [CSUCI organizational structure](#) has evolved to respond to the ongoing need to clarify positions, responsibilities, and lines of authority as the University grows and to reflect the culture of [inclusion and shared governance](#) that has developed in the campus’ early years. Of particular note are three new University-wide Councils: the University Planning and Coordinating Council (UPACC), the President’s Council, and the Assessment Council.

[UPACC](#) is responsible for the review and coordination of all plans – academic, personnel, fiscal, and physical. UPACC makes recommendations to the President for his final decision. To date, UPACC has received strategic plans from all major campus units, developed alignment templates, created a monthly meeting schedule, and prepared decision-making guidelines (see also [CFR 4.1 and 4.2](#) for additional information on UPACC).

¹¹ VOIP is the acronym for “Voice Over Internet Protocol.” VOIP systems provide telecommunications using the internet.

Administrative policies are reviewed by the President's Council. The President's Council is comprised of students, faculty, and staff who participate in council deliberations and make administrative policy recommendations to the President.

The Assessment Council was created by President Rush to support and coordinate assessment activities across the campus. The Council is headed by the Special Assistant to the President for Institutional Effectiveness and its membership includes participants from each University division (see also [CFR 4.5](#) for additional information on the Assessment Council).

Other key ongoing University committees are discussed elsewhere in this report. They include:

- The Academic Senate (see also [CFR 3.11](#) for additional information on the Academic Senate)
- The University Budget Committee (UBC) (see also [CFR 3.5](#) for additional information on UBC)
- The Enrollment Management and Student Success Committee (EMSSC) (see also [CFR 2.10](#) for additional information on EMSSC)

Issues regarding the organizational structure of the Division of Academic Affairs were raised during the Candidacy Review. A challenge facing the campus is the development of a structure for Academic Affairs that supports the CSUCI mission while at the same time addressing the individual needs of students, faculty, and the academic disciplines. To this end, many alternative structures for Academic Affairs have been debated. An Academic Affairs Structure Task Force met throughout the 2004-05 AY to discuss this issue, but was unable to reach a consensus. During Summer 2005, the Provost formed a new task force to consult with him on the structure of Academic Affairs. In Fall 2005, the Provost announced to the faculty his decision to continue the current structure, with several modifications, over the immediate future. The current structure has the following attributes:

- There are no colleges and departments at this time. A single "Dean of the Faculty" oversees the academic programs. Program areas report to the Dean.
- Programs are headed by chairs or academic coordinators.
- The program previously called "Multiple Programs" will be renamed "Developing Programs." This program will also serve as the "incubator" for new majors.
- The campus will support four centers to address key elements from the University mission. Three of the four centers, the [Center for International Affairs](#), the [Center for Integrative and Interdisciplinary Studies](#), and the Center for Multicultural Learning and Engagement have already been launched, and the planning has begun for an additional center related to experiential and service learning.
- Planning will begin for the development of colleges as the campus grows.

CFR 3.9

The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.

2002

The CSU system is under the control of a Board of Trustees appointed by the Governor. Exhibit 3.9 is a description of the authority, responsibilities, and operation of the CSU Board of Trustees and the Trustees' policies and practices for hiring and evaluating campus presidents. The Board of Trustees exerts its legal and fiduciary authority with appropriate oversight over institutional integrity, policies, and ongoing operations.

2005

The California Legislature has granted the CSU Board of Trustees the stewardship of the CSU system. The Board of Trustees is appointed by the Governor and oversees the efficient management of funds, property, facilities and investments, develops broad administrative policy for the system campuses, and appoints and evaluates the Chancellor and campus presidents.

CFR 3.10

The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.

2002

The Board of Trustees appoints full-time presidents of CSU campuses. Dr. Rush was appointed president of Channel Islands in June 2001 and was inaugurated as president in April 2002. Exhibit 3.10 includes the résumés for the president and all vice presidents, demonstrating that they are well qualified to provide effective leadership

2005

The CSU Board of Trustees appointed Dr. Richard R. Rush to the Presidency of CSUCI in June 2001. In turn, President Rush recruited and appointed a team of highly qualified vice presidents and other administrators. [Biographical information](#) for administrators including the President, Vice Presidents, Associate Vice Presidents, an Assistant Vice President, and Deans, highlight their qualifications and extensive backgrounds in academic leadership.

CFR 3.11

The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.

2002

During its first 18 months, the Channel Islands faculty recommended and the president approved sufficient high quality academic policies and shared governance provisions to permit the University to open as scheduled in August 2002. Exhibit 1.4 displays the Academic Senate Bylaws, Constitution, and Resolutions, which establish that the faculty is exercising effective academic leadership and playing the central role in developing high quality curriculum and learning experiences.

2005

During the start-up phase of the University, the CSUCI faculty have been active leaders and participants in building the new University. Examples of faculty leadership and participation in the shared governance of CSUCI include:

- All tenure-track faculty are [members of the CSUCI Academic Senate](#) and [staff its standing and special committees](#).
- Faculty are [members of University standing and special committees and councils, and administrative and staff search committees](#).
- All tenure-track faculty participate in the recruitment of new tenure-track faculty (see also [CFR 3.2](#) for additional information on the faculty recruitment process).
- Faculty [develop new academic programs](#) and [assess and fine-tune existing programs](#).
- Faculty have played a major role in [amending and extending the multi-year academic master plan](#).
- Faculty, including tenure-track and lecturer faculty, maintain the quality of instruction through many vehicles including course [co-ordination of multiple section courses](#), [peer review of teaching](#), the RTP process and the tenure-track faculty recruitment process.
- Faculty have assumed administrative and leadership roles.¹²

Standard 4. Creating an Organization Committed to Learning and Improvement

The Institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collections are used to establish priorities at different levels of the institutional, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

¹² These include the interim Dean of the Faculty, the Special Assistant to the President for Institutional Effectiveness, the Special Assistant to the Provost, the Director of the American Democracy Project, the Director of Faculty Development for Technology, program chairs, and discipline coordinators.

Strategic Thinking and Planning

CFR 4.1 and 4.2

The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate. (4.1)

Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution. (4.2)

2002

The campus strategic planning process has been underway for less than a year. Foundational information included in the strategic planning documents was derived from the campus-wide meeting in December 2001 (see Exhibit 4.1). Exhibit 4.1.1 includes a graphic that depicts the key components of the strategic planning model. The exhibit also presents a statement of the culture and values of the University and the general strategy for the next 2-5 years. Under development are the organizational profile and the description of the external environment. The last elements to be addressed are the strategic divisions, strategic initiatives, and long-range objectives. The exhibit also lists the members of the strategic planning committee that is chaired by the president and includes all vice presidents, the chief information officer, the faculty senate chair, a staff representative, and a student. Two members of the community are also included on the committee. It is the President's goal to have the strategic plan completed by the time of the site visit.

2005

The [CSUCI 2003-08 Strategic Plan](#) was prepared in 2002 with broad campus participation and has been widely disseminated throughout the campus. At the heart of the Strategic Plan is the CSUCI mission statement. The mission is highly visible and is included in many University documents, reports, and electronic pages (see also [CFR 1.1](#) for more information on the CSUCI mission statement).

The Strategic Plan called for the creation of three task forces to analyze and implement strategic initiatives. These Task Forces (Staff Support; Faculty Support; Organizational Attributes) have completed their initial work and prepared [formal reports](#).

The Strategic Plan will be updated through the efforts of the University Planning and Coordinating Council (UPACC). The President established UPACC to ensure that all planning and operational activities support the mission and the other elements of the Strategic Plan, that resources are aligned with university strategies, and that all divisional strategic and tactical plans are aligned. The Council meets monthly and is co-chaired by the Provost and a faculty member. Its Executive Committee consists of the UPACC Co-Chairs and the Special Assistant to the President. [All divisions, students, and the community are represented on the Council](#) (see also [CFR 3.8](#) for additional information on UPACC).

UPACC is the overall planning body for the campus. As an initial task, UPACC developed "[Decision-Making Guidelines](#)." These Guidelines were subsequently approved by the President and are used to analyze all items coming before the Council. According to the Guidelines, "Instruction" is the first priority for the allocation of resources.

In addition, UPACC has also developed a [diagram](#) that shows [the alignment](#) of all plans: Strategic, Academic, Enrollment, Physical, Financial, External Relations.

Most major organizational units have produced Strategic Plans including:

- [Academic Affairs](#)
- [Student Affairs](#)
- [Finance and Administration](#)
- [University Advancement](#)
- [Extended Education](#)
- [University Library](#)
- [Office of Research and Sponsored Programs](#)

[UPACC reviews these plans to assure that they are in alignment with University's Strategic Plan.](#)

CFR 4.3

Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.

2002

The University is in the process of establishing an institutional research function, and basic data systems. Since it drives its funding base, priority is placed on the production of enrollment data and enrollment projections, and reports of these estimates to the Chancellor's Office in early fall and spring. There will also be future data reporting requirements such as IPEDS as well as the development of a common dataset for use by external sources.

Presently Channel Islands does not have the infrastructure nor the staff required to support a student database. In a temporary arrangement with California State University, Northridge (CSUN), Channel Islands student information is captured in a relational database known as SIMS-R' that resides on CSUN's computer network. The Office of Institutional Research and Assessment (OIRA) worked with technical staff at CSUN to create two extract files known as ERSS and ERSA which are the databases that support student enrollment figures required by the Chancellor's Office. ERSS and ERSA and other reports are driven by this initial capture of SIMS-R' data. Since CSUN is in the process of converting its corporate database to a product known as PeopleSoft, and all CSU campuses are under a Chancellor's Office mandate to implement PeopleSoft, the OIRA is participating on a CSUCI campus-wide committee that will be responsible for the installation of this product at CSUCI. A tentative schedule for CSUCI has been proposed by external consultants (see Exhibit 4.3).

2005

The University established the Office of Institutional Research (OIR) to support the University planning processes. In addition, OIR also prepares reports on behalf of the campus for the CSU Chancellor's Office (CO). campus statistics and reports are available to all constituencies at the [OIR website](#). The information on the website represents a compendium of the data requests that have been received and processed by OIR over the last three years. For example, in the demographic profiles, student counts are provided, the calculated FTES, and information for a variety of other categories of interest are presented. Additional reports are also available on the website including *GPA Analyses*, *Enrollments*, and *Yield Rates*. Other reports in development include a *First-Time Freshmen Remediation Report*, and a *Persistence and Graduation Report*.

The Director of Institutional Research reports to the Provost and provides information and reports throughout the academic year. At the start of each semester, an opening day report is generated for the CO that includes a comprehensive set of analyses and projections for the semester and year ahead. OIR incorporates this information into statistical models used by the campus for planning academic resources as well as for enrollment management. At each semester's census date, a report is generated and submitted to the CO. This report contains data that are in turn conveyed to the United States Department of Education, and its development requires coordination and collaboration with other offices across the campus.

Commitment to Learning and Improvement

CFR 4.4

The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum, and program approval process, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures and processes, curricula, and pedagogy.

2002

The University is first and foremost focused on student learning. The first seven faculty senate resolutions addressed the curriculum approval process (see Exhibit 4.4), characteristics of majors and minors, course approval procedures, new course approval form, approval procedure for new academic programs, category descriptions of General Education courses, and General Education policies for integrative courses. Exhibit 4.4 is a statement of academic senate curriculum approval procedures. Consistent with its student learning focus, it dedicated a full position to faculty development during its first year of operation. Consistent with its commitment to using the WASC accreditation philosophy as a road map for building a quality learning centered institution, all degree programs and courses are founded on learning objectives and assessment of the degree to which learning objectives are being realized. The University is committed to using assessment processes to refine and improve its educational programs, student support services, and co-curricular activities.

Evidence of our commitment to assess program effectiveness is found in Exhibit 4.4.1, which is the results of an evaluation of the first program, conducted at the CSUCI campus, the first student orientation program. The SNAPS results will also be used to assess effectiveness.

2005

CSUCI is committed to creating academic programs that provide students with disciplinary, cross-disciplinary, multicultural, international perspectives through integrative approaches including experiential and service learning. The University has established committee processes to ensure high quality in the curriculum. These are described below.

New Curriculum and Program Approval Process

Prospective programs including degrees, credentials and minors are subjected to a multi-level review process that assures that CSUCI programs are of high quality. For example, the approval process for new degrees includes reviews by the faculty planning to offer the new degree, the Curriculum Committee, the Academic Senate, University administration and the Chancellor's Office. For individual courses, the review process includes the Curriculum Committee and the General Education Committee (if appropriate). Details of the committees involved in the curriculum review process are outlined below.

Curriculum Committee. The Curriculum Committee is a standing committee of the Academic Senate [charged with reviewing and evaluating all courses, degree programs, majors, minors, options, emphases, credentials and certificates](#). The Committee is also responsible for formulating University curricular policies and procedures. It ensures that all course proposals and new program proposals have measurable student learning outcomes. The Curriculum Committee consists of five voting faculty members from the following constituencies: Math and Sciences, Arts and Humanities, Business and Economics, Behavioral and Social Sciences, and Education. In addition, the Chair of the GE Committee and a librarian serve as non-voting members.

General Education Committee. The [General Education Committee \(GEC\)](#) consists of members elected from the following constituencies: Math and Sciences, Arts and Humanities, Business and Economics, and Behavioral and Social Sciences. The GEC responsibilities include reviewing and recommending the designation and classification of courses appropriate to the general education program and assisting in the development and creation of new courses in general education.

The Academic Senate/Provost Joint Task Force on Academic/Curriculum Planning. In Spring 2005, the [Academic Senate/Provost Joint Task Force on Academic and Curriculum Planning](#) was created and charged with extending and amending the CSUCI Academic Master Plan including new majors and credentials through 2013 and with developing a process for future academic master planning. The Task Force completed its work in the Summer 2005 and submitted its draft plan to the Academic Senate. In addition it [recommended the establishment of a new committee called the Academic Planning Committee](#) that would review the academic master plan on an annual basis and establish timelines for the implementation of new degrees and programs. Using the draft academic master plan as a starting point, the Academic Senate amended the plan and forwarded it to President Rush for approval. On President Rush's encouragement, the Academic Senate further amended the plan. The plan will be forwarded to the CSU Board of Trustees for final approval in January 2006.

Periodic Program Review

CSUCI offered degree programs for the first time in the Fall 2002. Consequently, there has not yet been an opportunity for program review; however, a procedure has been established to assure that existing programs are of high quality. [Senate Policy 03-35](#) governs the program review process and the review of programs will begin in 2007. Below is a summary of the program review policy.

Periodic program review provides a mechanism for faculty to assess the quality and effectiveness of academic programs on a continuous basis. It is an opportunity for the program to evaluate its strengths and weaknesses within the context of ongoing and emerging directions in the discipline at the regional and national levels and in the context of the CSUCI mission. All undergraduate and graduate programs are subject to periodic review. Periodic review includes the following three components: program self-study and recommendations, external review and recommendations, University review and decision-making. The program review process will be overseen by the newly formed Program Review and Assessment Committee.

Ongoing Evaluation and Data Collection

Assessment Council. Consistent with the University's commitment to continuous improvement, CSUCI established the Assessment Council. The Assessment Council is chaired by the Special Assistant to the President for

Institutional Effectiveness and includes assessment officers from each division and other staff as designated by divisional vice presidents. The Assessment Council supports assessment activities and provides a forum for the sharing of best assessment practices across the campus. Every division is involved in planning and implementation of an assessment program (see also [CFR 4.5](#) for more information on the Assessment Council).

CFR 4.5

Institution research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of the institutional research function is the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution's purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data.

Guidelines: *The institution exhibits existence of clear institutional research capacities with appropriate reporting lines and support appropriate to the institution's size and scope. Institutional research or equivalent databases are developed that are sufficient to meet all external reporting needs (e.g. IPEDS), and there are appropriate ways to access or disseminate this information through publications, reports, or widely-accessible databases.*

2002

Because clear educational objectives, measurable learning outcomes, and continuous assessment are central tenets of Channel Islands, a strong and comprehensive institutional research function is essential. Exhibit 4.5 is the mission statement for the Office of Institutional Research and Assessment which states: "To enhance institutional effectiveness at the California State University Channel Islands (CSUCI) by providing leadership and information services which support decision-making, strategic planning and policy formation throughout the University." The first director took office in August 2002. Although there is not yet technical support available to support this function, the development of infrastructure to support institutional research and assessment has begun. The new director is also developing the protocols, policies, and procedures required for review of experiments that involve the use of humans and animals. Exhibit 4.5.1 is the charge and membership of the Institutional Review Board.

2005

In Fall 2004, President Rush created the CSUCI Assessment Council to provide support for assessment activities across the campus and called upon each division to designate one or more assessment officers to participate on the Assessment Council and to oversee and coordinate assessment activities within their respective divisions. The President added the Director of Institutional Research to the Assessment Council to provide the council with expert advice on cross-divisional data collection needs and access to data and reports collected by the Director. He also added the Associate Vice President for Academic Programs and Planning to provide the council with information on on-going academic program planning. Finally, President Rush created a new position, the Special Assistant to the President for Institutional Effectiveness, whose duties include the chairmanship of the new council.

The Assessment Council has met monthly since its creation. During Spring 2005, it collaborated with President Rush to refine its charge, which is as follows:

CSUCI is committed to continuous improvement in the fulfillment of its mission. In the spirit of this commitment, the President of CSUCI directs the creation of the CSUCI Assessment Council. The role of the Council, with broad cross-divisional representation, is to support the mission of the University by promoting and coordinating the on-going assessment of institutional effectiveness.

Specifically the Council shall:

- Examine existing practices and programs, recommend new and different strategies as warranted, and provide counsel aimed at improving and enhancing the effectiveness of institutional assessment activities.
- Provide support for systematic campus-wide participation in assessment through workshops, training, and resource development.
- Provide support to the campus community through development, planning, implementation, and coordination of assessment efforts.

- Provide support to the campus community through the interpretation and analysis of findings, the reporting of findings, and the integration of those findings into further program development and assessment.
- Prepare an annual report on the activities of the Assessment Council and other reports as needed.
- Engage in other assessment and institutional effectiveness projects as directed by the President.

In addition, the Assessment Council developed two policies that have since been recommended unanimously by the President's Council and adopted by President Rush. The first policy directs all campus units conducting institutional research to provide completed studies to the Office of Institutional Research (OIR) thereby establishing the OIR as the official repository of all CSUCI institutional research. The second policy requires all campus units intending to conduct surveys on campus for institutional research purposes to declare this intent to the Assessment Council. The Assessment Council will review these proposals to ensure that the campus is not "over surveying" the campus community and will schedule surveys. The Assessment Council has developed an [informational website](#).

As noted above, the OIR is a repository for all official reports for campus-wide accessibility. The [OIR website](#) is the main tool for disseminating timely information to both internal and external audiences. The accessibility of data is critical to University planning, review and decision-making processes, therefore, institutional research is highlighted as the first sidebar heading on the website. A [formal panel](#) exists for periodic review of institutional research data collection to assure the suitability and usefulness of data. Once the panel has approved the validity, reliability, and applicability of data, the information is published, posted and disseminated on the OIR website.

CFR 4.6

Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.

Guideline: The institution has clear, well established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.

2002

The University is confident that the activities of the OIRA will result in a campus culture of evidence and continuous improvement. Exhibit 3.3.1 includes minutes of faculty senate discussions of a student faculty evaluation process. Exhibit 3.3.1 is the faculty Senate Resolution 44-01 on RTP policies. Exhibit 2.7.1 is the SNAPS information; SNAPS collects and summarizes information on student satisfaction with their campus educational experience. Please see also the response to criterion 3.3.

2005

The development of CSUCI's culture of evidence and continuous improvement has moved into a new phase as more and more University programs move from the start-up phase to the growth phase. The President appointed a [Special Assistant for Institutional Effectiveness](#) and created the CSUCI Assessment Council (see also [CFR 4.7](#) for additional information on the CSUCI Assessment Council) to aid University-wide quality improvement efforts through outcomes assessment and analysis and to work with staff and faculty who have and continue to develop cycles of goal-setting, evidence collection, analysis, and improvement. The University's commitment to improvement has become increasingly an integral part of the basic fabric and culture of the University.

By creating these high level offices, the President has established support for his expectation that each division of the University will operate within a culture of assessment and evaluation as it develops, implements, and delivers its programs. In the spirit of this expectation, every University division is developing its own assessment processes. In Academic Affairs, the Academic Senate has adopted many policies that institutionalize assessment in areas including the [RTP process](#), [academic program review policy](#) and [institutionalizing assessment across the University](#). Programs and faculty received support for the development of academic program assessment blueprints

through the donor-sponsored Assessment Plan Preparation Program (APPP) (see also [CFR 4.7](#) for additional information on program-level assessment).

The Division of Student Affairs uses a four-phase comprehensive review model to assess its programs that includes feedback from University faculty, staff, and administrators outside of the Division of Student Affairs and an [assessment made by a professional reviewer](#) external to CSUCI. The Division also routinely utilizes [event participant surveys](#) to elicit feedback from stakeholders.

Beyond the Divisions of Student and Academic Affairs, the campus is a "Full Participation Campus" in the [CSU System-wide Quality Improvement Program](#). The Chief of Police participates in the CSU Quality Improvement Initiative and represents the campus as a Quality Improvement Facilitator. The Division of Finance and Administration is in the process of finalizing its [assessment policies and procedures](#).

[CFR 4.7](#)

The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.

2002

CSU Channel Islands is defining, via faculty committees, its institutional objectives, General Education program objectives and academic degree program objectives. The campus Academic Senate has established an Evaluation Committee to advise on inquiry and evaluation processes and for promoting valid and reliable faculty and institutional assessment of student core competencies and learning outcomes. Recently, the Office of Institutional Research and Assessment has been charged with leading the accountability effort for the University. This will involve working with newly formed Academic Senate committees in order to coordinate their efforts and those of program administrators in setting accountability goals as well as in developing accountability processes. Additionally, the Office of Faculty Development is promoting implementation of (1) informal classroom assessment techniques to improve student learning, and (2) more formal inquiry into conditions and practices that promote learning (scholarship of teaching and learning).

2005

The Conditions and Practices Used to Promote the Kinds and Levels of Learning Intended by the Institution

The initial group of CSUCI faculty was hired in 2001-02 AY. The focus of faculty effort in the first three years of university operation was on the conceptual underpinnings of the University, and the development and delivery of initial academic programs. A number of academic programs, and some individual faculty members, have assessment practices underway, e.g. [the portfolio assessment program in the teaching credential program](#); [a four-year data collection process within the Directed Self Placement program in freshmen composition](#); [a pilot study of the development of critical thinking skills in one general education course as measured by the California Critical Thinking Skills Test](#); [a pilot process in the business program to identify the mechanisms and processes currently being used in Business and Economics to assess kinds of learning and the process of teaching](#); and [a pilot assessment program in biology](#).

Institutionally, the Academic Senate adopted a [policy requiring each faculty member to conduct a student assessment of teaching effectiveness in two classes each academic year](#) and regular peer review of instruction as a part of each faculty member's portfolio. The data from these evaluations provide important feedback in RTP decisions where teaching effectiveness is seen as vitally important. The faculty is unsatisfied with the feedback provided by the instrument currently used. A subcommittee of the Senate is seeking a different instrument that will provide more meaningful and useful feedback. [Senate Policy SP03-35](#) requires a five-year cyclical review of academic programs including external review and recommendations from other universities. The first academic program reviews will begin next year.

At the beginning of the 2004-05 AY, several important steps were taken to initiate University-wide assessment practices. President Rush appointed a Special Assistant to the President for Institutional Effectiveness and created the CSUCI Assessment Council to aid and support University-wide quality improvement efforts through outcomes assessment and analysis. (see also [CFR 4.5](#) for additional information on the Special Assistant to the President for Institutional Effectiveness and the CSUCI Assessment Council).

To formalize the commitment to ongoing assessment, [Senate Policy SP 04-01](#) mandates the participation of faculty, administrators and staff in assessment processes that are continuous, and that data from these processes be

used to directly inform University activities. Each University division defines its goals and methods of assessment, and explores new methods of assessment and evaluation. Each collects and analyzes effectiveness data annually, and responds with changes to improve effectiveness. Within Academic Affairs, assessment and evaluation activities are focused on student learning.

The Ongoing Inquiry that We Conduct Into the Process of Teaching and Learning

As a new institution our first priority was to design and develop high-quality academic programs for immediate delivery within bureaucratic structures that are designed for mature universities. Our most precious resources are faculty expertise and faculty time. The challenge of being a start-up university is no place more evident than in the arena of ongoing assessment. However, being a part of a larger, well-established university system has major benefits.

An important step in the creation of a new academic program within the CSU is a review at the Chancellor's Office by university system staff, and a subsequent external review of the program by other universities within the CSU. While this is not, of itself, ongoing assessment and evaluation, it does represent an important review in establishing the quality of academic programs. When this is coupled with the [periodic program review mandated by University policy](#), a process that also includes an external review, we have the mechanisms necessary for assessment and evaluation at a curriculum level. While we recognize that this does not constitute assessment and evaluation of student learning outcomes, it does represent an important element in the assessment challenge.

The nature of developing academic programs for a new university mandates a focus on program development, program implementation, and program delivery. Ongoing assessment and evaluation is a subsequent activity, and necessarily follows the development and implementation of academic programs. We believe that we are well positioned to complete our assessment tasks, and we believe that the evidence provided above substantiates our commitment to operating within a culture of evidence to improve learning and teaching. Until recently, most of the assessment and evaluation within academic programs has been the work of individual faculty members. However, the critical capacity elements are now in place to ensure that CSUCI will develop comprehensive assessment and evaluation processes that address the conditions and practices that we use to promote the kinds and levels of learning intended by our University. Furthermore, we are committed by [Academic Senate policy](#) to ongoing assessment of our academic programs and student learning, and to using these data to inform curriculum design, the design and practice of pedagogy, and the means and methods by which we conduct assessments and evaluations.

Examples of ongoing assessment and evaluation can be identified. For example, in Spring 2005 the Dean of the Faculty established a task force to explore implementation and assessment of the CSU's writing exit requirement. Presently the requirement is assumed complete when a student completes the three upper division GE courses. The task force has completed its work and submitted its [report](#) to the Dean for further consideration. Another example of an ongoing assessment occurred in Spring 2004 when the Liberal Studies Advisory Committee redesigned the [learning outcomes for liberal studies majors](#) to align them with the "Characteristics of CSUCI Graduates."

Curriculum Design, Design and Practice of Pedagogy, and the Means and Methods By Which We Conduct Assessments and Evaluations

At this stage of emergence of the University, we are confident that the policies adopted by the University will produce a culture of evidence, and the mechanisms, practices and procedures necessary to ensure University-wide quality improvement through outcomes assessment and analysis.

A major step in this direction was made possible in March 2005 by a generous gift from the Smith family and the establishment of [the Smith Family Assessment Plan Preparation Program \(APPP\)](#). The gift provided honoraria to encourage faculty to participate in working sessions designed to produce assessment models and blueprints for each of the CSUCI academic major programs. In Spring 2005, faculty members from all program areas worked collaboratively to produce assessment plan blueprints for their respective degree programs.

Following the completion of APPP during summer and early Fall 2005, groups of faculty from the program areas used their assessment blueprints to create [assessment implementation plans](#) to ensure systematic and phased adoption of the proposed assessments and evaluations. These implementation plans include estimates of the resources needed to implement and institutionalize the assessment practices of each academic program. Aggregating this information will allow the University to anticipate the fiscal impact of institutionalizing the assessment and evaluation programs. Also, it should stimulate resource allocation processes necessary to ensure appropriate fiscal support for program assessment and evaluation activities at CSUCI as they are implemented and institutionalized. The Provost has asked each academic program area to identify an assessment coordinator and has provided

reassigned time for this individual to begin the implementation of the assessment blueprints. Each program area is implementing at least one assessment tool from its blueprint during the 2005-06 AY. It is the intention of the Provost that the assessment blueprints will be fully implemented in four years.

CFR 4.8

Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of educational programs.

2002

The University's approach to assessment of the effectiveness of educational programs includes surveying currently enrolled students, alumni, employers, and graduate and professional schools. Students register their level of satisfaction with their campus educational experiences through SNAPS (Exhibit 2.7.1). Alumni will be subject to periodic surveys of their assessment of their educational experience at Channel Islands. Plans are underway to survey employers on a regular basis. Community advisory committees will also be established for all disciplines. Exhibit 4.8 is the system policy on accountability (p. 19). Together these efforts provide a wide range of participants in the continuing assessment of the educational programs at Channel Islands. Exhibit 4.8.1 is a draft proposal for campus implementation of the system-wide accountability policy.

2005

The University community continues to develop and institute practices to ensure that stakeholders have opportunities to review and comment on the quality of the outcomes of our educational programs. The Academic Senate has adopted several policies that address this need. For example, the [five-year review of academic programs](#) calls for external review and recommendations, specifically seeking a "non-CSU perspective." The Senate has also established a policy that sets forth the [procedures for forming advisory boards](#). Indeed, several advisory boards and councils have been established at CSUCI. These boards provide opportunities for stakeholders to have access to faculty, staff, and administrators in shaping and influencing curriculum, programs and activities of the school. An example of this is the [CSUCI Business Advisory Council](#) and the University Alcohol Advisory Council. The [membership of the Business Advisory Council](#) includes members from business, industry, government and the arts, within Ventura County and surrounding communities. Future membership will include alumni of CSUCI. [Sub-committees of this advisory board](#) are charged with duties related to review, evaluation and assessment of graduate and undergraduate curricula and programs. [Agenda items](#) discussed at these meetings demonstrate the high level of involvement of stakeholders. Other advisory boards are established or under development at a level consistent with the progress of the various programs.

General education and the three new mission-specific centers--the Center for Interdisciplinary and Integrative Studies, the Center for International Affairs, and the Center for Multicultural Learning and Engagement--are at different stages of development but are working on establishing advisory or steering committees that include membership from community constituents. In addition, English, Psychology, and Business have instituted exit interviews and/or post-graduate surveys.

The Division of Student Affairs uses a multi-phase comprehensive program review model to assess its programs. One phase of the model seeks input from members of University community outside of the Division of Student Affairs. The final phase is an [assessment by a professional reviewer](#) outside of CSUCI. The Division also utilizes [event participant surveys](#) to collect feedback from participants. This multi-phase review model has been adopted by the Division of University Advancement to assess its programs.

Students can register their level of satisfaction with the campus educational experiences through a system wide survey called SNAPS. Moreover, the campus is a "Full Participation Campus" in the [CSU Systemwide Quality Improvement Program](#). The Alumni Association also currently conducts a [survey of alumni](#) that will prove useful in future assessment activities.

PART II. Fulfilling our Core Commitment to Capacity—An Emerging University

In 2002, at the time of our first Capacity and Preparatory Report prepared as part of our candidacy review, CSUCI had just admitted its first cohort of junior transfers. From these beginnings, the campus has experienced extraordinary growth in virtually all facets of the University. The campus is evolving rapidly to become a regional comprehensive university. Although the campus as a whole is still in its start-up phase, and will continue in this

phase for the foreseeable future, many individual aspects of the University have moved beyond the planning and start-up phases and have entered a period of rapid growth. Therefore, University observers will find campus programs and activities at various levels of development ranging from the initial planning phase, to a phase of rapid growth. There are no programs and activities that have reached a mature steady state at this time.

In this essay we will reflect on several topics of concern for the University that we regard as particularly important at this time from the perspective of our core commitment to capacity including:

- [Developing New Curricular Programs](#)
- [Recruiting and Retaining Faculty and Staff](#)
- [Providing Facilities to Accommodate Anticipated Growth](#)
- [Financing a Growing University](#)
- [Fostering Continuous Improvement](#)
- [Creating Effective Organizational Structures](#)

While this list of topics is by no means exhaustive, a study of these topics provides a strong sense of the level of fulfillment of the CSUCI core commitment to capacity. For each topic, we will review its status in 2002 and where it stands today. We will conclude each section by reflecting on current challenges as we see them and describing our “next steps” to address these challenges.

As noted above, in 2002 we had just opened our doors to our first class consisting of 630 incoming students. By Fall 2005 the campus enrolled 2,575 students and now includes students at all undergraduate class levels as well as graduate students. There have been 533 graduates to date. CSUCI has consistently met enrollment targets established for the campus by the CSU Chancellor’s Office.¹³ Looking ahead, the campus is slated to grow by about 500 full-time equivalent students (FTES) per year for the next five years. At this pace, enrollment will double over this time period. This accelerated growth presents many challenges for the campus, including delivering academic programs and student services, providing and maintaining facilities, and developing new curricular and co-curricular programs. To address these challenges, the campus continues to engage in extensive planning activities and has developed organizational structures to implement these plans. Planning activities begin with strategic planning, which is taking place at the University, division and program levels. Organizational structures include the President’s Council, the University Planning and Coordinating Council (UPACC), the Enrollment Management and Student Success Committee (EMSSC), and the Assessment Council. The campus has developed a culture of inclusion, and these committees reflect the vitality of shared governance across the campus.

Developing New Curricular Programs

When CSUCI opened in 2002, it offered eight undergraduate majors and a multiple subject teaching credential program. Program offerings have expanded greatly so that today there are seventeen undergraduate majors, five graduate programs, as well as single and multiple subject teaching credentials. A challenge facing the campus is the continuation of this expansion as the campus moves toward becoming a truly comprehensive regional university. To address this challenge, CSUCI recently extended its Academic Master Plan (AMP) to include program offerings through 2013. The AMP was drafted by a committee of faculty and administrators from Academic Affairs, Student Affairs and the President’s Office. The plan was reviewed and discussed by the Academic Senate before receiving final approval by the President. It takes into account anticipated growth in the student body and is financially viable. The plan includes many new majors--two to three new majors will be implemented each year over the life of the plan. The AMP is central to campus planning as it, along with the Strategic Plan, drives future faculty, staff, and facilities needs. It will also enhance the University’s student and faculty recruitment efforts.

Recruiting and Retaining Faculty and Staff

In 2002 the CSUCI tenure-track faculty consisted of thirty professors. The tenure-track faculty has grown to fifty-seven members today and searches will be authorized for up to an additional twenty faculty to begin in Fall 2006. Although the service load of the tenure-track faculty has been elevated during the start-up phase, the retention rate among the early faculty hires has been surprisingly high. To date only five faculty have left the University. This can be attributed in part to the thrill of founding a new university, to a faculty recruitment process that identifies well-qualified prospective faculty who are dedicated to the University mission, and to an extensive program of support for faculty development. Nevertheless, the current level of effort on the part of the faculty is not

¹³ This is a source of pride for the campus as other recent CSU start-up campuses have had difficulty meeting enrollment targets.

sustainable and a challenge facing the campus is the potential “burn-out” of these early valued members of the University community.

To address this challenge the campus is engaging in several important initiatives. First, the campus retention, tenure, and promotion policy has undergone several revisions to align the policy more closely with the responsibilities of the faculty during the start-up phase. Second, the campus is continuing its support for faculty development activities. Third, CSUCI is committed to adding as many tenure-track faculty as the budget allows.

As is the case with the faculty, the CSUCI staff has also grown rapidly since 2002. Nevertheless, there remain many offices that are “one person deep” and there are needs for additional staff in every division of the University. These needs will continue to grow as the University grows. As with the faculty, the campus is committed to adding as many staff as the budget allows.

Providing Facilities to Accommodate Anticipated Growth

In 2002 all faculty and most of the Division of Academic Affairs were housed in the Professional Building. The President’s Office, the Division of University Advancement, and the Division of Finance and Administration were largely located in the original hospital administration building. The Division of Student Affairs was sited in the Bell Tower Building. There was no on-campus student housing. Two new building have opened since 2002. These are:

- the Science Building (providing additional classrooms, science labs and faculty and staff office space)
- the first Student Housing Complex

Renovations include:

- the West Bell Tower (providing additional classrooms and faculty and staff office space)
- the Administration Building¹⁴ (providing office space for the President’s Office, the Division of Finance and Administration, and the Division of University Advancement)

Current projects include:

- the John Spoor Broome Library
- Manzanita Hall (providing additional classrooms and faculty and staff office space)
- the Town Center
- the next phase of Faculty and Staff housing

A challenge facing the campus is the pressing need for additional space. To meet this challenge, the CSUCI Physical Master Plan Committee has prepared short run, intermediate run and long run facilities plans. This process has been bolstered by recent amendments to the CSUCI Academic Master Plan. As noted earlier, this plan is the driver for many faculty, staff and facilities needs. Funding new capital projects and renovations continues as a challenge. However, the campus will benefit greatly by the funding stream provided by the faculty and staff housing project.

Financing a Growing University

CSUCI was launched as the State of California budget slipped into a multi-billion dollar deficit. While the state’s weakened financial conditions has led to cutbacks for the CSU system, the Chancellor’s Office, to the extent possible, has shielded CSUCI from cutbacks suffered by other campuses. Nevertheless, the University has not received the level of budgetary support that would have been ideal for a start-up campus and as a result has been understaffed since its inception. The early successes and growth of the campus can be attributed in part to the dedication and extraordinary efforts of its faculty and staff, but these efforts cannot be sustained indefinitely. One strategy to address funding challenges is to grow campus enrollment to take advantage of economies of scale. Thus, the planned rapid growth of the campus serves the state by providing access to high quality higher education to more of its citizens while serving the campus by alleviating some of its financial needs.

Fostering Continuous Improvement

In 2002, CSUCI welcomed its first students with a slate of new curricular and co-curricular programs. At the same time, the campus began and has since nurtured a culture of continuous improvement based on the ongoing assessment of its programs. While the development of this culture continues, significant progress has been made in the assessment and improvement of our programs. In those areas where the cycle of activity is short (one semester to one year), assessment initiatives are in place and improvements have been made based on information derived from these initiatives. Of particular note are the student services and co-curricular activities provided by the

¹⁴ This is not the same building as the original hospital administration building. That building was razed as part of the Library construction project.

Division of Student Affairs and by the Advising Center in the Division of Academic Affairs. The assessment activities of these units are illustrative of what we intend in all units.

We have also made progress in developing the assessment of our academic programs. All courses and academic major programs are grounded in student learning outcomes. These outcomes are given careful scrutiny in the curriculum approval process and are not only well aligned with each other, but also with the University mission. Now that our students have begun to complete the requirements for their degrees, we have reached the point where the assessment of student achievement of these outcomes has reached the forefront. The Division of Academic Affairs has developed structures and initiatives to meet assessment goals. Regarding structures, the Division has appointed a Chief Assessment Officer from among the faculty to assist all academic programs with the planning and implementation of assessment activities. In addition, the Division has created a standing Program Review and Assessment Committee, co-chaired by the Chief Assessment Officer and the Associate Vice President for Academic Programs and Planning. As its name suggests, the committee is charged with academic program review and assessment. It is comprised of assessment coordinators from each program who receive reassigned time for coordinating assessment initiatives in their areas and for their participation on the division-wide committee. The Assessment Plan Preparation Program (APPP) was an important start-up initiative. In this program, faculty volunteers prepared assessment blueprints for each academic major. APPP was completed in Spring 2005 and attention has shifted to the implementation of the assessment blueprints. The Provost has charged each program area with the implementation of at least one of its assessment tools in Fall 2005.

At the University level, the campus established the CSUCI Assessment Council. The Assessment Council monitors, coordinates and supports assessment activities across all divisions. In addition, it provides a forum for communication and sharing of best assessment practices across the campus. The Assessment Council has broad participation and representation from each campus division. It includes in its membership the assessment officers from each division, the Director of Institutional Research and the Associate Vice President for Academic Programs and Planning. It is chaired by the newly created and appointed Special Assistant to the President for Institutional Effectiveness.

A challenge facing the campus is the continuing development and enhancement of its culture of continuous improvement and the implementation of assessment programs across all divisions. We believe that we have created the capacity for assessment activities across the campus. Regarding the assessment of our academic majors, we intend to “complete the loop” by assessing at least one learning outcome for each academic major in time for our Educational Effectiveness Review. Specifically, we intend to implement fully at least one assessment tool for each academic program, and use what we learn from that assessment to inform changes to improve the program. Furthermore, the Provost intends that all assessment tools for each academic program will be implemented over the next four years.

Creating Effective Organizational Structures

In our rapidly growing university, the creation of organizational structures that provide for the needs of students, faculty, staff and other university stakeholders and support our unique mission is of paramount importance. Since 2002, the campus has created many structures to this end including the President’s Council, the University Planning and Coordinating Council (UPACC), the Enrollment Management and Student Success Committee (EMSSC), and the Assessment Council. Another challenge for the campus is the organization of Academic Affairs. Should the faculty be organized into traditional departments and colleges, or would another structure better support our needs and mission? This question has been widely discussed among the faculty and Academic Affairs administrators and for now the faculty is not organized into departments and colleges. The faculty is headed by a Dean of the Faculty, and are organized into academic programs. In addition to the academic programs, the campus has created a set of mission-specific centers addressing individual elements of the mission. These centers include the Center for Integrative and Interdisciplinary Studies (CIIS), the Center for International Affairs (CIA), and the Center for Multicultural Studies and Engagement (CMSE). A fourth center focusing on civic engagement and experiential and service learning is in the planning phase. Undoubtedly this structure will evolve as the campus grows. The Provost intends to assess of the effectiveness of this structure in the next three to five years.

Summary and Conclusions

CSUCI is amidst a period of sustained growth in the number of students that it serves. To serve these students, the campus is evolving at a remarkable rate. Although it will take many years to mature, what has emerged to date is the foundation for a comprehensive university. The campus has a unique mission that is student centered and offers students an education that emphasizes disciplinary, interdisciplinary, multicultural and international perspectives. As the 23rd campus in the CSU system, the campus is fiscally sound and there are expectations that its

financial situation will improve as the campus grows and the state economy gains momentum. Finally, the campus has developed both traditional and unique structures to meet its unique mission and to further its developing culture.

We began this report by describing the University Library as symbolic of the current state of the campus. What can be said of the CSUCI University Library is that it is off to an excellent start. It has remained mission focused and student centered while developing an enviable set of services and both digital and print collections that befit a 21st century university library. It is admired and well used by students and faculty alike. It has engaged in extensive planning and has conducted assessments to determine if it is meeting its objectives and used what it has learned from these assessments to make what is an already excellent library even better. It is expanding rapidly in terms of both staff and collections. In fact, the Library is currently recruiting two new tenure-track librarians and broke ground last fall on the future home of the library collection and its staff, the John Spoor Broome Library. The generous donation of University benefactor, Mr. Broome, and community participation in the groundbreaking ceremony are indicators of community support for the University Library.

And what can be said of the Library can also be said of the campus as a whole. CSUCI is off to an excellent start. We have remained mission focused and student centered while developing forward-looking academic programs to meet the needs of the 21st century. In addition to our academic programs, the campus has developed an outstanding line up of student services, co-curricular activities, and community activities and services. The campus has met its enrollment targets, graduated students, attracted large pools of prospective faculty and retained a surprisingly high percentage of its current faculty. It engages in extensive planning and is committed to assessing itself to improve its programs. The campus has unstinting support from the citizens and its educational partners in the region. CSUCI is expanding rapidly in terms of its faculty, staff and facilities and has laid the foundation to emerge as a fully comprehensive regional campus.

In conclusion, we find that CSUCI functions with clear purposes, high levels of institutional integrity, fiscal stability, and the organizational structures to fulfill its purposes. As such we believe that we are fulfilling our core commitment to capacity and are prepared for our educational effectiveness review in the coming year.

APPENDIX 1. CSUCI INSTITUTIONAL PORTFOLIO

Table 1.1

First-Time Freshmen and Upper-Division Transfer Students that Applied, were Admitted, and Enrolled

	Year 1 Fall 02	Year 2 Fall 03	Year 3 Fall 04	Year 4 Fall 05
First-Time Freshmen ¹				
Applicants	n/a	2,412	3,322	4,853
Students Admitted	n/a	1,452	483	2,076
Students Enrolled	n/a	234	303	386
Upper-Division Transfers ²				
Applicants	1,051	1,240	985	1,614
Students Admitted	652	646	619	839
Students Enrolled	473	471	347	478

Notes:

¹ Freshmen are defined in the Enrollment Reporting System (ERS) as Enrollment Status = First-Time and Student Level = Freshmen.

² Upper-Division Transfers are defined in the ERS as Enrollment Status = Transfer and Student Level = Junior or Senior.

Table 1.2
Academic Preparation of Entering First-Time Freshmen

	Year 1 Fall 02	Year 2 Fall 03	Year 3 Fall 04	Year 4 Fall 05
First-Time Freshmen				
SAT ¹	n/a	1007 (N=190)	998 (N=291)	1021 (N=371)
ACT ¹	n/a	20 (N=37)	20 (N=63)	21 (N=82)
HS GPA	n/a	3.2 (N=234)	3.1 (N=303)	3.1 (N=386)
Proficiency ² English	n/a	Pct. 40.6	Pct. 48.5	Pct. 57.0
% Proficient		59.4	51.5	43.0
% In Need of Remediation				
Math	n/a	Pct. 37.6	Pct. 49.2	Pct. 56.5
% Proficient		62.4	50.8	43.5
% In Need of Remediation				

Notes:

- ¹ The CSU Eligibility Index (EI) is used in the admissions process; and is based on High School GPA and SAT or ACT. The EI > 2900 if using SAT or EI > 694 if using ACT. CA students are encouraged to take the SAT or ACT; but test scores are not required if HS GPA ≥ 3.0. Requirements are different for non-residents of CA.
- ² High School Students take the English Placement (EPT) and Entry Level Mathematics Placement (ELM) exams; at CSUCI there is Math remediation, but no English remediation. The University is currently conducting a pilot-study on "Directed Self-Placement" in English.

Table 1.3
Gender of First-Time Freshmen and Upper-Division Transfer Students that Applied, were Admitted, and Enrolled

	Year 1	Year 2	Year 3	Year 4
	Fall 02	Fall 03	Fall 04	Fall 05
First-Time Freshmen				
Applicants				
Males		930	1,235	1,797
Females		1,482	2,087	3,056
	n/a	2,412	3,322	4,853
Students Admitted				
Males		538	160	754
Females		914	323	1,322
	n/a	1,452	483	2,076
Students Enrolled				
Males		101	111	154
Females		133	192	232
	n/a	234	303	386
Upper-Division Transfers				
Applicants				
Males	614	478	391	677
Females	437	762	594	937
	1,051	1,240	985	1,614
Students Admitted				
Males	255	234	229	345
Females	397	412	390	494
	652	646	619	839
Students Enrolled				
Males	183	170	127	192
Females	290	301	220	286
	473	471	347	478

Table 1.4

Race/Ethnicity of First-Time Freshmen and Upper-Division Transfer Students that Applied, were Admitted, and Enrolled

	First-Time Freshmen						Upper-Division Transfers							
	Nat.Amr.	Afr.Amr.	Asian	Hispanic	White	Unknow	Total	Nat.Amr.	Afr.Amr.	Asian	Hispanic	White	Unknow	Total
Year 1—Fall 02														
Applicants	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	26	83	226	496	207	1,051
Students Admitted	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	8	43	157	307	129	652
Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	8	37	116	217	90	473
Year 2—Fall 03														
Applicants	31	149	25	643	1,061	503	2,412	14	34	13	265	641	273	1,240
Students Admitted	19	57	19	313	733	311	1,452	5	11	13	137	354	133	653
Students Enrolled	3	7	30	51	118	25	234	4	7	34	107	253	66	471
Year 3—Fall 04														
Applicants	25	223	27	970	1,366	711	3,322	6	17	5	237	508	212	985
Students Admitted	2	14	1	99	276	91	483	5	8	0	153	334	119	619
Students Enrolled	2	10	18	74	175	24	303	4	7	12	100	186	38	347
Year 4—Fall 05														
Applicants	44	389	437	1,729	1,858	396	4,853	22	76	118	416	795	187	1,614
Students Admitted	19	74	231	559	1,008	185	2,076	12	21	56	213	439	98	839
Students Enrolled	7	15	26	74	226	38	386	8	10	29	134	251	46	478

Notes:

Race/Ethnicity codes were taken from ERSA (Applicant) for students that applied and were admitted; and ERSS (Student) for enrolled students.

Race/Ethnicity is a variable that is more carefully scrutinized in the auditing of the final ERSS files submitted to the CO.

Race/Ethnicity was re-coded into six categories for presentation purposes.

Table 2.1
Degree Objective

CSUCI is primarily a baccalaureate degree granting institution; although post-baccalaureate education credentials are also offered.

There are several Masters-level programs that are offered through the self-supported Office of Extended Education.

Notes:

Please refer to Table 2.2 for undergraduate and post-baccalaureate enrollment figures.

Table 2.2
Gender for Undergraduate and Post-baccalaureate Students

	Year 1 Fall 02	Year 2 Fall 03	Year 3 Fall 04	Year 4 Fall 05
Undergraduates				
Females	304	835	1,127	1,469
Males	191	516	675	891
Total	495	1,351	1,802	2,360
PBACS				
Females	104	158	163	149
Males	31	57	56	66
Total	135	215	219	215
Total				
Females	408	993	1,290	1,618
Males	222	573	731	957
Total	630	1,566	2,021	2,575

Notes:

This information is also found in [Demographic Profile Reports](http://www.csuci.edu/about/ir) posted on the IR Website: www.csuci.edu/about/ir.

Table 2.3

Race/Ethnicity of Undergraduate and Post-baccalaureate Students by Upper- and Lower-Division Status

	Nat.Amr.	Afr.Amr.	Asian	Hispanic	White	Unknown	Total
Year 1—Fall 02							
Undergraduates							
Total	5	8	38	119	222	103	495
Lower-Division	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Upper-Division	5	8	38	119	222	103	495
PBACS							
Total	0	1	5	21	83	25	135
Lower-Division	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Upper-Division	0	1	5	21	83	25	135
Total							
Total	5	9	43	140	305	128	630
Lower-Division	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Upper-Division	5	9	43	140	305	128	630
Year 2—Fall 03							
Undergraduates							
Total	16	23	107	320	662	223	1,351
Lower-Division	5	10	36	81	173	74	379
Upper-Division	11	13	71	239	489	149	972
PBACS							
Total	0	2	6	30	132	39	209
Lower-Division	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Upper-Division	0	2	6	30	132	39	209
Total							
Total	16	25	113	350	794	262	1,560
Lower-Division	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Upper-Division	11	15	77	269	621	188	1,181

Continued on next page

Table 2.3 (Continued)
Race/Ethnicity of Undergraduate and Post-baccalaureate Students by Upper- and Lower-Division Status

	Nat.Amr.	Afr.Amr.	Asian	Hispanic	White	Unknown	Total
Year 3—Fall 04							
Undergraduates							
Total	20	36	112	450	932	252	1,802
Lower-Division	4	16	41	131	297	86	575
Upper-Division	16	20	71	319	635	166	1,227
PBACS							
Total	1	1	13	42	127	35	219
Lower-Division	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Upper-Division	1	1	13	42	127	35	219
Total							
Total	21	37	125	492	1,059	287	2,021
Lower-Division	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Upper-Division	17	21	84	361	762	201	1,446
Year 4—Fall 05							
Undergraduates							
Total	30	58	149	578	1,292	253	2,360
Lower-Division	12	28	57	160	452	69	778
Upper-Division	18	30	92	418	840	184	1,582
PBACS							
Total	0	1	17	35	130	32	215
Lower-Division	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Upper-Division	0	1	17	35	130	32	215
Total							
Total	30	59	166	613	1,422	285	2,575
Lower-Division	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Upper-Division	18	31	109	453	970	216	1,797

Table 2.4
Financial Aid Information for Undergraduate and Post-baccalaureate Students

	Year 1 AY 02-03	Year 2 AY 03-04	Year 3 AY 04-05	Year 4 Fall 05
Undergraduates				
Headcount	495	1,351	1,802	2,360
Total Receiving F/A	223	440	675	1,083
Total Receiving Pell Grants	205	385	547	527
PBACS				
Headcount	135	215	219	215
Total Receiving F/A	54	72	81	119
Total Receiving Pell Grants	47	59	66	33
Total				
Headcount	630	1,566	2,021	2,575
Total Receiving F/A	277	512	756	1,202
Total Receiving Pell Grants	252	444	613	560

Notes:

Financial Aid data is annualized at the end of the year. Year 4 includes information year-to-date: Fall 05.

Table 3.1
Degrees Granted to Date by Semester, Overall and by Program

	Year 1 AY 02-03		Year 2 AY 03-04		Year 3 AY 04-05		Year 4 AY 05-06		Total		
	Sp 03	Su 03	Fa 03	Sp 04	Su 04	Fa 04	Sp 05	Su 05		Fa 05	Sp 06
All Degrees	2	1	19	122	14	105	227	43	n/a	n/a	533
Degrees By Program											
Biology	.	.	1	7	.	4	7	5	n/a	n/a	24
Business	.	.	5	26	.	26	32	7	.	.	96
Computer Science	.	.	.	3	.	1	4	2	.	.	10
Art	.	.	1	19	.	9	23	1	.	.	53
Spanish	.	.	.	.	.	.	.	.	.	.	0
English	.	.	1	7	1	6	16	3	.	.	34
Mathematics	1	.	.	3	.	5	5	3	.	.	17
Chemistry	.	.	.	.	.	.	.	.	.	.	0
Psychology	.	.	.	.	.	3	39	5	.	.	47
Economics	.	.	.	.	.	.	.	.	.	.	0
History	.	.	.	.	.	6	18	1	.	.	25
Sociology	.	.	.	.	.	.	.	.	.	.	0
ES&RM	.	.	.	.	.	1	5	.	.	.	6
Liberal Studies	1	1	11	57	13	44	78	16	.	.	221
Undecided	.	.	.	.	.	.	.	.	.	.	0
Total	2	1	19	122	14	105	227	43	0	0	533

Notes:
 In the CSU, students that complete graduation requirements during the Summer are counted in the following AY.

Table 3.2

Cohort Analysis of First-Time Freshmen and Upper-Division Transfer Students: Continuously Enrolled by Semester

Continuation Rates Calculated Semester to Semester and Fall to Fall

	Fa 02	Sp 03	Fa 03	Sp 04	Fa 04	Sp 05	Fa 05
First-Time Freshmen							
Cohort 1	Continuation Rate						
Admitted Fall 03		234	213	174	166	143	
N=234	Sem. to Sem.	0.91	0.74	0.71	0.61	0.82	0.61
	Fall to Fall		0.74				
	Fall to Fall						0.61
Cohort 2	Continuation Rate						
Admitted Fall 04			303	285	243		
N=303	Sem. to Sem.		0.94	0.85	0.80		
	Fall to Fall						
Cohort 3							
Admitted Fall 05							
N=386							

	Fa 02	Sp 03	Fa 03	Sp 04	Fa 04	Sp 05	Fa 05
Upper-Division Transfers							
Cohort 1	Continuation Rate						
Admitted Fall 02		423	367	233	179	96	
N=473	Sem. to Sem.	0.89	0.95	0.63	0.77	0.54	0.54
	Fall to Fall	0.82		0.60		0.41	0.41
	Fall to Fall			0.49		0.41	0.41
	Fall to Fall					0.20	0.20
Cohort 2	Continuation Rate						
Admitted Fall 03		471	429	381	360	231	
N=471	Sem. to Sem.		0.91	0.89	0.94	0.64	0.64
	Fall to Fall			0.81		0.61	0.61
	Fall to Fall					0.49	0.49
Cohort 3	Continuation Rate						
Admitted Fall 04			347	317	287		
N=347	Sem. to Sem.		0.91	0.91	0.91	0.91	0.91
	Fall to Fall					0.83	0.83
Cohort 3							
Admitted Fall 05							
N=478							

Notes:

Based on a Cohort Analysis Study of First-Time Freshmen and Upper-Division Transfer Students which is posted on the IR Website: www.csuci.edu/about/ir.

Continuation rates are based on continuous enrollment; "leavers" include: graduates, stop-outs, and drop-outs. An analysis of "leavers" is forthcoming.

Table 4.1

Composition of Instructional Staff: Gender and Race/Ethnicity for Full-time Tenure-track and Lectures; and Part-time Lectures

	Year 1 Fall 02	Year 2 Fall 03	Year 3 Fall 04	Year 4 Fall 05
Full-time Tenure-track Faculty				
Gender				
Male	13	22	21	24
Female	17	27	27	33
	30	49	48	57
Race/Ethnicity				
Nat.Amr.	0	0	0	0
Afr.Amr.	0	2	2	1
Asian	2	2	3	3
Hispanic	5	7	7	8
White	23	35	33	41
Unknown	0	3	3	4
	30	49	48	57
Full-time Lecturers				
Gender				
Male	6	7	9	12
Female	9	11	11	15
	15	18	20	27
Race/Ethnicity				
Nat.Amr.	0	0	0	0
Afr.Amr.	0	0	0	0
Asian	1	1	4	4
Hispanic	2	4	2	2
White	12	13	13	20
Unknown	0	0	1	1
	15	18	20	27

Continued on next page

Table 4.1 (Continued)
Composition of Instructional Staff: Gender and Race/Ethnicity for Full-time Tenure-track and Lectures; and Part-time Lectures

		Year 1	Year 2	Year 3	Year 4
		Fall 02	Fall 03	Fall 04	Fall 05
Part-time Lecturers					
Gender					
Male		20	57	79	77
Female		17	56	64	66
		37	113	143	143
Race/Ethnicity					
Nat.Amr.		0	0	1	0
Afr.Amr.		0	0	4	3
Asian		1	13	7	11
Hispanic		4	9	17	19
White		31	83	105	103
Unknown		1	8	9	7
		37	113	143	143
Total		82	180	211	227

Notes:

- The CSU Collective Bargaining Agreement categorizes instructional staff as: Full-time Tenure-track Faculty and Full-time Lecturers.
- A third instructional staff category is Part-time Lecturer.

Table 4.2

Instructional Staff Headcount Overall and by Program

	Year 1 Fall 02	Year 2 Fall 03	Year 3 Fall 04	Year 4 Fall 05
Total Faculty				
F-T, T-T Faculty	30	49	48	57
F-T Lecturers	15	17	21	27
P-T Lecturers	37	114	142	143
By Program				
Art				
F-T, T-T Faculty	2	4	4	4
F-T Lecturers	0	0	1	1
P-T Lecturers	3	12	16	12
Biology				
F-T, T-T Faculty	3	4	3	3
F-T Lecturers	2	2	3	4
P-T Lecturers	0	6	4	5
Bus & Econ				
F-T, T-T Faculty	4	6	6	4
F-T Lecturers	3	3	1	1
P-T Lecturers	3	10	15	24
Computer Science				
F-T, T-T Faculty	1	2	2	3
F-T Lecturers	0	0	1	1
P-T Lecturers	3	6	9	8
Education				
F-T, T-T Faculty	5	8	8	10
F-T Lecturers	3	3	4	5
P-T Lecturers	10	27	34	27

Continued on next several pages

Table 4.2 (Continued)
Instructional Staff Headcount Overall and by Program

	Year 1 Fall 02	Year 2 Fall 03	Year 3 Fall 04	Year 4 Fall 05
English				
F-T, T-T Faculty	2	4	4	6
F-T Lecturers	4	6	6	4
P-T Lecturers	6	6	6	7
History				
F-T, T-T Faculty	2	2	3	3
F-T Lecturers	0	0	0	1
P-T Lecturers	1	8	6	7
Liberal Studies				
F-T, T-T Faculty	0	0	0	0
F-T Lecturers	0	0	0	0
P-T Lecturers	3	10	7	4
Library				
F-T, T-T Faculty	0	2	2	2
F-T Lecturers	0	0	0	0
P-T Lecturers	0	0	0	0
Mathematics				
F-T, T-T Faculty	2	4	3	4
F-T Lecturers	1	2	2	4
P-T Lecturers	5	10	16	9
Multiple: Anthropology				
F-T, T-T Faculty	1	1	1	1
F-T Lecturers	0	0	0	0
P-T Lecturers	1	2	0	0

Continued on next several pages

Table 4.2 (Continued)
Instructional Staff Headcount Overall and by Program

	Year 1 Fall 02	Year 2 Fall 03	Year 3 Fall 04	Year 4 Fall 05
Multiple: Chemistry				
F-T, T-T Faculty	2	2	2	3
F-T Lecturers	0	1	2	1
P-T Lecturers	2	3	4	8
Multiple: ESRM				
F-T, T-T Faculty	1	2	1	2
F-T Lecturers	0	0	0	0
P-T Lecturers	0	0	1	2
Multiple: Political Science				
F-T, T-T Faculty	0	1	1	1
F-T Lecturers	0	0	0	0
P-T Lecturers	1	4	8	8
Multiple: Spanish/ASL				
F-T, T-T Faculty	1	2	2	2
F-T Lecturers	0	0	0	0
P-T Lecturers	0	2	5	5
Multiple: University				
F-T, T-T Faculty	0	0	1	1
F-T Lecturers	0	0	0	0
P-T Lecturers	0	0	1	2
Physics				
F-T, T-T Faculty	1	1	1	2
F-T Lecturers	0	0	0	0
P-T Lecturers	0	1	3	3

Continued on next several pages

Table 4.2 (Continued)
Instructional Staff Headcount Overall and by Program

	Year 1 Fall 02	Year 2 Fall 03	Year 3 Fall 04	Year 4 Fall 05
Psychology				
F-T, T-T Faculty	3	4	4	5
F-T Lecturers	0	0	1	1
P-T Lecturers	0	5	7	11
Sociology				
F-T, T-T Faculty	0	0	0	1
F-T Lecturers	0	0	0	0
P-T Lecturers	0	0	0	1
Writing Center				
F-T, T-T Faculty	0	0	0	0
F-T Lecturers	0	0	1	1
P-T Lecturers	0	0	0	0

Table 4.3
Gender and Race/Ethnicity for Full-time and Part-time Staff

		Year 1	Year 2	Year 3	Year 4
		AY 02-03	AY 03-04	AY 04-05	Fall 05
Full-time Staff					
Gender					
Male		111	117	125	119
Female		118	141	164	156
Total		229	258	289	275
Race/Ethnicity					
Nat.Amr.		1	2	3	4
Afr.Amr.		10	13	12	10
Asian		16	15	25	25
Hispanic		66	76	76	73
White		132	147	166	157
Unknown		4	5	7	6
Total		229	258	289	275
Part-time Staff					
Gender					
Male		14	16	40	31
Female		4	11	29	38
Total		18	27	69	69
Race/Ethnicity					
Nat.Amr.		.	.	.	.
Afr.Amr.		.	1	.	4
Asian		.	2	6	7
Hispanic		4	5	6	12
White		11	16	49	40
Unknown		3	3	8	6
Total		18	27	69	69

Notes:

Year 4 reflects staffing information; year-to-date as of: 12/6/05.

Table 4.4
Full-time Faculty Turnover Over the Last Four Years

	Year 1 Fall 02	Year 2 Fall 03	Year 3 Fall 04	Year 4 Fall 05
Total Number of Individuals Employed in this Period	30	49	48	57
Number of New Hires in this Period	17	19	2	11
Number of Retirements in this Period	0	0	0	0
Number of Departures in this Period	0	0	3	2

Table 5.1
Information and Computing Resources

	Year 1 ¹ AY 02-03	Year 2 AY 03-04	Year 3 AY 04-05	Year 4 Fall 05
Library				
Total Library Collections				
Books	63,382	65,140	168,991	169,598
Periodicals	6,000	7,438	8,096	9,124
Non-Print Media	976	1,522	1,857	1,957
Total \$ Spent on Library Acquisitions	750,000	299,950	247,859	173,317
Computer and Information Systems				
Number and Percent of Computer-Equipped Classrooms and Labs		13 25%	13 25%	13 25%
Total Number of Computer Workstations available to Students		380	380	380
Total Number of Computer Workstations available to Faculty/Staff		430	456	470
Networked				
Not Networked		0	0	0
Total Book (Inventory) Value of Computing and Instructional Equipment ²				

Notes:

¹ IT data not available for AY 02-03.

² Computing and Instructional Equipment is not itemized; however, see Table 5.6: Furniture and Equipment--Ending Book Value.

Table 5.2
Physical Resources—Current Year

Physical Space	Size in Square-Feet	Number of	
		Rooms	Number of Stations
On-Campus			
Classroom	23,030	30	979
Class laboratory	15,320	14	288
Special-class laboratory	800	1	13
Individual-study laboratory	689	1	25
Non-class (research) laboratory	2,986	3	12
Office	55,351	164	332
Study (Library)	8,031	1	n/a
Special Use	4,315	3	n/a
General use	39,927	104	313
Support	3,009	9	n/a
Healthcare			
Patient Rooms	n/a	n/a	n/a
Other	2,160	5	n/a
Residential	96,058	354	n/a
Other Locations	1,267,773 GSF	n/a	n/a
Total Replacement Cost for Total Physical Plant (Insured Value)		Dollars	
		91,655,721	
Equipment			
Book Value		9,539,356	
Replacement Cost		8,986,576	

Notes:

- ¹ Replacement cost for physical plant was determined using cost guidelines from the State University Administrative Manual (SUAM). Square footage for each of the facilities types reported above was multiplied by the cost per square foot allowed in the SUAM. No replacement cost was calculated for un-renovated space.
- ² Book value for equipment does not reflect \$1.3 million in depreciation.
- ³ Replacement costs were calculated based on formulae in the SUAM; note that replacement costs are less than book value. There is no provision in the SUAM included for cost increases that would be associated with replacing any of the equipment.

Table 5.3
Sources of Revenue

	Year 1 AY 02-03		Year 2 AY 03-04		Year 3 AY 04-05		Year 4 AY 05-06	
	Amount	Pct.	Amount	Pct.	Amount	Pct.	Amount	Pct.
Tuition and Fees	895,142	2%	3,669,189	5%	4,714,044	11%		
Government Appropriations								
Federal								
State	33,469,256	69%	31,233,326	43%	30,184,234	71%		
Local								
Government Grants and Contracts								
Federal								
Unrestricted	575,089	1%	1,157,596	2%	1,676,473	4%		
Restricted								
State								
Unrestricted	632,530	1%	2,498,741	3%	2,296,325	5%		
Restricted								
Local								
Unrestricted								
Restricted								
Private Gifts, Grants, and Contracts								
Restricted	594,798	1%	4,314,252	6%	455,895	1%		
Unrestricted					318,208	1%		
Investment & Endowment Income								
Restricted								
Unrestricted	126,381	0.3%	208,863	0.3%	441,634	1%		
Sales and Service								
Educational Activities								
Auxiliary Enterprises	542,579	1%	621,001	1%	2,620,803	6%		
Hospitals								
Other								
Auxiliary Foundations								
Borrowed Funds								
Other	11,800,992	24%	28,604,236	40%	0	0%		
Total Current Fund Revenues	48,636,767	100%	72,307,204	100%	42,707,616	100%		

Notes:

Financial Data for AY 05-06 is not yet available.

Table 5.4
Operating Expenditures

	Year 1		Year 2		Year 3		Year 4	
	AY 02-03		AY 03-04		AY 04-05		AY 05-06	
	Amount	Pct.	Amount	Pct.	Amount	Pct.	Amount	Pct.
Education and General								
Instruction	8,682,534	27%	9,502,366	21%	13,196,098	19%		
Research								
Public Service								
Academic Support	3,690,408	12%	7,990,855	18%	6,804,519	10%		
Student Services	2,268,659	7%	2,677,597	6%	3,964,584	6%		
institutional Support	5,569,256	18%	11,380,558	25%	5,486,370	8%		
O&M of Plant	9,171,112	29%	8,887,798	20%	10,450,000	15%		
Scholarships & Fellowships								
From Unrestricted								
From Restricted	585,313	2%	1,397,979	3%	1,954,913	3%		
Mandatory Transfers								
Total Educational and General Expenditures and Mandatory Transfers	29,967,282		41,837,153		41,856,484			
Educational Activities (including Transfers)								
Auxiliary Enterprises (including Transfers)	435,410	1%	577,490	1%	1,286,493	2%		
Hospitals (including Transfers)								
Auxiliary Foundations (including Transfers)								
Other	1,179,293	4%	1,865,933	4%	1,663,890	2%		
Total Current Funds Expenditures and Mandatory Transfers	43,515	0.1%	499,617	1%	25,540,090	36%		
Total Current Fund Transfers								
Less Total Current Funds Expenditures and Mandatory Transfers								
Non-Mandatory Transfers								
	31,625,500	100%	44,780,193	100%	70,346,957	100%		

Notes:

Financial Data for AY 05-06 is not yet available.

Table 5.5

Assets and Liabilities

	Year 1		Year 2		Year 3		Year 4	
	AY 02-03		AY 03-04		AY 04-05		AY 05-06	
	Amount	Pct.	Amount	Pct.	Amount	Pct.	Amount	Pct.
Assets								
Cash		0%	2,888,113	2%	3,181,185	2%		
Investments	4,327,474	5%	3,525,884	3%	6,204,506	4%		
Inventories	26,205,302	28%	33,825,261	26%	66,214,936	39%		
Prepaid Expenses								
Notes Receivable	20,933	0.02%	0	0%	613,788	0.4%		
Plant and Land								
Other	63,166,490	67%	91,046,631	69%	91,728,074	55%		
Total Assets	93,727,399	100%	131,291,707	100%	167,942,489	100%		
Liabilities								
Accounts Payable								
Notes Payable	2,861,919	13%	4,349,486	13%	4,532,710	5%		
Deferred Tuition	132,827	1%	349,605	1%	1,170,463	1%		
Taxes Payable	1,419,457	6%	1,643,235	5%	1,958,336	2%		
Other								
Long-Term	308,516	1%	388,167	1%	2,786,741	3%		
Bonds Payable	272,146	1%	130,338	0.4%	281,997	0.3%		
Notes Payable								
Pensions Payable	136,697	1%	323,000	1%	813,000	1%		
Other								
Deposits Held	17,555,000	77%	25,430,000	78%	85,100,173	88%		
Student Organizations								
Auxiliary Foundations								
Fund Balance								
Restricted								
Unrestricted	0	0%	111,028	0.3%	371,562	0.4%		
Investment in Plant								
Total Liabilities	22,686,562	100%	32,724,859	100%	97,014,982	100%		
Fund Balance								
Restricted	1,991,670	3%	19,700,785	20%	561,110	1%		
Unrestricted	7,530,759	11%	7,598,905	8%	3,985,222	6%		
Investment in Plant	61,517,408	87%	71,267,158	72%	66,381,175	94%		
Total Fund Balance	71,039,837	100%	98,566,848	100%	70,927,507	100%		

Notes:

Financial Data for AY 05-06 is not yet available.

Table 5.6
Capital Investments

	Year 1 AY 02-03	Year 2 AY 03-04	Year 3 AY 04-05	Year 4 AY 05-06
Land				
Beginning Book Value	31,684,578	31,684,578	31,732,078	
Additions	0	47,500	0	
Deductions	0	0	0	
Ending Book Value	31,684,578	31,732,078	31,732,078	
Buildings				
Beginning Book Value	13,349,874	12,823,760	27,655,677	
Additions	16,709	16,008,954	17,597,082	
Deductions	-542,823	-1,177,037	-2,301,849	
Ending Book Value	12,823,760	27,655,677	42,950,910	
Furniture and Equipment				
Beginning Book Value	3,472,596	5,146,503	6,686,921	
Additions	2,310,377	2,229,316	4,117,439	
Deductions	-636,470	-688,898	-1,265,004	
Ending Book Value	5,146,503	6,686,921	9,539,356	
Construction in Progress				
Beginning Book Value	685,632	13,511,649	24,971,955	
Additions	12,826,017	28,646,683	958,483	
Deductions	0	-17,186,377	-18,638,265	
Ending Book Value	13,511,649	24,971,955	7,292,173	
	63,166,490	91,046,631	91,514,517	
Notes: Financial Data for AY 05-06 is not yet available.				

Table 5.7
Endowment Value and Performance

Year	Market Value of Endowment	Market Value of Quasi Endowment	Market Value End of Year	Yield	Current Fund Income from Endowment	Net Transfers In/Out of Endowment	Total Annual Return on Investments
Year 1	4,855,799	837,422	5,693,221	-7.0%			401,700
Year 2	6,274,000	831,322	7,105,322	2.6%			184,796
Year 3	7,248,000	664,413	7,912,413	10.3%			815,547
Year 4	7,648,603	1,297,843	8,946,446	6.2%	311,568		551,319

Notes:

Financial Data for AY 05-06 is not yet available.

Table 6.1
Key Undergraduate Educational Operations Ratios

	Year 1 Fall 02	Year 2 Fall 03	Year 3 Fall 04	Year 4 Fall 05
Admissions ¹				
Admit/Apply	0.62	0.57	0.26	0.45
Enroll/Admit	0.73	0.34	0.59	0.30
Retention ²				
FTE				
Graduation				
Instructional Ratios ³				
FTE-Student	464.6	1,296.1	1,656.0	2,136.9
FTE-Faculty	33.0	73.1	94.4	119.3
FTEs / FTEF Ratios	14.1	17.7	17.6	17.9
FTEF Count				
Full-Time	18.4	27.3	29.5	36.6
Temporary	14.6	45.8	64.9	82.7
FTEF Percent				
Full-Time	55.8	37.3	31.2	30.7
Temporary	44.2	62.7	68.8	69.3
Instructional Data				
Classes with 1-9 Students	n/a	114	90	140
Classes with 10-20 Students	n/a	127	181	219
Classes with 21-35 Students	n/a	129	155	209
Classes with 36-50 Students	n/a	18	30	36
Classes with 50+ Students	n/a	4	7	8
Average Credit Load per Student	11.1	12.5	12.3	12.4
Avg. Cum. GPA	2.4	3.0	2.5	n/a

Notes:

¹ Rates based on Table 1.1 First-Time Freshmen and Upper-Division Transfer Student Application and Enrollment Figures (as applicable).

² There is insufficient data to calculate retention rates or graduation rates. Please refer to Table 3.1 for Graduation Data and Table 3.2 for Cohort Retention Data.

³ FTEF is based on instructional WTUs.

Table 6.2
Key Asset and Maintenance Ratios

	Year 1 AY 02-03	Year 2 AY 03-04	Year 3 AY 04-05	Year 4 ¹ Fall 05
Total Faculty Headcount	81	178	212	224
Faculty Over 59 Years of Age	21	34	47	46
Faculty Over 59 / Total Faculty	26%	19%	22%	21%
O&M Expenditures (\$)	9,171,112	8,887,798	10,450,000	
Total E&G Expenditures (\$)	29,967,282	41,837,153	41,856,484	
O&M / E&G	31%	21%	25%	
Total Equipment Expenditures ²	2,310,377	2,229,316	4,117,439	
Total Book Value of Equipment (\$)	5,146,503	6,686,921	9,539,356	
Equipment Expenditures / Book Value	45%	33%	43%	

Notes:

¹ Financial Data for AY 05-06 is not available.

² Equipment Expenditures includes Furniture and Equipment, see Table 5.6.

Table 6.3
Key Financial Ratios

	Year 1 AY 02-03	Year 2 AY 03-04	Year 3 AY 04-05	Year 4 ¹ AY 05-06
Return on Net Assets				
Change in Net Assets / Total Net Assets	53.8%	61.5%	-39.3%	
Net Income Ratio				
Change in Unrestricted Net Assets / Total Unrestricted Revenues	6.9%	0.2%	-8.6%	
Operating Income Ratio				
Operating Income / Total Expenses	74.0%	18.0%	24.0%	
Viability Ratio				
Expendable Net Assets / Long Term Debt	11.0%	77.0%	1.0%	
Instructional Expense per Student ²	13,782	6,091	6,529	
Net Tuition per Student ³	1,421	2,352	2,333	

Notes:

¹ Financial Data for AY 05-06 is not available.

² This includes Instructional Cost only; see Table 5.4: Education and General Expenditures--Instruction.

³ This includes Tuition and Fees only; see Table 5.3: Sources of Revenue--Tuition and Fees.

Table 7.1
Inventory of Educational Effectiveness Indicators

Category	Formal Learning Outcomes Developed	Formal Learning Outcomes Published	Measures Used to Determine Outcomes	Date of Last Program Review
Institutional Level	Mission-based learning outcomes developed	Not published	Alignment with program and GE learning outcomes completed; measures being developed	Internal review in 2004
General Education	Criteria for each GE category developed	Senate GE Website	GE Assessment Task Force developing measures for learning outcomes	
By Program Area				
Art	Yes	Program Website	Student art exhibits; internship reviews; juried exhibitions; professional resumes and art portfolios; capstone course.	First Review 2007
Biology	Yes	Program Website	Embedded questions in core courses; BIOL 300 lab report analysis; capstone.	First Review 2007
Business	Yes	Program Website	Computerized instructor-level assessments; administration of Business Assessment Test (BAT); capstone course.	First Review 2007
Chemistry	Yes	Program Website	Embedded questions in CHEM courses; capstone course.	First Review 2009
Computer Science	Yes	Program Website	Instructor survey data; accrediting agency criteria	First Review 2007
Education	Yes	Program Website	Portfolio assessments; thesis content reviews;	
Economics	Yes	Program Website	Computerized instructor-level assessments; review of Aplia.com standardized question results; capstone course.	First Review 2009
English	Yes	Program Website	Portfolio assessments; English exit survey; capstone course.	First Review 2007
Environmental Science	Yes	Program Website	Poster presentations; senior thesis; capstone	First Review 2007
History	Yes	Program Website	Student self-assessments; capstone course	First Review 2009
Liberal Studies	Yes	Program Website	California Critical Thinking Skills Test; capstone/senior project.	First Review 2007
Mathematics	Yes	Program Website	Math CSET/ GRE scores; senior colloquium; performance in annual Putnam Competition	First Review 2007
Psychology	Yes	Program Website	GRE Subject Test; interviews with existing students; poster evaluations; embedded questions	First Review 2009
Sociology	Yes	Program Website	Capstone; portfolios	First Review 2010
Spanish	Yes	Program Website	Simulated Oral Proficiency Interviews (SOPi); listening and comprehension exams; oral interviews of students	First Review 2010

APPENDIX 2. CSUCI INSTITUTIONAL STIPULATION STATEMENT

DATE: 2 December 2005

TO: Western Association of Schools and Colleges

FROM: Richard R. Rush, President

RE: Institutional Stipulation Statement

I am pleased to provide WASC with our Institutional Stipulation Statement. California State University Channel Islands has policies in force, which are publicly available and which are available to the Commission throughout the period of accreditation.

To assist the review team, following each stipulation, there is a hyperlink to the section of this report that addresses the policy or issue. This is followed by a citation that refers to the section of the 2002 CSUCI Preparatory Review Report that addresses the policy or issue.

INSTITUTIONAL INTEGRITY

- A widely disseminated, written policy statement of commitment to academic freedom in teaching, learning, research, publication, and oral presentation. See [CFR 1.4](#) in this report or CFR 1.4 in 2002 CSUCI Preparatory Review Report (pg. 12).
- Due process procedures that demonstrate faculty and students are protected in their quest for truth. See [CFR 1.4](#) in this report or CFR 1.4 in 2002 CSUCI Preparatory Review Report (pg. 12).
- Written policies on due process and grievance procedures for faculty, staff and students. See [CFR 1.7](#) and [CFR 1.8](#) in this report or CFR 1.8 in 2002 CSUCI Preparatory Review Report (pg. 14).
- A clear statement of institutional policies, requirements, and expectations to current and prospective employees. See [CFR 3.3](#) in this report or CFR 1.7 in 2002 CSUCI Preparatory Review Report (pg. 13).
- Clearly written policies on conflict of interest for board, administration, faculty, and staff, including appropriate limitations on the relations of business, industry, government, and private donors to research in the institution. See [CFR 3.9](#) in this report or CFR 3.9 in 2002 CSUCI Preparatory Review Report (pg. 21).
- A clear statement that the institution agrees to abide by WASC Policy on substantive Change and the Policy on Distance and Technology-Mediated Instruction. See [CFR 1.9](#) in this report or CFR 1.9 in 2002 CSUCI Preparatory Review Report (pg. 14).

RESEARCH

- Policies covering human subjects and animals in research, classified research, patent provisions, cooperative research relations with industry, and other similar issues related to the integrity and independence of the research enterprise. See [CFR 1.7](#) in this report or CFR 4.5 in 2002 CSUCI Preparatory Review Report (pg. 23).
- Institutions that support applied research having the potential for producing significant revenue have clear policies on how faculty responsible for such research share revenue from patents, licenses, and sales. Institutions supporting entrepreneurial activity of faculty of institutionally sponsored research parks have clear policies covering the involvement of faculty in such ventures, the protection of basic research, and the

publication of research results. See [CFR 3.3](#) in this report or CFR 3.3 in 2002 CSUCI Preparatory Review Report (pg. 19).

EDUCATIONAL PROGRAMS

- Precise, accurate, and current information in printed material regarding a) educational purposes; b) degrees, curricular programs, educational resources, and course offerings; c) student charges and other financial obligations, student financial aid, and fee refund policies; d) requirements for admission and for achievement of degree; and e) the names of the administration, faculty, and governing board. See [CFR 1.7](#) in this report or CFR 1.7 in 2002 CSUCI Preparatory Review Report (pg. 13).
- Publications that make clear the status of each faculty member. See [CFR 1.7](#) in this report or CFR 1.7 in 2002 CSUCI Preparatory Review Report (pg. 13).
- Clearly articulation policies for the transfer of credit to ensure that students who transfer with General Education course credits meet the institution's own standards for the completion of the General Education requirement. See [CFR 2.14](#) in this report or CFR 2.14 in 2002 CSUCI Preparatory Review Report (pg. 15).
- Policies and procedures for additions and deletions of programs. See [CFR 4.4](#) in this report or CFR 4.4 in 2002 CSUCI Preparatory Review Report (pg. 23).
- Requirements for continuation in, or termination from, academic programs, and a policy for readmission of students who are disqualified for academic reasons. See [CFR 2.3](#), [CFR 2.5](#) and [CFR 2.13](#) in this report or CFR 2.3 in 2002 CSUCI Preparatory Review Report (pg. 13).
- Clearly state graduation requirements that are consistently applied in the degree certification process. See [CFR 2.2](#) in this report or CFR 2.2 in 2002 CSUCI Preparatory Review Report (pg. 15).

FACULTY

- Personnel policies governing employment of teaching fellows and assistants. See [CFR 3.3](#) and [CFR 3.4](#) in this report or CFR 3.3 in 2002 CSUCI Preparatory Review Report (pg. 19).
- Policy designed to integrate part-time faculty appropriately into the life of the institution. See [CFR 3.3](#) and [CFR 3.4](#) in this report or CFR 3.3 in 2002 CSUCI Preparatory Review Report (pg. 19).
- Explicit and equitable faculty personnel policies and procedures. See [CFR 3.3](#) and [CFR 3.4](#) in this report or CFR 3.3 in 2002 CSUCI Preparatory Review Report (pg. 19).
- Policies on salaries and benefits. See [CFR 3.3](#) and [CFR 3.4](#) in this report or CFR 3.3 in 2002 CSUCI Preparatory Review Report (pg. 19).
- Policies for faculty and staff regarding privacy and accessibility of information. See [CFR 3.3](#) and [CFR 3.4](#) in this report or CFR 3.3 in 2002 CSUCI Preparatory Review Report (pg. 19).

LIBRARY

- Written library collection development and weeding policies, including the bases for accepting gifts. See [CFR 3.6](#) in this report or CFR 3.6 in 2002 CSUCI Preparatory Review Report (pg. 20).

STUDENTS

- Admission and retention policies and procedures, with particular attention to the application of sound admission and retention policies for athletics, international students, and other cases where unusual

pressures may be anticipated. See [CFR 2.2](#) in this report or CFR 2.2 in 2002 CSUCI Preparatory Review Report (pg. 15).

- Clearly defined admissions policies attentive to the special needs or international students. (Not applicable)
- Policies on student rights and responsibilities, including the rights of due process and redress of grievances. See [CFR 1.7](#) in this report or CFR 1.8 in 2002 CSUCI Preparatory Review Report (pg. 14).
- Publications that include policies and rules defining inappropriate student conduct. See [CFR 1.7](#) in this report or CFR 1.8 in 2002 CSUCI Preparatory Review Report (pg. 14).
- A policy regarding fee refunds that is uniformly administered, and consistent with customary standards. See [CFR 1.7](#) in this report or CFR 2.2 in 2002 CSUCI Preparatory Review Report (pg. 15).

FINANCES

- Policies, guidelines, and processes for developing the budget. See [CFR 3.5](#) in this report or CFR 3.5 in 2002 CSUCI Preparatory Review Report (pg. 19).
- Clearly defined and implemented policies with regard to cash management and investments, approved by the governing board. See [CFR 3.9](#) in this report or CFR 3.9 in 2002 CSUCI Preparatory Review Report (pg. 21).
- Policies and a code of ethics for employees involved in buying, bidding, or providing purchase orders. See [CFR 3.9](#) in this report or CFR 3.9 in 2002 CSUCI Preparatory Review Report (pg. 21).
- Policies on risk management, addressing loss by force, burglary and defalcation; liability of the governing board and administration; and liability for personal injury and property damage. See [CFR 3.9](#) in this report or CFR 3.9 in 2002 CSUCI Preparatory Review Report (pg. 21).
- Policies regarding fundraising activities that comply with sound ethical accounting and financial principles. See [CFR 3.9](#) in this report or CFR 3.9 in 2002 CSUCI Preparatory Review Report (pg. 21).

APPENDIX 3. CSUCI LIST OF EXHIBITS AND EVIDENCE

List of Exhibits in [Standard One](#)

Exhibit 1.1.1	CSU Channel Islands Mission Statement
Exhibit 1.1.2	CSU Channel Islands 2003 - 2008 Strategic Plan
Exhibit 1.1.2	Divisional Strategic Plans Exhibits
Exhibit 1.1.3	Website: Institutional Mission-Based Learning Outcomes; PDF (39KB)
Exhibit 1.1.4	“Characteristics of CSU Channel Islands Graduates”
Exhibit 1.1.5	Greater Expectations Team Action Plan
Exhibit 1.1.6	Website: Center for International Affairs
Exhibit 1.1.7	Center for Integrative and Interdisciplinary Studies
Exhibit 1.1.8	Divisional Mission Statements found in Divisional Strategic Plans
Exhibit 1.1.9	Website: Academic Program Student Learning Outcomes; PDF (39 KB)
Exhibit 1.1.10	Website: CPEC: “California Master Plan for Higher Education”
Exhibit 1.1.11	Website: Chancellor’s Office: “Cornerstones”
Exhibit 1.1.12	Website: Curriculum Committee Review Process
Exhibit 1.1.13	Website: Academic Senate Policy SP 03-35; PDF (634 KB)
Exhibit 1.1.14	Website: President’s Council
Exhibit 1.1.15	Website: CSU Channel Islands Academic Senate
Exhibit 1.1.16	Website: Chancellor’s Office Executive Orders
Exhibit 1.2.1	Website: CSUCI Catalog; select pages PDF (623KB)
Exhibit 1.2.2	Website: CSUCI Schedule of Classes; select pages PDF (287KB)
Exhibit 1.2.3	Website for Student Handbook
Exhibit 1.2.5	Wallet-sized Mission Statement and <i>Alma Mater</i>
Exhibit 1.2.6	Faculty Orientation packets
Exhibit 1.2.7	Top 25 Things New Faculty Should Know About CSUCI
Exhibit 1.2.8	Website: Top 25 Things New Faculty Should Know About CSUCI
Exhibit 1.2.9	Website: Institutional Mission-Based Learning Outcomes; PDF (39KB)
Exhibit 1.2.10	Website: Academic Program Student Learning Outcomes; PDF (39 KB)
Exhibit 1.2.11	Website: CSUCI Catalog; General Education Descriptions (pp. 108-112)
Exhibit 1.2.12	Charge to the Task Force for General Education Assessment
Exhibit 1.2.13	Website: Academic Senate Assessment Policy SP04-01; PDF (14 KB)
Exhibit 1.2.14	Website: Academic Senate Program Review Policy SP03-35; PDF (634 KB)
Exhibit 1.2.15	Assessment and Evaluation Course Flier
Exhibit 1.2.16	Assessment and Evaluation Syllabus
Exhibit 1.2.17	Pilot Assessment Projects
Exhibit 1.2.18	Workshops for the Assessment of Program Learning Outcomes
Exhibit 1.2.19	AAAP Program Assessment Implementation Plans
Exhibit 1.2.20	Nine Dimensions of Wellness
Exhibit 1.3.1	CSU Chancellor’s Office review of President Rush
Exhibit 1.3.2	Annual Reviews of Executive & MPP Personnel
Exhibit 1.3.3	CSUCI: Administrative Review Questionnaire
Exhibit 1.3.4	Website: Academic Senate RTP Policy SP01-44; PDF (852 KB)
Exhibit 1.3.5	Website: Academic Senate RTP Policy Library Faculty SP03-15; PDF (267 KB)
Exhibit 1.3.6	Website: Academic Senate RTP Policy SP03-30
Exhibit 1.3.6a	Website: Academic Senate RTP Policy SP03-30 (amended); PDF (58 KB)
Exhibit 1.3.6b	General Personnel Standards
Exhibit 1.3.6c	Business/Economics Programs Personnel Standards
Exhibit 1.3.6d	English Program Personnel Standards
Exhibit 1.3.6m	Academic Affairs Annual Report
Exhibit 1.3.6n	Finance & Administration Annual Report
Exhibit 1.3.6p	Advancement Annual Report
Exhibit 1.3.6q	Student Affairs Annual Report
Exhibit 1.3.8	Website: Curriculum Vitae for President Richard Rush
Exhibit 1.3.9	CSUCI Faculty Scholarly and Creative Activities—AY 0304

Exhibit 1.3.10	CSUCI Faculty Scholarly and Creative Activities—AY 0405
Exhibit 1.4.1	Website: Academic Senate Policy SR 03-11; PDF (208 KB)
Exhibit 1.4.1a	Website: Academic Senate Policy SA.07.002
Exhibit 1.4.2	Website: Academic Senate Policy SA.07.003
Exhibit 1.4.2a	Website: Academic Senate Policy SP 04-05; PDF (852 KB)
Exhibit 1.4.3	Website: Academic Senate Policy SP 03-01; PDF (80 KB)
Exhibit 1.4.4	Website: Student Guidebook, pages 117-120
Exhibit 1.4.4a	Resolution on Academic Freedom
Exhibit 1.5.1	Website: Academic Senate Policy SR 3-27; PDF (108 KB)
Exhibit 1.5.2	Multicultural Courses (C3b), p. 110; and Graduation Requirements, p.113
Exhibit 1.5.3	Summer College Materials
Exhibit 1.5.4	Summer Bridge Materials
Exhibit 1.5.5	Disability Accommodation Materials
Exhibit 1.5.6	Co-Curricular Multicultural Events/Activities
Exhibit 1.5.7	Multicultural & International Centers
Exhibit 1.5.9	Report on Student Ethnicity
Exhibit 1.5.10	Website: SoCal Forum for Diversity
Exhibit 1.5.11	Website: Campus Reading Celebration Materials
Exhibit 1.5.12	Multicultural Campus Dedications
Exhibit 1.5.13	Commission on HDRE
Exhibit 1.6.1	Website: California's Master Plan for Education
Exhibit 1.6.2	Website: Academic Senate By-Laws (PDF: 93 KB) and Constitution (PDF: 80 KB)
Exhibit 1.7.1	Website: President's Council
Exhibit 1.7.2	Website: Academic Programs
Exhibit 1.7.3	Website: CSUCI Catalog: Policy on Incompletes, Forgiveness of Previously Earned Grade, and Grade Appeals
Exhibit 1.7.4	Website: Schedule of Classes: Grade Appeals Policy (pp. 8–9)
Exhibit 1.7.5	Website: Student Guidebook: Incomplete Policy, Grade Appeals Policy, Forgiveness of a Previously Earned Grade Policy, and Student Grievance Procedure
Exhibit 1.7.6	Website: Campus Plans for Improving Degree Completion; CSU Coded Memo AA 2003-17 (PDF, 516KB)
Exhibit 1.7.7	Website: CSUCI Institutional Review Board (IRB)
Exhibit 1.8.1	Website: President's Council
Exhibit 1.8.2	Website: NACUBO
Exhibit 1.8.3	Website: CSU Office for Quality Improvement
Exhibit 1.8.4	Academic Affairs Strategic Plan
Exhibit 1.8.5	Division of Finance and Administration
Exhibit 1.8.6	Student Affairs Strategic Plan
Exhibit 1.8.7	University Advancement Strategic Plan
Exhibit 1.8.8	Website: Academic Senate Policy SP 03-02
Exhibit 1.8.9	Website: Academic Senate Policy SP 02-01
Exhibit 1.8.10	Website: Academic Senate Policy SP 05-06
Exhibit 1.8.11	Website: CSU Collective Bargaining Agreements
Exhibit 1.8.12	Website: Chancellor's Office Executive Order 928
Exhibit 1.8.13	Website: Chancellor's Office Executive Order 446
Exhibit 1.8.14	Website: Chancellor's Office Whistleblower Exhibit
Exhibit 1.8.15	Website: Assessment Council
Exhibit 1.9.1	Letter of Intent
Exhibit 1.9.2	2005-06 WASC Committee Roster

List of Exhibits in [Standard Two](#)

Exhibit 2.1.1	Curriculum Approval Process
	Website: Curriculum Committee Guide; PDF (57 KB)
	Website: Program approval and modification materials for existing majors
	Website: Curriculum Committee Membership

Exhibit 2.1.2	Academic Master Plan Executive Summary Majors Planned for Introduction Fall 2006 and Beyond
Exhibit 2.1.3	Majors Introduced in Fall 2005 Bachelor of Arts in Biology Chemistry: Bachelor of Arts and Bachelor of Science Bachelor of Arts in Economics Bachelor of Arts in Sociology Bachelor of Arts in Spanish
Exhibit 2.1.4	Approvals by the California Commission on Teaching Credentials Multiple Subject Credential Program Single Subject Credential Program Mild-Moderate Credential Program Preliminary Administrative Credential Program Subject Matter Program Approval - Mathematics
Exhibit 2.1.5	Faculty Data for AY 2004-2005 FTEF with Assigned Time FTEF without Assigned Time
Exhibit 2.2.1	CSU System-Wide Admission Information Executive Order 523 – Freshman Admission (PDF, 159 KB) CSU Mentor – Freshman & Transfer Admission Information
Exhibit 2.2.2	Learning Objectives Learning Outcomes by Academic Major “Long Forms” for new majors including program objectives
Exhibit 2.2.3	Sample Capstones and Culminating Experiences Sociology Capstone Art Senior Seminar Art Capstone Liberal Studies Schools Capstone Business Capstone English Capstone
Exhibit 2.2.4	CSU system-wide policy on General Education Executive Order 595
Exhibit 2.2.5	Revised CSUCI General Education Policy Website: Senate Policy SP 02-03 Criteria for General Education Courses; PDF (844 KB) Website: Senate Policy SP 03-21 Multicultural General Education Policy; PDF (161 KB)
Exhibit 2.2.6	Academic Roadmaps Sample 4, 5 & 6 year road maps for graduation – History Program Sample Course Sequence – History Program
Exhibit 2.2.7	State Regulations Concerning Graduate and Post-Baccalaureate Admission Title 5 of the California Code of Regulations
Exhibit 2.2.8	CSUCI Graduate Program Admission Requirements Website: Master of Arts in Education Website: Master of Business Administration Website: Master of Science Degree In Biotechnology and Bioinformatics Website: Master of Science in Computer Science Website: Master of Science in Mathematics
Exhibit 2.2.9	CSUCI Teaching Credential Admission Requirements
Exhibit 2.3.1	Learning Outcomes Website: Learning Outcomes from University Catalog Website: Undergraduate Program
Exhibit 2.3.2	Characteristics of a CSUCI graduate Website: Resolution on Characteristics of CSUCI Graduates; PDF (181 KB) Website: Student Guidebook Website: University Catalog and Schedule of Classes
Exhibit 2.3.3	Policies created by faculty concerning admission and graduation

	Website: Special Admission; PDF (364 KB)
	Website: Academic Probation; PDF (47 KB)
	Website: Academic Disqualification; PDF (48 KB)
	Website: Academic Reinstatement; PDF (47 KB)
	Website: Participation in Commencement; PDF (53 KB)
	Website: Honors at Graduation; PDF (233 KB)
Exhibit 2.3.4	Communication to students concerning policies concerning admission and graduation
	Website: Admissions
	Key Steps to Graduation
	Freshman Admissions Fact Sheet
	Transfer Admissions Fact Sheet (front and back)
Exhibit 2.3.5	Website: Mission-based Student Awards; PDF (49 KB)
Exhibit 2.3.6	Undergraduate Advising
	Advising Center Brochure (front and back)
	Website: Advising Staff and Faculty Advisors
Exhibit 2.3.7	Credential Advising
	Website: Credential Program Information
	Website: Credential Program Newsletter
Exhibit 2.3.8	Library and Information Resources
	Website: Faculty Resources & Services
Exhibit 2.4.1	Examples of Course Syllabi
	BUS 110 Business Law Syllabus
	ECON 111 Principles of Macroeconomics Syllabus
	ENGL 105 Composition & Rhetoric I Syllabus
	ENGL 150 British & European Literature I Syllabus
	ENGL 326 Major British & European Authors Syllabus
	ACCT 300 Applied Managerial Accounting Syllabus
Exhibit 2.4.2	2004-2005 Tenure Track Faculty by Program Area
Exhibit 2.4.3	Summary of Curriculum Committee Approvals
Exhibit 2.4.4	General Education Assessment Interim Report, and Program Learning Outcomes
Exhibit 2.4.5	Selected Syllabi From Interdisciplinary Courses
	ART/ENGL/MUS 432 – Arts of the Harlem Renaissance
	BIOL/BUS/ECON/EDUC 342 – The Zoo
	ENGL/TH 333 – Multicultural Drama in Performance
Exhibit 2.4.6	Center for Interdisciplinary and Integrative Studies
	CIIS Policy SP04-07
	CIIS Organization Chart
Exhibit 2.4.7	Liberal Studies Advisory Committee
Exhibit 2.4.8	Advisory Boards
	Biotechnology Advisory Board
	Business Advisory Council
	Environmental Science Community Advisory Board
	Tech Prep Consortium
Exhibit 2.4.9	Directed Self Placement
	DSP Program Description
	Spring 2005 Assessment of DSP
Exhibit 2.4.10	Examples of Student Achievement
	Student art exhibitions
Exhibit 2.4.11	University Writing Task Force Report May 2005
Exhibit 2.5.1	Stretch Composition Program
	ENGL 102 Syllabus
	ENGL 103 Syllabus
Exhibit 2.5.2	Stretch Program Holistic Scoring
Exhibit 2.5.3	Course Expectations and Grading Rubrics
	ENGL 150 Final Notes
	ENGL 150 Midterm

	ENGL 326 Midterm
	ENGL Notes
	ENGL 150 Notes on Assessment
	ENGL 326 Notes on Assessment
	ENGL 150 Final Exam
Exhibit 2.5.4	Education Program Evaluation Plan
Exhibit 2.5.5	Education Program Mid-semester Feedback
Exhibit 2.5.6	Website: Educational Opportunity Program (EOP)
	EOP Handbook
	EOP Brochure
	EOP mid-semester Evaluation
Exhibit 2.5.7	GWAR Assessment Plan
Exhibit 2.5.8	UNIV 110 Critical Thinking Pretest
Exhibit 2.5.9	Advising Assessment
Exhibit 2.6.1	Program learning outcomes are advertised on the campus website
Exhibit 2.6.2	Top 25 Things New Faculty Should Know About CSUCI
Exhibit 2.6.3	Assessment Plan Preparation Program (APPP) Tools
	Psychology
	Computer Science
	Chemistry
	Liberal Studies
	Computer Science
	Environmental Science and Resource Management—ESRM
	Chemistry
	Mathematics
	Mathematics
	Biology
Exhibit 2.6.4	Portfolio use in Single Subject and Education Specialist Level I Credential Programs
	Exit Assessment Portfolio Guidelines
	Single Subject Portfolio Matrix
Exhibit 2.6.5	Program Assessment Implementation Plans
	Chemistry
	English
	Biology
Exhibit 2.7.1	Assessment and Program Review Policies
	Website: Academic Senate Policy on Assessment SP04-01; PDF (14 KB)
	Website: Academic Senate Policy on Academic Program Review SP03-35; PDF (634 KB)
Exhibit 2.7.2	Directed Self Placement Program Presentation (PPT, 82 KB or PDF, 86KB)
Exhibit 2.7.3	University Assessment Council
Exhibit 2.7.4	Developing Capacity for Assessment
	Academic Affairs Assessment Efforts, 2003-2004
	Biology Pilot Project
	Business Pilot Project
	Education Pilot Project
	Spring 2005 Assessment Course for Faculty and Staff
	Smith Family Grant for Program Assessment
Exhibit 2.7.5	State and National Program Approval/Accreditation Efforts
	Mathematics Subject Matter Program - CCTC
	Mild/Moderate Level I Credential Program – CCTC
	Mild/Moderate Level II Credential Program – CCTC
	Multiple Subject Credential Program - CCTC
	Preliminary Administrative Credential Program - CCTC
	Single Subject Credential Program – CCTC
	AACSB Memo
	Website: AACSB Accreditation Process
	CSU approvals of Initial Undergraduate Majors

	CSU approval of History major
	CSU approval of Psychology major
Exhibit 2.7.6	CSUCI English Program Exit Interview
Exhibit 2.8.1	Faculty Support Task Force
	University Faculty Support Task Force Report (2004)
	Faculty Support Survey Results (2004)
	Letter to Dick Rush (2004)
Exhibit 2.8.2	Internal Sources of Funding
	Faculty Development Mini-Grant RFP (2004-2005)
	Faculty Innovation Fund RFP (2004)
	Faculty Development Travel Grant RFP (2003-2004)
	Library Digital Collection Fellowship RFP (2004)
Exhibit 2.8.3	Office of Faculty Development Activities
	CSUCI Course on Assessment and Program Evaluation (2005)
	CSU Regional Symposium on University Teaching (2004)
	OFD Scholarship of Teaching Workshop (2004)
	OFD Preparing a Mini-Grant Proposal & Election and Free Speech Brownbag (2004)
	Resources for Faculty Development (2004)
	Syllabus Preparation Workshop (2004)
	Classroom Dialogs Workshop (2004)
	Evaluating Student Writing Workshop (2004)
	Classroom Assessment Techniques Workshop (2004)
	Scholarship of Teaching and Learning Workshop (2003)
	Faculty Scholarly and Professional Writing Group Workshop (2003)
Exhibit 2.8.4	Office of Research and Sponsored Projects Activities
	ORSP Brochure (2004)
	ORSP Grant Writing Workshop (2005)
	ORSP Grant Writing Workshop (2004)
	SPIN Database Training (2004)
Exhibit 2.8.5	Faculty Scholarly and Creative Achievements
Exhibit 2.9.1	Southern California Conference on Undergraduate Research
Exhibit 2.9.2	Southern California and Nevada Section of the Mathematical Association of America
Exhibit 2.9.3	Sample Courses with Service Linkages between the Campus and Community
	History Capstone Syllabus
	Children's Literature Syllabus
	English 105 Syllabus
Exhibit 2.9.4	Center for Integrative and Interdisciplinary Studies (CIIS)
	Center Organization Chart
	Policy on the CIIS
Exhibit 2.9.5	Website: Center for International Affairs
Exhibit 2.9.6	Website: Office of Service Learning
Exhibit 2.9.7	Website: Office of Faculty Development
Exhibit 2.10.1	CPEC Needs Analysis, April 2000
Exhibit 2.10.2	Website: Office of Institutional Research and CIRP (PDF, 112 KB)
Exhibit 2.10.3	Examples of Division of Student Affairs Surveys
Exhibit 2.10.4	Advising Center, Assessment, Appointment Report, Annual Report
Exhibit 2.10.5	CSU Exec Order 792 (PDF, 1971 KB) – Grading Symbols, Grades Policy & Appeals
Exhibit 2.11.1	Examples of Courses Incorporating Co-curricular Elements
	English 336
	Physical Education 110
	Psychology 497
	University 100
Exhibit 2.11.2	Speech Tournament
	Communication 101 Syllabus
Exhibit 2.11.3	Student Leadership and Community Office
	Leadership Retreat Agenda

	Leadership Retreat Goals
	Leadership Profile
Exhibit 2.11.4	Instructionally Related Activities Fee
	IRA proposals 2004
	IRA proposals 2005
Exhibit 2.11.5	Dimensions of Wellness
Exhibit 2.11.6	Clubs and Organizations
	Spring 2005 Club Roster
	Fall 2005 Club Roster
	Club Eligibility Requirements
Exhibit 2.11.7	Student Club and Organization Handbook
	Policy on Web Pages
	Policy on Renewal
	Policy on Reactivation
	Policy on Establishing an Organization
Exhibit 2.11.8	Student Affairs Liaison Committee
Exhibit 2.11.9	Center for Multicultural Learning and Engagement
Exhibit 2.11.10	Multicultural, Women's, and Gender Center: Speaker Series
Exhibit 2.11.11	Career Development Services: Graduate and Career Fair
Exhibit 2.11.12	Interdisciplinary Yearbook Course
Exhibit 2.11.13	First and Second Year Experience
Exhibit 2.12.1	Recruiting and Admission
	Admissions Office
	Recruitment Office
	University Catalog
	Sample major information sheet - Sociology
Exhibit 2.12.2	Academic Calendar
	2005-2006 Academic Calendar
	Fall 2005 Schedule of Classes
	2005-2006 University Catalog
	2005-2006 Student Handbook
Exhibit 2.12.3	Undergraduate Academic Advising
	Advising Center
	Faculty Program Advisors
	2004 Freshman Island Compass
	Directed Self Placement Guide
	Key Steps to Graduation
	Graduation Progress Worksheet
	First Year Course Suggestions for Freshmen - Psychology
	Major Transfer Course guide - Psychology
	Major Advising Form - Psychology
	General Education advising Form
	Advanced Placement Information
	Pre-advising Guide
Exhibit 2.12.4	Teaching Credential Programs
	Credential Office General Information
	Education & Credential Advising Assignments
	Mild Moderate Level I Credential Information
	Mild Moderate Level II Credential Information
	Multiple Subject Credential Information
	Single Subject Credential Information
	Credential Application Process and Materials
	Fall 2005 Credential Newsletter
Exhibit 2.13.1	Division of Student Affairs Annual Report
Exhibit 2.13.2	Campus Housing Needs
Exhibit 2.13.3	Sample Publication in Spanish

- Exhibit 2.13.4 Advising and Learning Assistance
Draft Handbook for Undeclared Students
Probation Action Plan
Disqualification Action Plan
Learning Assistance Workshops
- Exhibit 2.13.5 Information and Computer Literacy
Media Resources and Training
Online Resources FAQ
- Exhibit 2.13.6 24-Hour Access to Library Services During Final Exams
- Exhibit 2.14.1 CSU System Memorandum on Lower Division Transfer Policy
- Exhibit 2.14.2 ASSIST Website
- Exhibit 2.14.3 CSUCI Articulation Office: Developing Transferability
- Exhibit 2.14.4 Transfer Admission Guarantee (TAG) Agreement
- Exhibit 2.14.5 CSU Lower Division Transfer Pattern, August 2004
- Exhibit 2.14.6 CSUCI Lower Division Transfer Pattern, May 2005
- Exhibit 2.14.7 CSU Facilitation Graduation Memorandum, August 2005
- Exhibit 2.14.8 Joint Meeting with Ventura College, December 2004
- Exhibit 2.14.9a CSUCI Advising Office Transfer Guide – Part One
- Exhibit 2.14.9b CSUCI Advising Office Transfer Guide – Part Two
- Exhibit 2.14.10 Counselor’s Day Agenda, October 2005.

List of Exhibits in [Standard Three](#)

- Exhibit 3.1.1 Faculty Vitas
- Exhibit 3.1.2 Vitas for Select MPPs
- Exhibit 3.1.3 MPP Job Descriptions
- Exhibit 3.2.1 Website: CSUCI Faculty Jobs
- Exhibit 3.2.2 Recent Hires
- Exhibit 3.2.3a Application Selection Results—Spring 04
- Exhibit 3.2.3b Application Selection Results—Fall 04
- Exhibit 3.2.4 Immediate Previous Employer of Faculty
- Exhibit 3.2.5 Faculty Recruitment Process
- Exhibit 3.2.6 Website: Academic Senate Policy—SR 04-01; PDF (29 KB)
- Exhibit 3.2.7 Grant and Funding Opportunities
- Exhibit 3.2.8 “Faculty Quick Reference Guide”
- Exhibit 3.2.9 Academic Senate Standing Committees
- Exhibit 3.2.10 Website: Academic Senate
- Exhibit 3.3.1 Recruiting Process
- Exhibit 3.3.2 Website: CSU Collective Bargaining Agreement
- Exhibit 3.3.3 Academic Senate Policy—SP 03-30
- Exhibit 3.3.4 Academic Senate Policy—SP 04-43
- Exhibit 3.3.5 Academic Senate Policy—SP 04-44
- Exhibit 3.3.6 General Personnel Standards
- Exhibit 3.3.7 English Program’s Professional Personnel Standards
- Exhibit 3.3.8 Business and Economics Professional Personnel Standards
- Exhibit 3.3.9 Summary of RTP Recommendations
- Exhibit 3.3.10 Schedule for the 05-06 RTP process
- Exhibit 3.3.11 Faculty Support Task Force
- Exhibit 3.3.12 CSU Faculty Workload
- Exhibit 3.3.13 Staff Recruitment Handbook
- Exhibit 3.3.14 Staff Evaluation
- Exhibit 3.3.15 Staff Evaluation Materials
- Exhibit 3.4.1 Sabbatical and Difference-in-Pay Leave
- Exhibit 3.4.2 The Invitation to Faculty Orientation
- Exhibit 3.4.3 Orientation Agenda
- Exhibit 3.4.4 Faculty Help Desk Information Sheet

Exhibit 3.4.5	Top Five Practices for Faculty-Disability Accommodation Services
Exhibit 3.4.6	List of 2005-2006 Deadlines
Exhibit 3.4.7	Syllabus Preparation at CSUCI
Exhibit 3.4.8	Faculty Quick Reference Guide
Exhibit 3.4.9	Website: Top 25 Things New Faculty Should Know.
Exhibit 3.4.10	Website: Faculty Development
Exhibit 3.4.11	Development of PDP
Exhibit 3.4.12	Website: Faculty Development Committee
Exhibit 3.4.13	Website: Charge to the Faculty Development Office
Exhibit 3.4.14	Faculty Development Activities
Exhibit 3.4.15	Website: Faculty Services—CSUCI Library
Exhibit 3.4.16	Website: ORSP
Exhibit 3.4.17	ORSP Brochure
Exhibit 3.4.18	ORSP SPIN Training
Exhibit 3.4.19	ORSP Workshop Training
Exhibit 3.4.20	Grants and Contracts Policies and Procedures
Exhibit 3.4.21	Final Report
Exhibit 3.4.22	Tenure-track Faculty Support
Exhibit 3.4.23	Temporary Faculty Support
Exhibit 3.4.24	Faculty Support—Education
Exhibit 3.4.25	Faculty Support—Survey Research
Exhibit 3.4.26	Letter to President Rush
Exhibit 3.4.27	Letter to Provost Lucas
Exhibit 3.5.1	Charge to Budget Committee
Exhibit 3.5.2	Historical Budget Allocation
Exhibit 3.5.3	Academic Affairs Budget Process
Exhibit 3.5.4	Academic Affairs Budget Calendar
Exhibit 3.5.5	Facilities Utilization
Exhibit 3.5.6	Five-Year Plan for Capital Outlay
Exhibit 3.5.7	CSUCI Site Authority Information
Exhibit 3.5.8	CSUCI Site Authority Act
Exhibit 3.6.1	Library Strategic Plan
Exhibit 3.6.2a	Website: Library Databases; Exhibit 3.6.2b Website: Library Serials
Exhibit 3.6.3	Website: Library Webpage for Education
Exhibit 3.6.4	Website: Quicksilver
Exhibit 3.6.5	Website: Connect from Home
Exhibit 3.6.6	Sample SFX
Exhibit 3.6.7	Website: On-Line Image Database
Exhibit 3.6.8	Website: Software Training Opportunities
Exhibit 3.6.9	Digital Collection Fellowships
Exhibit 3.6.10	Library Hours Poster
Exhibit 3.6.11	Website: Digital Media Support
Exhibit 3.6.12	Library Organizational Chart
Exhibit 3.7.1	Organizational Chart for Information Technology
Exhibit 3.7.2	Senate By Laws
Exhibit 3.7.3	Charge of the Committee
Exhibit 3.7.4	Services Provided
Exhibit 3.8.1	Organizational Structures
Exhibit 3.8.2	Committees and Memberships
Exhibit 3.8.3	UPACC Committee
Exhibit 3.9.1	Website: Chancellor's Office Policies on Board of Trustees
Exhibit 3.9.2	Website: Chancellor's Office Governing Committees
Exhibit 3.9.3	Website: Chancellor's Office Organizational Chart
Exhibit 3.9.4	Website: Chancellor's Office Policies for Search and Firing Presidents
Exhibit 3.9.5	Website: Chancellor's Office Policies for Evaluating Presidents
Exhibit 3.9.6	Key portions of Education Code

Exhibit 3.10.1	Website: CSU Orientation for Presidents; PDF (21KB)
Exhibit 3.10.2	Website: President's Council
Exhibit 3.11.1	Academic Senate Standing Committees
Exhibit 3.11.2	Selected Resolutions and Policies
Exhibit 3.11.3	Faculty Participation on University-wide Committees
Exhibit 3.11.4	Cross-Disciplinary Centers
Exhibit 3.11.5	Development of New Programs
Exhibit 3.11.6	Program Refinement
Exhibit 3.11.7	Faculty Involvement in Multi-Year Academic Planning
Exhibit 3.11.8	Course Coordination
Exhibit 3.11.9	Peer Review of Teaching

List of Exhibits in [Standard Four](#)

Exhibit 4.2.1	University Strategic Plan
Exhibit 4.2.2	Task Force Support Staff Recommendation
Exhibit 4.2.3.1	Task Force Survey
Exhibit 4.2.3.2	Task Force Suggestions
Exhibit 4.2.3.3	Task Force Final Report
Exhibit 4.2.3.4	Task Force Matrix
Exhibit 4.2.4	Task Force Original Attribution
Exhibit 4.2.5	University Planning Council
Exhibit 4.2.6	University Planning Organization Chart
Exhibit 4.2.7	UPACC Minutes
Exhibit 4.2.8	Joint Task Force on Academics
Exhibit 4.2.9	UPACC Decision Making Guidelines
Exhibit 4.2.10	Quantitative Alignment
Exhibit 4.2.11	UPACC Spreadsheet
Exhibit 4.2.12	Students Affairs
Exhibit 4.2.13	Finance and Administration
Exhibit 4.2.14	Advancement
Exhibit 4.2.15	Extended Education
Exhibit 4.4.1	CSU Channel Islands Curriculum Committee Guide
Exhibit 4.4.2	Senate Policy 3-35 Policy on Review of Academic Programs; PDF (634 KB)
Exhibit 4.4.3	Senate Policy 1-07 Recommendations of the Subcommittee on General Education on the Category Descriptions for General Education Course; PDF (371 KB)
Exhibit 4.4.4	Senate Policy 1-08 Recommendations of the Subcommittee on General Education on the Suggestions for General Education Policies; PDF (119 KB)
Exhibit 4.4.5	Senate Policy 02-03 Descriptions and Criteria for General Education; PDF (844 KB)
Exhibit 4.4.6	Senate Policy 03-21 Category C-3b Multicultural Courses Policy; PDF (161 KB)
Exhibit 4.4.7	GE Criteria Approval Form
Exhibit 4.4.8	Senate/Provost Joint Task Force on Academic and Curricular Planning
Exhibit 4.4.9	Senate Policy 03-01 Bylaws (PDF, 210 KB) and Constitution (PDF, 80 KB)
Exhibit 4.4.10	Toward an Academic Planning Process
Exhibit 4.5.1	Meeting Agenda and Membership
Exhibit 4.5.2	AA.04.001 Academic Senate Policy on Assessment
Exhibit 4.5.3	CSU Trustee Policy AP 71-32
Exhibit 4.5.4	Website: Institutional Research Office
Exhibit 4.5.5	Periodic Review Panel Memo
Exhibit 4.6.1a	Charge to Dennis Muraoka from President Rush
Exhibit 4.6.1b	Charge and Membership of the Assessment Council
Exhibit 4.6.1c	Website: Academic Senate Policy SP 01-44; PDF (853 KB)
Exhibit 4.6.1d	Website: Academic Senate Policy SP 03-35; PDF (634 KB)
Exhibit 4.6.1e	Website: Academic Senate Policy SP 04-01; PDF (14 KB)
Exhibit 4.6.2a	Outsider Professional Reviewer's Report
Exhibit 4.6.2b	Career Fair Employers Survey

Exhibit 4.6.2c	Parent/Student Orientation Survey
Exhibit 4.6.3a	Website: CSU Systemwide Quality Improvement Program
Exhibit 4.6.3b	Division of Finance and Administration Department APP
Exhibit 4.7.1	Exit Assessment Portfolio and Single Subject Assessment Portfolio
Exhibit 4.7.2	Website: Academic Senate Resolution SR02-01; PDF (65 KB)
Exhibit 4.7.3	Document from Baker and Mayberry
Exhibit 4.7.4	CCST
Exhibit 4.7.5	Analysis of Fall 05 Business Assessment
Exhibit 4.7.6	Assessment Pilot Project Report 2004
Exhibit 4.7.7	Course Assessment Plan
Exhibit 4.7.8	Capstone Assessment Plan
Exhibit 4.7.9a	Biology Pilot Project
Exhibit 4.7.9b	Mozingo Grier
Exhibit 4.7.10	Website: Academic Senate Policy SP02-02; PDF (344 KB)
Exhibit 4.7.11	Website: Academic Senate Policy SP01-44; PDF (852 KB)
Exhibit 4.7.12	Website: Academic Senate Policy SP03-35; PDF (634 KB)
Exhibit 4.7.13	Charge to Dennis Muraoka from President Rush
Exhibit 4.7.14	Charge and Membership of the Assessment Council
Exhibit 4.7.15	Website: Academic Senate Policy SP04-01; PDF (14 KB)
Exhibit 4.7.16	Website: Academic Senate Resolution SR03-08; PDF (181 KB)
Exhibit 4.7.17	Team Membership and Final Report
Exhibit 4.7.18	Website: Academic Senate Policy SP02-03; PDF (844 KB)
Exhibit 4.7.19	Membership and Charge – Joan Karp Chair
Exhibit 4.7.22	Course Outline for Harley Baker’s Course
Exhibit 4.7.23	Website: Academic Senate Policy SP02-22; PDF (72 KB)
Exhibit 4.7.24	GWAR Report
Exhibit 4.7.25	Program Outcomes Before and After
Exhibit 4.7.26	Provost’s Memo of March 7 2005
Exhibit 4.8.1	Website: Academic Senate Policy 03-35; PDF (429 KB)
Exhibit 4.8.2	Academic Senate Policy SP 18-03
Exhibit 4.8.3	Charter of the CSUCI Business Advisory Council
Exhibit 4.8.4	CSUCI Business Advisory Council Membership
Exhibit 4.8.5	CSUCI Business Advisory Council Sub-Committees
Exhibit 4.8.6	Business Advisory Council – Agenda and Minutes
Exhibit 4.8.7	CSUCI Biotechnology Advisory Board Meeting Documents
Exhibit 4.8.8	Minutes of Industrial Advisory Board meeting

APPENDIX 4. CSUCI RESPONSE TO RECOMMENDATIONS FROM THE EDUCATIONAL EFFECTIVENESS REVIEW

Recommendation 1:

Establish organizational structures and administrative procedures to maintain and foster the unique character, objectives, and values of CSUCI as expressed in its mission.

See [CFR 3.8](#) and [“Creating Effective Organizational Structures”](#) in Part II of this report.

Recommendation 2:

Define the scholarship of teaching and learning for CSUCI. Distinguish between scholarly teaching and the scholarship of teaching and learning so that the university will hold all faculty members accountable for effective teaching based on student learning and will acknowledge and reward those faculty who choose scholarship of teaching and learning.

See [CFR 2.8](#) and [CFR 3.4](#).

Recommendation 3:

Develop educational outcomes for the baccalaureate degree. The campus needs to affirm, modify, or add to the two already identified learning objectives and implement them throughout the curriculum. The campus needs to move quickly to define learning outcomes for the baccalaureate degree as a framework for assessment of student learning, consistent feedback to students, program development, and alignment of the educational program around student learning.

The campus has developed learning outcomes for every course, for every academic major and for the mission. A finding from our Educational Effectiveness Report was the high degree of alignment of our academic programs with the mission. The assessment of student learning outcomes in courses and in academic programs has commenced and we intend to complete a full cycle of review leading to course and program improvement by the time of our Educational Effectiveness Report.

Recommendation 4:

Refine common features for all program reviews and particular features for each program review. Adapt features and practices being used in student affairs unit reviews, including immediately applying what is learned as the review proceeds through its various phases.

CSUCI is committed to continuous improvement through outcomes assessment. Assessment activities have begun in all areas of the campus, and the Division of Student Affairs serves as a model for assessment activities across campus. The division has shared assessment ideas and models through its participation in the Assessment Council.

Recommendation 5:

Reinforce the strong commitment to shared governance.

CSUCI continues its commitment to shared governance through involving the faculty in University decision-making processes.

Recommendation 6:

Expedite development of the RTP guidelines, insuring that new guidelines reflect the student-centered, instruction-focused nature of the campus. Clarify and communicate expectations of faculty and the corresponding reward structure.

See [CFR 3.3](#).

Recommendation 7:

Establish an academic structure that supports student learning and enforces CSUCI ambitions for distinctiveness and interdisciplinarity. This decision, however imperfect its first iteration will be, is essential to prevent an unintentional

drift toward a traditional departmental structure. A departmental structure is only one among several viable options available to the campus and, if implemented, should be the product of a self-conscious choice.

See [CFR 3.8](#) and “[Creating Effective Organizational Structures](#)” in Part II of this report.

Recommendation 8:

Act immediately to fill key vacancies in three support offices critical to the instructional mission of the University. An Assessment Officer, a Chief Information Officer, and a Faculty Development Officer would provide the coordination and expertise essential to optimal deployment of faculty efforts in instruction and assessment.

While CSUCI acknowledges the importance of assessment, information technology and faculty development to the continuing growth of the new University, the campus has chosen to address the development of each of these areas in a fashion consistent with the campus culture, the budget situation, the nature of the specific concerns stemming from each area, and our existing resources to addresses these concerns.

Assessment. In the area of assessment, the campus has chosen to create divisional assessment coordinators and assessment committees and a University-wide assessment committee, the Assessment Council. Within the Division of Academic Affairs, each academic program has identified an assessment coordinator who receives reassigned time to coordinate program assessment activities and to participate on the Academic Affairs Program Review and Assessment Committee (PRAC). PRAC is co-chaired by the Academic Affairs Chief Assessment Officer and the Associate Vice President for Academic Programs and Planning. The Academic Affairs Chief Assessment Officer is a new position created by the Provost to provide broad support for assessment activities in the division. The Division of Academic Affairs also recently completed the Assessment Plan Preparation Program (APPP) that resulted in the development of assessment blueprints for each of its academic majors (see also [CFR 4.7](#) for additional information on APPP). Finally, the Provost appointed the General Education Assessment Task Force and charged it with developing an assessment plan for the general education program. This task force has made excellent progress to date toward completing its charge.

The Assessment Council was created by the President to coordinate, monitor and support assessment activities across campus. The Council includes in its membership the assessment officer(s) from all divisions, the Director of Institutional Research and the Associate Vice President for Academic Programs and Planning. The committee is chaired by the Special Assistant to the President for Institutional Effectiveness (see also [CFR 4.5](#) for additional information on the Assessment Council).

This approach of the faculty and staff working together to develop and implement assessment activities is consistent with the campus culture of shared governance. It utilizes and levers existing campus assessment experience and expertise to build additional expertise across the campus.

Information Technology. CSUCI has recruited and hired a new Chief Information Officer and other information technology administrators and staff. With a new management team and a restructured unit, IT has poised itself to address the IT challenges faced by the growing campus.

Faculty Development. The Office of Faculty Development and the services that it provides are vital to the success of the campus. Given the current needs of the faculty and the budget situation, the campus is supporting three faculty development initiatives. First, to provide faculty in the RTP process with expert advice, the campus has hired the recently retired Faculty Development Director as a consultant to work one-on-one with individual faculty members. Second, the campus has created and staffed a new position entitled the Director of Faculty Development for Technology Initiatives. Third, the campus created the Council of Mentors to provide interested faculty with support and advice from experienced colleagues on such matters as teaching, scholarly and creative activities and RTP. The campus is monitoring and will assess these activities to determine if they are providing the desired level of support for faculty (see also [CFR 3.4](#) for additional information on faculty development).

Recommendation 9:

Increase decision making effectiveness by limiting the number of committees, limiting the number of members on committees, and clearly establishing sunset time periods and procedures for individual committee members.

The founding of a new university requires an enormous effort. During the start-up phase, the faculty service load has been extraordinarily high, and, as noted in this report “a challenge facing the campus is the potential “burn-out” of these early valued members of the University community.” This thoughtful recommendation attempts to address this issue and we have moved in the direction of the recommendation to the extent possible.

First, while we are not limiting the number of committees, we are examining the need for each committee and when possible assigning new tasks to existing committees. Nevertheless, in developing our culture of shared governance and stakeholder involvement in decision-making, many committees are necessary to start a new university.

Second, we have not created a policy limiting the size of committees. The sizing of our committees depends on the nature and requirements of the committee charge. Many CSUCI committees are limited to a relatively small size. Examples of these committees include the standing committees of the Academic Senate and administrative search committees. Other committees are limited in size, but are large, especially in comparison to like committees on other campuses. These include the Enrollment Management and Student Success Committee or the committee that prepared this report, the CSUCI WASC Accreditation Committee. The reason for the large size of these committees is the aspect of our culture that invites all stakeholders to participate in the decision-making process and the charge of these committees at a start-up institution.

Third, it is the intent of the campus to be clear on the nature of the commitment regarding committee assignments. Task forces are disbanded when they have completed their charges. Terms of service are already available for each standing committee.

It should be noted that while there are many committees at CSUCI, and while the faculty and staff have heavy service loads here, membership on committees is voluntary.

In time, as the campus evolves from a start-up university to a mature campus, the service load will decline. In the meantime, we will continue to work as efficiently as possible while maintaining our culture of shared governance and stakeholder inclusion in decision-making. Perhaps more importantly, we will add full-time faculty and staff as the budget allows so that the existing service load can be shared across a larger number of persons.

Recommendation 10:

Insure that the Strategic Plan aligns with the evolving nature of the University. As the campus engages in restructuring activities in Academic Affairs and the establishment of new leadership positions in IT, assessment, and faculty development, the institution must revisit the strategic plan to insure that it supports the new structure and goals of the campus.

CSUCI has developed a comprehensive strategic plan (CSUCI 2003-2008 Strategic Plan), which guides long range planning across the campus. All campus planning efforts are aligned to the strategic plan by the University Planning and Coordinating Council (UPAAC) (see [CFR 4.1 and 4.2](#) for additional information on UPACC).

INDEX

- 9 Dimensions of Wellness, 18
Academic Advising Center, 8, 13, 17, 19, 20, 41
Academic Affairs, Division of, 4, 14, 19, 22, 29, 40, 41, 78
Academic Master Plan, 6, 10, 33, 39, 40
Academic Resources Committee (ARC), 25
Academic Senate, 3, 4, 5, 11, 12, 14, 15, 18, 22, 24, 25, 27, 29, 30, 33, 35, 38
Assessment Council, 4, 14, 28, 29, 34, 35, 36, 39, 41, 77, 78
Assessment Plan Preparation Program (APPP), 4, 13, 14, 36, 37, 41, 78
Campus Reading Celebration, 7, 15
Center for Integrative and Interdisciplinary Studies, 3, 15, 16, 29
Center for International Affairs, 3, 6, 29, 38
Center for Multicultural Learning and Engagement, 6, 18, 38
Center for Multicultural Learning and Engagement (CMLE), 3, 16, 29
Characteristics of CSUCI Graduates, 4, 11, 12, 37
Chief Assessment Officer, 4, 14, 17, 41, 78
Commission on Human Relations, Diversity, and Equity, 7
Common Management System (CMS), 28
Council of Mentors, 24, 78
Credential programs, 10
CSU Board of Trustees, 3, 5, 7, 8, 29, 30, 33
CSU Chancellor's Office, 3, 5, 7, 8, 10, 14, 23, 25, 28, 32, 33, 37, 39, 40
Disability Accommodation Services, 6
Educational Effectiveness Report, 2004, 3, 9, 77
Educational Opportunity Program (EOP), 6, 13
Enrollment Management and Student Success Committee (EMSSC), 17, 29, 39, 41, 79
Extended Education, Office of, 6
Facilitating Degree Completion, 8
Faculty Development, Office of, 4, 15, 23, 78
Faculty Support Task Force, 15, 23
Finance and Administration, Division of, 25, 28, 36, 40
General Education Outcomes Assessment Task Force, 12, 14
Institutional Research, Office of, 14, 17, 32, 34, 35, 78
Institutional Review Board (IRB), 8
Math Tutoring Lab, 13, 19
Mission Statement, 3, 4, 6, 31
Multicultural and Women's & Gender Center, 6, 13, 15, 18
OSHER Life-Long Learning Institute, 6
Preparatory and Capacity Report, 2002, 2, 9, 21, 28, 38
President, Office of, 39, 40
President's Council, 3, 28, 29
Program Review and Assessment Committee (PRAC), 4, 12, 14, 41, 78
Southern California Forum for Diversity in Graduate Education, 6
Special Assistant to the President for Institutional Effectiveness, 4, 29, 30, 34, 36, 41, 78
Strategic Plan, 3, 15, 23, 31
Student Affairs, Division of, 6, 17, 19, 23, 36, 38, 40, 41, 77
Student Guidebook, 4, 5, 7, 8, 11, 17
Summer College for High School Students, 6
Top 25 Things New Faculty Should Know About CSU Channel Islands, 4
University Advancement, Division of, 40
University Budget Committee (UBC), 25, 29
University Library, 1, 11, 15, 20, 24, 26, 42
University Planning and Coordinating Council (UPACC), 24, 28, 31, 39, 41, 79
Writing Center, 13, 19

WASC Accreditation Committee

Ms. Christine Popok Lecturer, English	Dr. Mona Thompson Lecturer, Education
Ms. Melissa Remotti Administrative Assistant to the President	Dr. Barbara Thorpe Associate Vice President for Research and Sponsored Programs
Dr. Paul Rivera Assistant Professor, Economics	Dr. Ashish Vaidya Interim Dean of the Faculty
Ms. Rosa Rodriguez Academic Support Analyst, Dean's Office	Ms. Elizabeth Velasco Executive Secretary to the President
Dr. Don Rodriguez Coordinator and Assistant Professor, ESRM	Dr. Dan Wakelee** Associate Dean of the Faculty
Ms. Lisette Rodriguez EOP/Outreach Coordinator	Ms. Amy Wallace* Associate Librarian
Dr. Kimmy Kee-Rose Associate Professor, Psychology	Dr. Ching-Hua Wang Professor and Chair, Biology
Ms. Sue Saunders Director of Academic Advising	Ms. Phyllis Williams Executive Administrative Assistant
Dr. Greg Sawyer Vice President for Student Affairs	Dr. William Wolfe Professor and Chair, Computer Science
Mr. Mitchel Sloan Events Coordinator for Advancement	Dr. Gregory Wood Assistant Professor, Applied Physics
Dr. Peter Smith Professor, Computer Science	Ms. Deborah Wylie Associate Vice President for Operations, Planning and Construction
Ms. Jane Sweetland Dean of Enrollment Services	Mr. Jeff Young Chief of Police
Ms. Maria Tauber Academic Personnel Administrator	

*WASC Accreditation Steering Committee, **WASC Standard Coordinator

Technical Production of WASC Supporting Materials:

Dr. J. E. Gonzalez

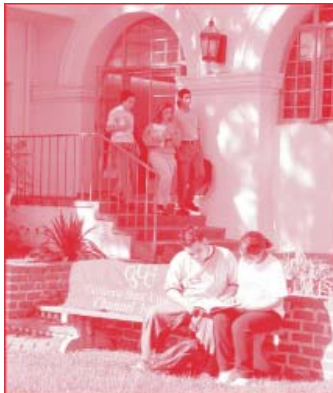
Contributors to the Institutional Portfolio:

Missy Klep, Christine Girardot, Paul Calderwood, Steve Stratton, Maria Tauber, Brian Parra, Kris Muller, Dr. Dan Wakelee, Nick Pencoff, Judy Frazier, and Dr. Steve Lefevre,

Staff Support: Phyllis Williams

Technical Support: Hai Le, Dale Velador, and Marc DuBransky

IR Student Assistant: Jennifer Farrell



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