



# WSCUC

WASC SENIOR COLLEGE AND UNIVERSITY COMMISSION

# INSTITUTIONAL REPORT

## 2018



Shared Stories, Continued Success...

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## ESSAY 1 – INSTITUTIONAL CONTEXT AND RESPONSE TO PREVIOUS COMMISSION ACTIONS

(CFRs 1.1, 1.8)

### History of the Institution

California State University, Stanislaus (Stanislaus State), one of 23 universities in the California State University (CSU) system, was established as Stanislaus State College in 1957 as the 15th campus of the CSU system. Stanislaus State serves a diverse student body of more than 10,000 with two campuses in the Central Valley — a beautiful 228-acre campus in Turlock and the Stockton Center located in Stockton's historic Magnolia District.

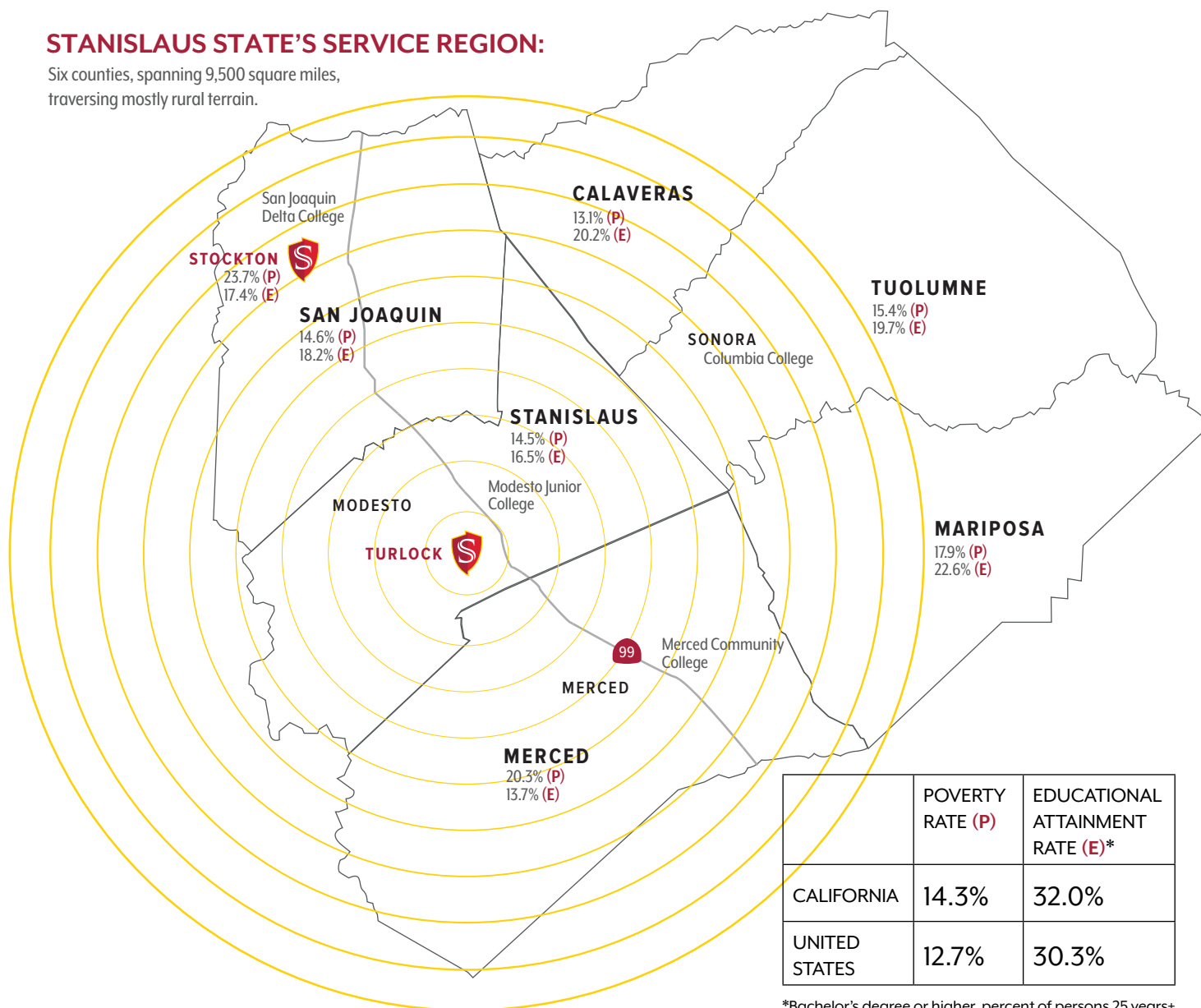


At Stanislaus State, the power of education is used to transform lives, considering the service region is one of the most economically-disadvantaged regions in the state and nation (62% of the University's students are Pell-eligible, and 73% are first-generation college students - **figure 1**). With 43 undergraduate majors, 41 minors, and more than 100 areas of concentration, along with 16 master's degree programs, 7 credential programs, and a doctorate in educational leadership, there are many excellent opportunities for students to find a program that supports their passion. Stanislaus State is a vibrant place of diversity, with 54% of its students self-identifying as historically underrepresented minorities. As a Hispanic-Serving Institution (HSI) since 2003, nearly 52% of its student body identifies as Hispanic/Latino. Creating spaces in which the campus community can engage and share with its diverse members allows the University to support students by expanding opportunities and enriching experiences that broaden their awareness of others' perspectives. Through a commitment to high quality education and a commitment to diversity and inclusion, Stanislaus State empowers students to imagine a better world and to make their own unique contributions to it.

**FIGURE 1**

## STANISLAUS STATE'S SERVICE REGION:

Six counties, spanning 9,500 square miles, traversing mostly rural terrain.



\*Bachelor's degree or higher, percent of persons 25 years+

### POVERTY RATES:

- The six-county service region ranges from 13.1% to 20.3%.
- Five of the six counties (excluding Calaveras) exceed the statewide poverty rate.
- All six counties exceed the national poverty rate.
- The City of Stockton (home of the Stockton Center) exceeds the poverty rates of the state and nation.

### EDUCATIONAL ATTAINMENT RATES

(Bachelor's Degree or Higher)

- The six-county service region ranges from 13.7% to 22.6%.
- All six counties fall below the educational attainment rate of the state and nation.
- The City of Stockton (home of the Stockton Center) falls below the educational rate of the state and nation.

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## Mission, Vision, Values, and Statement on Diversity, Equity, Inclusion, and Social Justice

The University is dedicated to providing students with a well-rounded experience that challenges them academically, allows them to cultivate professional and personal relationships, and encourages them to become culturally engaged. Graduates of Stanislaus State are prepared to demonstrate the principles of the University [Mission, Vision, and Values](#) which places emphasis on contributing to the public good (see essay 3), society at large, and being acutely aware of the evolving and interconnected world in which we live. In building a community that is inclusive of everyone, the University requires more than recognition, tolerance, acceptance, and celebration; Stanislaus State also strives to teach, incorporate, mediate, and [promote issues of diversity](#) that go beyond the surface.

### Accolades

Stanislaus State has received many recent [accolades](#), recognizing the University for its quality, affordability, and access. For example, the U.S. Department of Education placed Stanislaus State on its 2016 list of institutions notable for advancing student outcomes, National Public Radio (2016) ranked the University #5 in the nation for upward mobility of its students, Washington Monthly (2018) ranked Stanislaus State the #1 “Bang for Your Buck” 4-year college in the West Region, and Money Magazine (2018) ranked the University in its national “Best Colleges for the Money” category for the 23rd consecutive year, moving Stanislaus State into its top 50. In addition, the University has been selected as one of the country’s top 384 colleges by The Princeton Review for 13 consecutive years, and U.S. News & World Reports ranked Stanislaus State among the top 10 public universities in the West Region in 2018, in addition to being ranked #48 overall. Many national rankings have recognized Stanislaus State’s excellence for many years, including several publications that have ranked the University consistently high for more than a decade.



## Capacity, Infrastructure, and Operations

The University is known for offering and accomplishing much with limited state resources.

With 10,003 students (8,521 full-time equivalent students - FTES, as of fall 2017), there are fixed operational costs that must be maintained, regardless of size, which impact Stanislaus State’s budget disproportionately compared to larger campuses. Through strategic and prudent fiscal practices and a committed faculty, staff, and administrative workforce, Stanislaus State students are provided with a high quality experience.

### EMPLOYEES

Working to advance its mission and vision, Stanislaus State has 1,896 employees (as of February 2018). Among them are: 645 faculty (252 tenured/tenure-track; 373 lecturers; 20 early retirees) providing a student-to-faculty ratio of 22:1 and a tenure density of 60.4%; 465 staff; 94 administrators; and 692 student employees (547 student assistants, 112 instructional student assistants, 18 graduate assistants, and 15 teaching associates).

The workforce of the University has become increasingly diverse and more reflective of its service region. In 2016, 56.4% of the surrounding region’s population identified as non-white, and 50.5% of the region’s population identified as female. Since 2013, there has been an increased percentage of faculty and staff self-identifying as non-white and as female. Whereas Stanislaus State’s Professor rank, mainly representing hires from more than 10 years ago, is a cohort of faculty with 27% self-identifying as non-white and 41% self-identifying as female, the more recently hired Assistant Professor rank is a markedly more diverse cohort with 39% self-identifying as non-white and 51% self-identifying as female. In addition to an increasingly diverse faculty, the University also has an increasingly diverse staff, with 41.8% of staff self-identifying as non-white (up nearly 12% from 2014), and 64.8% of its staff self-identifying as female (up 1.3% since 2014).



## FACILITIES

Appreciated for its beauty, the 228-acre Turlock campus has 35 buildings, providing space for instruction, study, student support services, food service, meetings, arts, recreation, athletics, and events. The Stockton Center delivers all its academic programs and services in Acacia Court. This near- 250,000 square foot facility houses the Stockton Center's Office of Enrollment Services, faculty and staff offices, classrooms, computer and teaching laboratories, distance-learning classrooms, student lounges, study areas, a Library Access Center, and an array of student services. Working closely with the CSU Chancellor's Office, Stanislaus State is in the early stages of planning for a new instructional building on the Stockton Center campus.

The University has made it a priority to create centralized physical spaces, such as the [Diversity Center](#), and major renovations to the [Student Union](#) and [Library](#), each designed to foster inclusive engagement in co-curricular activities and elicit a sense of belonging. These venues complement college-based spaces, such as the [College of Science Commons](#) and the [College of Business Administration Student Success Center](#).

## Distance Education and Additional Locations

Stanislaus State offers distance education programs, including four programs that can be completed at least 50% online and two programs that can be completed at least 50% through the televised course option at the Stockton Center. With the intent of meeting students where they work and live, Stanislaus State offers a variety of courses in its professional programs in 12 active locations approved by WASC Senior College and University Commission (WSCUC) in addition to the Turlock and Stockton campuses.

## Significant Changes Since the Last Reaffirmation of Accreditation

Since Stanislaus State's last reaffirmation of accreditation in 2010, the University's most significant changes are summarized as the following.

THE UNIVERSITY  
ADOPTED ITS NEW  
STRATEGIC PLAN  
2017-2025, WHICH  
WAS UNANIMOUSLY  
APPROVED BY THE  
ACADEMIC SENATE.

*November 2017*

### • **Administrative and Organizational Changes**

Since 2010, the University has experienced substantial senior management personnel changes as reflected in the [Campus-Wide Organizational Chart](#). Stanislaus State's 11th president, Dr. Ellen Junn, began her appointment July 2016, bringing with her 31 years of experience in the CSU system. The University reorganized academic colleges from six colleges to four in 2012; restored Faculty Affairs into Academic Affairs in 2016; added a new division, [Strategic Planning, Enrollment Management, and Innovation \(SPEMI\)](#), in 2017; and transferred Athletics, the Student Health Center, and Campus Recreation from Academic Affairs into Student Affairs in 2017.

### • **Enrollment Growth**

Since fall 2010, student enrollment has increased by 21% (from 6,727 to 8,521 FTES), with more than 10,000 currently-enrolled students (as of fall 2017), and the largest graduating class in its history (2,355 graduates in 2017-18).

### • **Strategic Plan**

In November 2017, the University adopted its new [Strategic Plan 2017-2025 California State University, Stanislaus: A Sense of Place, Inclusion, Transformation and Future](#), which was unanimously approved by the Academic Senate. The plan was developed in response to the contemporary needs and priorities of the University and corresponds with the 8-year Graduation Initiative 2025 (GI 2025) timeline. The new plan is in its first year of implementation, with an Implementation Plan (described in essay 6) developed for regular monitoring and annual reporting of progress that involves stakeholders within and across all university divisions.

## • Graduation Initiative 2025

The CSU established its new [Graduation Initiative 2025](#) in an effort to encourage individual campuses to develop and implement strategies to better support students, remove barriers to timely degree completion, and eliminate achievement gaps between groups of students. In response, the [Graduation Rate Excellence and Assessment Team \(GREAT\)](#) was established at Stanislaus State to achieve these goals (see essay 5).

## • University Budget

Since 2012, the University has increased its reserves by approximately \$9 million, from approximately \$16 million to \$25 million. As is detailed in essay 7, key factors contributing to this strong financial picture include: increased base funding; increased philanthropic donations; increased University Extended Education revenue; and strong sponsored programs extramural funding. The University is also implementing two key strategies that are designed to further strengthen the institution's financial footing: 1) a new budget practice that empowers units by allowing them to retain carry-forward, which encourages and incentivizes sound planning and prudent spending; and 2) a 3-year plan, beginning 2018-19, to move unfunded ongoing commitments into the base budget, in response to acknowledging the University's long-standing practice of carrying unfunded ongoing commitments with one-time dollars.

## Response to Previous Commission Actions

Since its last full reaffirmation of accreditation review, with its Capacity Preparatory Review in fall 2008 and its Educational Effectiveness Review in spring 2010, Stanislaus State underwent two Special Visit reviews – fall 2011 and fall 2014. The 2014 Special Visit focused on four issues identified in the Commission's March 7, 2012 action letter (following the 2011 Special Visit): shared governance; campus climate; progress on shared roles in strategic planning; and formulation of retention, promotion, and tenure policies. As documented in the Commission's March 6, 2015 letter, the 2014 Special Visit team found that substantial progress had been made in all four areas but recommended continued work in three areas:

- Shared Governance and Institutional Climate (CFR 3.7)
- Strategic Planning (CFRs 4.6, 4.7)
- Scholarship and Creative Activity (CFRs 2.8, 2.9, 3.2, 3.7)

The University has taken significant proactive steps and has made substantial progress in each of these areas, with strong evidence supporting such achievements. Descriptions of the three Commission recommendations and actions taken to address them are outlined below (**table 1**). For full details, see [Response to Previous Commission Actions](#) on the [2018-19 Self-Study and Review Process webpage](#).





**TABLE 1: RESPONSE TO PREVIOUS COMMISSION ACTIONS**

SHARED GOVERNANCE AND INSTITUTIONAL CLIMATE (CFRs 3.6, 3.7, 3.8, 3.10)	
COMMISSION RECOMMENDATION	UNIVERSITY RESPONSE
<p>“In light of progress in reestablishing a climate of trust and collegiality, it is time for the University to begin shifting the focus from its special, ad hoc committees to the standing committees charged with shared decision making and governance. (CFR 3.7)”</p>	<p>The <a href="#">Ad Hoc Trust Restoration Planning Committee (TRPC)</a> was established in 2010. Several <a href="#">recommendations</a> were developed by TRPC, acted upon by the University, and <a href="#">acknowledged</a> by the 2014 Special Visit team in its report. Based on TRPC recommendation and president approval, in 2017 the <a href="#">TRPC was disbanded</a> as it had met its charge.</p>
STRATEGIC PLANNING (CFRs 3.7, 4.5, 5.6, 4.7)	
COMMISSION RECOMMENDATION	UNIVERSITY RESPONSE
<p>“As indicated in the team report, ‘During the 2014 Special Visit, the team found that faculty and administration were slowly returning to the work of strategic planning. This work needs to be accelerated. It needs to grow out of a candid assessment of the fiscal, political, and demographic realities confronting the University.’ The University needs to collaborate in a systematic analysis of the changing economic, demographic, and political environment and to update its existing strategic plan or create a new one to respond to these realities. (CFR 4.6 and 4.7)”</p>	<p>The <a href="#">Committee to Implement and Prioritize the Strategic Plan (CIPSP)</a>, established in 2014, developed a <a href="#">2-year plan</a> to provide a bridge between the 2007 strategic plan and the new one. In 2016, Provost Strong distributed a memo charging parties responsible for <a href="#">reporting progress on the 2-year plan</a>. The reports were submitted in 2016. In 2017, after an <a href="#">extensive institutional self-study</a>, the University developed, then adopted, the new <a href="#">Strategic Plan 2017-2025 California State University, Stanislaus: A Sense of Place, Inclusion, Transformation, and Future</a>.</p>
SCHOLARSHIP AND CREATIVE ACTIVITY (CFRs 2.8, 2.9, 3.2, 3.7)	
COMMISSION RECOMMENDATION	UNIVERSITY RESPONSE
<p>“As stated in the team report, faculty need to ‘continue to develop clear department expectations for research, scholarship, and creative activity that reflect disciplinary practices, are aligned with the University’s institutional purposes and educational objectives, and provide clear guidance for promotion and tenure.’ More work needs to be done in developing retention, promotion, and tenure standards that are fair and transparent, and that encourage faculty to aspire to excellence in teaching, research, scholarship, creative activity, and service. (CFR 2.8, 2.9, 3.2, and 3.7)”</p>	<p>An ad-hoc Retention, Promotion, and Tenure (RPT) Survey Group (established fall 2011, based on a TRPC recommendation), collected information about the perceptions about the RPT policy and procedures to inform steps to reduce conflict around the RPT issue. Three major <a href="#">recommendations</a> emerged. The Academic Senate and President Sheley approved an <a href="#">endorsement</a> of RPT Survey Report Recommendations in 2015. The University has been working diligently to follow up on those recommendations, with increased communication and trust established, increased efforts in the training of all stakeholders in the RPT process, and ongoing review and discussion of RPT elaborations with departments (including discussion with department chairs of an <a href="#">analysis</a> of departmental elaborations).</p>

## Preparation for this Reaffirmation of Accreditation Review: The Self-Study Process

During the 2016-17 and 2017-18 academic years, the institution underwent an intensive multi-phased, multi-pronged self-study that involved university stakeholders across the Turlock and Stockton campuses. This expansive consultative self-study leveraged institutional self-assessments being conducted by three bodies.

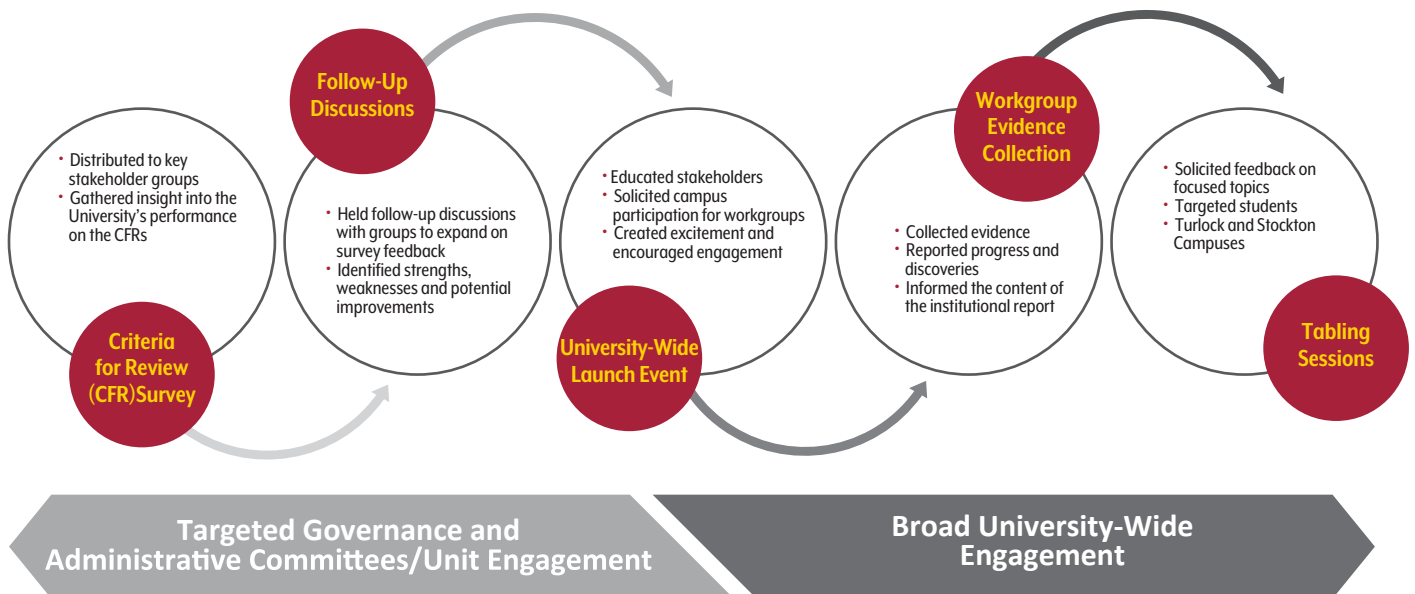
- The Presidential Transition Team collected data via a series of 16 forums (comprised of multiple constituencies – students, faculty, staff, alumni, university boards and councils, the Stockton community, and the community at large) and through a web-based anonymous feedback submission platform (see the April 2017 [Report](#) for findings).

- The University Strategic Planning Council (USPC) conducted a [SWOT analysis](#) of the university, coinciding with more than 40 direct, in-person consultation sessions with university representative and governance committees, as well as with a series of four open forums designed to collect feedback to inform the plan.
- The WASC Steering Committee conducted a self-study focused on the WSCUC Criteria for Review (CFRs), which included [five sometimes-overlapping stages](#), informing the process as it was evolving ([figure 2](#)).

This self-study process, which led to the identification of the institution's strengths, challenges, and priorities (described in essay 2) and the production of this institutional report, is outlined in essay 2.

**FIGURE 2**

### STAGES OF THE SELF-STUDY PROCESS





## ESSAY 2 – COMPLIANCE WITH STANDARDS: REVIEW UNDER THE WSCUC STANDARDS AND COMPLIANCE WITH FEDERAL REQUIREMENTS; INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Early self-study data gathered from the Presidential Transition Team and the University Strategic Planning Council (USPC), in addition to other institutional reports (Graduation Initiative (GI) 2025 [First-Year Results](#), [National Survey of Student Engagement \(NSSE\) 2017](#), and [Faculty Survey of Student Engagement \(FSSE\) 2017](#)) informed the development of an initial university-driven list of [Strengths, Challenges, and Priorities Moving Forward](#) early in the self-study process. An iterative Criteria for Review (CFR) self-study process, along with the development and review of the Inventory of Educational Effectiveness Indicators (IEEI-**appendix 2.1**), extended through the 2017-18 academic year and helped inform responses in the Review under WSCUC Standards and Compliance with Federal Requirements Worksheet (**appendix 2.2**; summary responses below). The Worksheet was reviewed in its final form by the WASC Steering Committee, the Senate Executive Committee (SEC), Associated Students, Inc. (ASI), the President's Cabinet, the Provost's Advisory Council, and other leadership teams and stakeholders across the university. The

IEEI was developed through the extraction of data submitted through regular assessment reports provided by the academic program faculty and the co-curricular program personnel leading the programs included in the inventory and was reviewed in aggregate during the iterative report review and validation process. An extensive university-wide [validation process](#) of content of the institutional report was conducted, achieving affirmative consent by Academic Senate on May 8, 2018.

### Strengths Corresponding to CFRs (not listed in order of priority)

- The University has a revitalized strategic plan with updated Mission, Vision, Goals, and Values and Diversity and Inclusion statements and an implementation plan that includes strategies for monitoring and reporting progress transparently. (CFRs 1.1, 1.4, 1.5, 2.2, 3.4, 4.3, 4.4, 4.6, 4.7)



Well-established program review processes are in place, including Academic Program Review, Support Unit Review (with co-curricular programs also using Council for the Advancement of Standards in Higher Education), and Centers and Institutes Review. Program implementation plans reflect actions/improvements planned as a result of assessment and other findings from the self-reviews. (CFRs 1.2, 1.5, 1.7, 2.2, 2.4-2.7, 2.10, 2.11, 3.4, 3.10, 4.1, 4.3-4.6)

- The University’s well-established Academic Program Review process has been maintained, now with revitalized timely and meaningful loop-closing, with clear connections between the program’s assessment findings, its implementation plan, and corresponding resource decisions supported at the dean and provost levels. (CFRs 1.2, 2.2, 2.4, 2.6, 2.7, 2.10, 3.4, 3.10, 4.1, 4.3-4.6)

- Institutional data capacity has been increased by the new Strategic Planning, Enrollment Management, and Innovation (SPEMI) division and Institutional Research (IR), with the development of institutional dashboards and enrollment management systems, such as Induced Course Load Matrix and course demand analysis. (CFRs 1.2, 2.4, 2.6, 2.7, 2.10, 2.11, 4.1-4.5)

- Expectations of students are clearly stated, and comprehensive resources are in place to support students from application through graduation, and beyond. (CFRs 1.2, 1.6, 2.2-2.4, 2.11-2.14, 3.1)

- Admissions requirements are clearly articulated for freshmen, transfer, and graduate admissions. (CFRs 1.6, 1.7, 2.2b, 2.12, 2.14)

- Baccalaureate Learning Goals, Graduate Learning Goals, General Education Goals, and Program Learning Outcomes are clearly articulated and aligned, creating coherence and meaning of the degrees. (CFRs 1.1, 1.2, 1.5, 1.6, 2.2-2.7, 3.10, 4.4)

**BACCALAUREATE  
LEARNING GOALS,  
GRADUATE LEARNING  
GOALS, GENERAL  
EDUCATION GOALS, AND  
PROGRAM LEARNING  
OUTCOMES ARE CLEARLY  
ARTICULATED AND  
ALIGNED.**

- Tuition, fees and other costs are clearly stated. (CFRs 1.6, 1.7)
- 2-Year and 4-Year Roadmaps and My Academic Pathway (MAP) tools, including STAN Planner, STAN Degree Progress, and STAN Scheduler, in conjunction with GE and major advising, provide the tools necessary to align requirements with degree completion. (CFRs 1.2, 1.6, 1.7, 2.3, 2.12, 2.14, 3.10)

- The Student Handbook, with student conduct and grievance policies and other policies and procedures, is posted online. (CFRs 1.3, 1.6, 1.7)

- The meaning, quality, and integrity of degrees are ensured through well-established comprehensive curricular review and approval processes; faculty-developed policies for ensuring high quality teaching; accurate naming and reporting of degrees; a comprehensive evaluation and degree clearance process; and upholding requirements while removing barriers. (CFRs 1.2, 1.5-1.8, 2.1-2.5, 3.1, 3.10, 4.1, 4.4, 4.5)

- Expectations of faculty are clearly stated in university policies and elaborated through academic department criteria, with infrastructure to support, promote, and recognize faculty in teaching, research, scholarship, creative activity, and service. (CFRs 1.3, 1.5, 1.7, 2.1, 2.5, 2.8, 2.9, 3.1-3.3, 3.10, 4.4)

- Faculty, staff, and administrator recruitment and evaluation policies and procedures are well-established and functioning well, evidenced by an effective workforce with increased diversity. (CFRs 1.3-1.5, 1.7, 2.1, 2.8, 3.1-3.3)

- The University has strong financial footing, with increased reserves since 2012, due to several factors contributing to the institution’s financial stability and sustainability, such as: increased base funding associated with increased enrollment; increased University Extended Education revenue; increased philanthropic gifts; sustained strong sponsored programs success; and a robust annual budget

call process that is inclusive and transparent. (CFRs 1.7, 3.4, 4.7)

- Shared governance is functioning well as a result of important work that faculty, staff, and administration have collaboratively undertaken since the last reaffirmation of accreditation in 2010. The Constitution of the General Faculty clearly outlines roles and responsibilities of faculty committees of the Academic Senate and of the General Faculty, and administration works with faculty governance to ensure administrative committees appropriately intersect with governance committees and do not supplant them. (CFRs 1.3, 1.7, 2.4, 3.1, 3.6-3.10)

**SHARED GOVERNANCE IS FUNCTIONING WELL AS A RESULT OF IMPORTANT WORK THAT FACULTY, STAFF, AND ADMINISTRATION HAVE COLLABORATIVELY UNDERTAKEN.**

### Priorities Moving Forward Corresponding to CFRs (not listed in order of priority)

- The University continues to increase its responsiveness to issues of diversity and inclusion as it analyzes, disseminates, and



discusses results of the recent employee and student climate surveys and continues its work to refine, review, and approve its DRAFT Diversity and Inclusion Action Plan, as well as increase diversity training. (CFR 1.4)

- Steps toward institutional-level assessment and use of data to inform decision-making are well underway:
  - SPEMI and IR have developed innovative tools, such as institutional dashboards and enrollment management systems, to improve data extraction and analysis, and the institution is undergoing necessary training and professional development to effectively integrate and utilize those tools in program review and institutional-level decision-making processes. (CFRs 1.2, 1.4, 2.4, 2.6, 2.7, 2.10, 4.1-4.6)
  - A DRAFT GE Academic Program Review and corresponding assessment plan is under governance review. (CFRs 1.2, 2.2, 2.2a, 2.4, 2.6, 2.7, 4.1, 4.4-4.6)
  - The Core Competencies Faculty Learning Communities (FLCs) are well underway in developing, sharing, and supporting faculty in the integration of core competencies across the curriculum and with resources for the assessment of core competencies at or near graduation. (CFRs 1.2, 2.2, 2.2a, 2.4, 2.6, 2.7, 4.1, 4.4, 4.5)
  - The Graduate Education Assessment Plan was approved, and results of first-year implementation will be disseminated in 2018-19. (CFRs 1.2, 2.2, 2.2b, 2.4, 2.6, 2.7, 4.1, 4.4-4.6)
  - The current University Strategic Plan 2017-2025 is supported by its Strategic Plan Implementation Plan, which describes the plan for monitoring, reporting, and communicating strategic plan progress, as well as closing the loop for decision-making. Annual progress reports inform institutional priorities, including budget allocations, for the subsequent year. Progress, corresponding data, and subsequent

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priorities will be discussed broadly on an annual basis. (CFRs 1.2, 1.4, 3.4, 3.6, 4.1, 4.3-4.7)

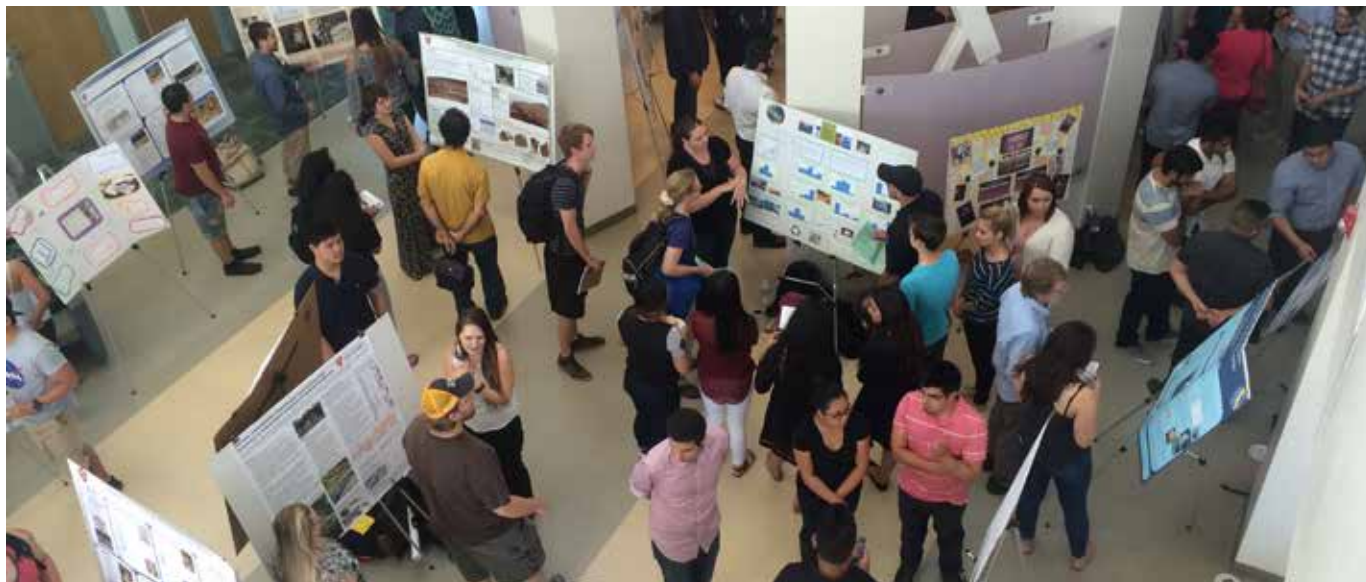
- To help foster an ongoing and enhanced culture of using data to inform decisions, the institution is increasing and expanding communication opportunities, such as the Data-Sharing and Assessment Showcase Event Series, for intentional data dissemination and discussion to help inform decisions. (CFRs 1.2, 2.4, 2.6, 2.7, 2.10, 2.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)
- Limited classroom space presents constraints on the class schedule offerings; limited laboratory space and equipment present particular constraints. Increased academic space is proposed in the current [Campus Master Plan](#), with a new classroom building to be located in the southeast area of the Turlock campus. (CFR 3.4)
- With Smart Classroom upgrades and the establishment of new Technology-Enhanced Active Learning Classrooms, as well as an increased number of distance education programs since the University's last

reaffirmation of accreditation, continued training and professional development infrastructure and opportunities are points of focus moving forward (including establishment of a new Academic Technology Director position) to help ensure effective integration of new technology available to faculty and students. (CFRs 3.3, 3.5)

- The University has several training and professional development opportunities available to staff, faculty, and administrators, but a continued focus on increasing the opportunities for staff and faculty remains a priority moving forward. (CFRs 2.1, 2.8, 3.2, 3.3, 3.5, 4.2)
- Building on sound financial practices, priorities moving forward include: connecting budget allocation to the current University Strategic Plan; allowing units to retain their carry-forward to incentivize sound planning and prudent spending; and implementation of a 3-year plan to move ongoing commitments currently funded by one-time dollars to base funding. (CFRs 1.7, 3.4, 4.7)







## ESSAY 3 – DEGREE PROGRAMS: MEANING, QUALITY, AND INTEGRITY OF DEGREES

(CFRs 1.2, 1.4, 2.2-2.4, 2.6-2.9, 3.2, 4.3)

### Meaning of Stanislaus State Degrees

The [University Mission, Vision, Values, and Statement on Diversity, Equity, Inclusion, and Social Justice](#) and the University's [Institutional Learning Goals \(ILGs\)](#) serve as foundational statements for the meaning of a Stanislaus State degree. These statements, which frame the strategic plan, collectively charge all members of the university community to:

1. Be a student-ready university.
2. Provide transformational learning experiences driven by faculty success.
3. Boldly pursue innovation and creativity.
4. Hone administrative efficacy through thoughtful stewardship of resources.
5. Forge and strengthen bonds with our communities rooted in a shared future.

The ILGs (Baccalaureate and Graduate Learning Goals) distinguish the University's expectations for undergraduate and graduate students. While they are distinct in terms of intensity and level,

the undergraduate and graduate goals share three characteristics expected of a Stanislaus State graduate: 1) competency in core areas, including written and oral communication, quantitative reasoning, critical thinking, and information literacy, with higher expectations in advanced degree programs; 2) civic engagement and responsibility; and 3) respect and appreciation for diversity in a variety of contexts.

### BACCALAUREATE LEARNING GOALS

The [Baccalaureate Learning Goals \(BLGs\)](#), developed to integrate the General Education (GE) Goals into the curriculum, represent the skills and competencies, knowledge, and abilities that Stanislaus State commits to developing in its students through GE, the major, and co-curricular programs.

### GENERAL EDUCATION GOALS AND OUTCOMES

As reflected in the [GE Program Mission](#), the attainment of a general education means that students understand that all learning is connected and enriches every aspect of life: personal, civic, and professional. GE constitutes roughly 40% of

the units required for an undergraduate degree, comprised of 40 lower-division units and 9 upper-division units of selected courses within five broad categories. The Stanislaus State GE program is guided by Title 5 California Code of Regulations, CSU [Executive Order 1100 - Revised](#), and the University's Mission, Vision, Values and Diversity and Inclusion Statements.

The GE program is organized into five subject areas as mandated by Executive Order (EO) 1100-Revised: Communication Skills; Natural Sciences and Mathematics/Quantitative Reasoning; Arts and Humanities; Social, Economic, and Political Institutions and Human Behavior; and Lifelong Learning and Self-Development. An additional Baccalaureate Degree Requirement, the University's Multicultural Requirement (which may double count with GE requirements and in the major), prescribes coursework that addresses multicultural, ethnic studies, gender, or nonwestern cultures issues.

The Stanislaus State BLGs incorporate the five WSCUC Core Competencies through alignment with the [GE Goals and Outcomes](#) (GE Goal 1.1-1.5), while also incorporating a Stanislaus State-developed sixth related to Civic Engagement and Responsibility (Goal 5); **table 2** displays this alignment.

## GRADUATE LEARNING GOALS

In 2002, the Graduate Council established Graduate Learning Goals (GLGs). In 2010, Stanislaus State was awarded a 5-year, \$2.75 million Department of Education Title V Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) grant, which established the Center for Excellence in Graduate Education (CEGE). CEGE and the Office of Assessment in the Provost's Office collaborated to establish the CEGE Graduate Education Assessment Consortium (C-GEAC). As part of its work, C-GEAC examined the 2002 GLGs for currency and relevancy.

As a result of that examination, [C-GEAC wrote a report in 2011](#) recommending revision of the Goals

to ensure that they reflect the current graduate programs' stated Program Learning Outcomes (PLOs), ultimately resulting in revised [GLGs](#) approved by Academic Senate on April 12, 2016 and by President Sheley on May 5, 2016. While

the GLGs distinguish graduate education from undergraduate, the [Doctoral Academic](#)

[Program Review Policy and Procedures](#)

provide the framework for the distinction between doctoral-level study and master's.

Through its well-established ILGs, mission, and values statements, Stanislaus State's meaning of its degrees is clearly defined. It was revealed through this self-examination, however, that a related definition of student success was not as clearly defined. As a result, the institution underwent a university-wide process to clarify and define student success, as described in essay 5.

## CONTRIBUTING TO THE PUBLIC GOOD



As an important characteristic of a Stanislaus State degree, the University prepares students to contribute to the vitality of the institution's region, state, nation, and beyond. This commitment to partnering with and serving the region and beyond is evidenced prominently in the University's strategic plan Goal 5 – forge and strengthen bonds with our communities rooted in a shared future – and [Baccalaureate Learning Goal 5](#), as demonstrated through engagement in [service learning courses](#) and numerous curriculum-embedded [internships](#), [field experiences](#), and [practicums](#). In addition to curriculum-embedded experiences that contribute to the community, the University offers a variety of

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**TABLE 2: CROSSWALK: BACCALAUREATE LEARNING GOALS, GE GOALS, PROGRAM LEARNING OUTCOMES, AND CORE COMPETENCIES ALIGNMENT**

<b>BACCALAUREATE LEARNING GOALS</b> When students graduate from Stanislaus State, they will be able to:	Demonstrate expertise in a scholarly discipline in relation to other disciplines and the historical context.	Demonstrate the intellectual skills and competencies necessary to participate effectively in society and the world.	Develop broad knowledge of biological sciences, humanities, creative arts and social sciences.	Develop abilities to integrate knowledge, make informed ethical decisions and accept civic responsibility.	Demonstrate personal responsibility and civic engagement with respect and appreciation for diverse local and global peoples, cultures, environments and resources.
<b>GE Learning Goals<sup>1</sup></b> Through the completion of the Stanislaus State GE program, students will develop:	Ability to integrate knowledge, make informed ethical decisions and accept civic responsibility.	Intellectual skills and competencies necessary to participate in society and the world.	Develop Broad knowledge of biological and physical sciences, humanities, creative arts and social sciences.	Ability to integrate knowledge, make informed ethical decisions, and accept civic responsibility.	Ability to integrate knowledge, make informed ethical decisions, and accept civic responsibility.
<b>Program Learning Outcomes (PLOs)</b>	Mapping completed by programs	Mapping completed by programs	Mapping completed by programs	Mapping completed by programs	Mapping completed by programs
<b>Core Competencies</b> Stanislaus State students will demonstrate proficiency in competencies at the time of graduation:		<ul style="list-style-type: none"> <li>• Written Communication</li> <li>• Oral Communication</li> <li>• Critical Thinking</li> <li>• Quantitative Reasoning</li> <li>• Information Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Information Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Information Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Civic Engagement</li> </ul>

<sup>1</sup> GE Goals have been mapped to GE Areas based on GE course alignment.

co-curricular service learning, internship, and other community-based activities that are grounded in strong community partnerships. Additionally, both faculty and students engage in a variety of research, scholarly, and creative activities that address issues directly relevant to a thriving and healthy community. Some of the many impressive examples of how Stanislaus State partners with and serves

the region and beyond are highlighted below, with additional examples on the University's [Partnering with and Serving Our Region, and Beyond](#) website.

- [Science Day](#), organized by the College of Science and the Office of Service Learning and held on the Turlock campus, is an open house event that attracts more than 2,000 participants from



the community. The activities are designed to spark in young students an interest in science, technology, engineering, and mathematics (STEM).

- Stanislaus State's Foster Farms Endowed Professor of Business publishes the annual [San Joaquin Valley Business Forecast Report](#) with mid-year updates. The forecasts provide businesses with detailed information about trends in the region relative to those of the state and the nation. Providing these trends helps minimize uncertainty surrounding economic indicators and generate market consensus on a regional basis.
- The Art, Music, and Theatre Departments actively participate in the cultural and educational life of the region. With two [art galleries](#) maintained by the Art Department (the downtown gallery is currently being relocated and renovated), exhibitions open to the public become arenas for examination, discussion, and exploration of the forms, ideas, issues, and rich tradition of the visual arts, providing exposure to other cultures and world views. The [Department of Music](#) actively engages regional communities through outreach and collaboration, hosting festivals, competitions, performances, and an extensive Summer Music at Stanislaus program, providing student musicians, grades 6-12 from throughout the region, summer-long performance and rehearsal opportunities. The [Theatre Department](#) delivers multiple productions throughout the year, including a children's production in the winter, and a spring production held in the outdoor amphitheater. With open audition calls, the productions provide an opportunity for community members to play roles.
- Student-athletes created two videos, [Valley Tough](#) and [Together We Can](#), to raise awareness of sexual assault and bystander intervention.
- Stanislaus State received in 2016 the California State University System's Energy Efficiency and Sustainability Best Practices award for its Top Water Efficiency/Quality Project, contributing to efficient water usage, a key issue facing the Central Valley of California.
- The Agriculture Department maintains the [Sustainable Garden](#) on the Turlock campus,

which was established as a learning and applied research laboratory. Its use has expanded, now providing the produce for the StanFresh Market hosted on the Turlock campus, and providing the produce for the StanFresh Community Supported Agriculture (CSA), serving community members from the surrounding region.

- The [Center for Public Policy Studies](#) conducts research and public education about important policy issues within the region. It is committed to facilitating regional problem solving that brings together diverse constituencies in the San Joaquin Valley and adjacent foothills to build consensus in addressing public policy issues. Examples of studies include Unemployment and Welfare-to-Work, and Mobility and Transportation Needs.
- The [Endangered Species Recovery Program](#) (ESRP) is a cooperative research program administered at Stanislaus State and is focused on biodiversity conservation in Central California. Its mission is to facilitate endangered species recovery and resolve conservation conflicts through scientifically-based recovery planning and implementation. ESRP partners with local, state, and federal agencies, non-governmental organizations, corporations, and private land owners spanning the entire San Joaquin Valley and beyond.

## Quality Degrees at Stanislaus State

Stanislaus State ensures students graduate from the University with the expected competencies defined in the institution's learning goals through the following quality assurance processes: 1) by delivering high-quality academic programs informed by direct assessment of student learning; 2) through its commitment, as a non-impacted access institution, to inclusive excellence – holding high expectations of all its students while providing the supports necessary for all its graduates to achieve those expectations; and 3) by providing a rich co-curriculum with High Impact Practices (HIPs) that enhance the curricular experience and enable the further development of competencies in meaningful and practical contexts.

## HIGH QUALITY ACADEMIC PROGRAMS INFORMED BY DIRECT ASSESSMENT OF STUDENT LEARNING

As highlighted in the University's [Principles of Assessment of Student Learning](#), the chief purpose of assessment is to improve student learning (see essay 6 for description of processes).

To facilitate systematic use of ongoing course-level assessment, the University established in 2006 an [annual assessment reporting process](#) which mirrors the reporting categories collected via the WSCUC Inventory of Educational Effectiveness Indicators (IEEI): 1) evidence (direct and indirect) used to ensure that students have achieved PLOs; 2) interpretation and analysis of evidence; and 3) how findings are used for program improvement.

Program faculty submit an annual report on assessment findings and program maintenance outcomes each fall. College deans, in coordination with the College Assessment Faculty Learning Communities (FLCs), review the annual reports and submit college-wide observations to the Faculty Fellow for Assessment. The annual reporting process and broader 7-year Academic Program Review (APR) cycle is facilitated by the Assessment Specialist and tracked via the University's accountability management system (Campus Labs). Annual report findings, as evidenced in the IEEI, demonstrate a wide range of assessment methods employed for both curricular and co-curricular programs. See examples below.

- The Master's in Business Administration (MBA) faculty revised their ethics rubric to better define and clarify objectives and expectations of one of their corresponding established learning outcomes. Based on assessment results using the revised rubric, faculty developed a plan to add ethics-focused instruction and two ethics-related assignments to their capstone course.
- The Geography faculty determined a need, based on assessment findings, to hire a Community Geographic Information Systems

(GIS) geographer. Faculty recommended that the new GIS director align program curriculum with new GIS disciplinary updates.

At Stanislaus State, program-level review processes ensure the quality of the degree. In addition to these internal processes, external assessments are utilized, such as professional exams and licensures, to evaluate the quality of programs. See examples below.

- In the School of Nursing, first-attempt pass rates on the National Council Licensure Examination (NCLEX) have consistently exceeded 90% for the past three years (2014-2017).
- The overall pass rates on first attempts on the American Board of Genetic Counseling (ABGC) Certification Exam is 83%, with a 100% pass rate on reattempts.
- The Master of Social Work (MSW) program has two program assessment tools that are used to examine student performance on the Council on Social Work Education (CSWE) nine required competencies. Summary data from 2015-16 and 2016-17 show that students are exceeding the required 80% benchmark: at the Generalist Level, 7 of 9 competencies are met; at the Specialist Level, 9 of 9 competencies are met.

Stanislaus State also has nine individual programs that have achieved and maintained accreditation through professional accreditation bodies. These programs value the process, both the self-examination and peer review, and the University dedicates resources to help ensure individual programs are successful in maintaining their high quality.

Through established review processes, programs are encouraged to use multiple methods of assessment, with an emphasis on direct measures (see [Academic Program Review Procedures –Section V: Assessment Design](#)). Examples of program assessment are highlighted on the [Office of Assessment webpage](#).

In 2013, the University Educational Policies Committee (UEPC) approved a revision to the

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[Assessment of Student Learning \(ASL\) Subcommittee's charge](#) to integrate peer reviews of annual assessment reports. Recognizing a need for a continued increase of meaningful engagement between ASL Subcommittee and academic programs, the subcommittee requested in 2018 further revision to its charge and membership, most notably to facilitate activities and information-sharing to promote best practices in program and department assessment. This recommendation is currently under review by UEPC.

## GENERAL EDUCATION ASSESSMENT

As introduced in the GE Goals and Outcomes section, an extensive process (outlined in the [GE Goals Revision Chronology](#)) of university-wide consultation led to the approval of revised GE Goals and Outcomes in 2015. The campus GE Goals and Outcomes revision process was guided by CSU EO 1100 and the Association of American Colleges and Universities' (AAC&U) LEAP outcome framework. Since the approval of the revised GE goals, each GE course is now aligned with two to four of the "most essential outcomes" and should demonstrate how outcomes will be achieved in the course.

Using this [outcomes alignment](#) (approved fall 2017; revisited fall 2018 due to EO 1100-Revised), the campus will engage in a process of GE course recertification wherein departments will identify two to four outcomes for each GE course, including identified "anchor" outcome(s) that will be used as the basis of GE outcomes assessment. An updated DRAFT GE Assessment Plan is currently under review with UEPC and the GE Subcommittee and is anticipated to be presented to Academic Senate fall 2018 ([appendix 3.1](#)).

## GRADUATE EDUCATION ASSESSMENT

The institution recently developed and implemented a revised graduate education assessment plan. The C-GEAC (described above) evolved into Graduate Council's ad hoc Subcommittee for the Assessment of Graduate Education (SAGE) in fall 2013 to more formally connect its assessment work with that of Graduate

Council. SAGE, which was comprised of a Coordinator of Assessment for Graduate Education and a College Assessment Facilitator from each of the four academic colleges (these positions were funded through the Title V PPOHA grant), took the recommendations from the 2011

C-GEAC report and the feedback from Academic Senate and worked with all the individual graduate programs to align their [PLOs with the Graduate Learning Goals](#). Taking into account feedback about graduate education assessment received by Academic Senate, C-GEAC, and SAGE, as well as findings from the [University's Excellence in Assessment \(EIA\)](#) self-study and corresponding external review provided by National Institute for Learning Outcomes

Assessment (NILOA) (described extensively in essay 6) in 2016, the University developed a [Graduate Education Assessment Plan](#) approved by the Academic Senate and the president in spring 2018.

## CO-CURRICULUM ASSESSMENT

The Division of Student Affairs utilizes an assessment system for its co-curricular programs, the Council for the Advancement of Standards in Higher Education (CAS). CAS is used to guide assessment on professional standards in alignment with identified program outcomes. The [Student Affairs Assessment website](#) includes co-curricular programs within Student Affairs that utilize this assessment framework. Co-curricular assessment activities are described in the Inventory of Educational Effectiveness Indicators exhibit, and examples of co-curricular assessment are highlighted on the [Office of Assessment webpage](#).

## SERVICE LEARNING

One of the signature characteristics of Stanislaus State degrees are learning goals and outcomes that empower students to develop and demonstrate civic engagement and responsibility. The University is committed to building and maintaining strong community partnerships and ensuring that students have opportunities to engage with the community. The campus has achieved the distinction of a Carnegie Foundation Classification for Community





Engagement and received the President's Higher Education Community Service Honor Roll for the past nine years. The [Office of Service Learning](#) (OSL) provides faculty support in curriculum development, internship development, community partnership management, and project coordination of service learning courses. Annually, OSL offers mini-grants of up to \$1,000 per recipient in support of development or expansion of service learning research and curriculum; 10 mini-grants were [awarded in 2017-18](#). As reflected in the [2016-17 Service Learning Annual Report](#), approximately 3,162 students engaged in 171 course sections with embedded service learning experiences.

OSL also helps to support, organize, and staff large-scale community-based events, such as the complement of service learning activities that are part of the [Science in our Community](#) program. To support the development and implementation of STEM-related service learning opportunities, Stanislaus State applied for and received an award from the CSU STEM VISTA program (funded by AmeriCorps Volunteers in Service to America – VISTA program) two years in a row (2016-17 and 2017-18).

## INTERNSHIPS, FIELD EXPERIENCES, AND PRACTICUMS

Several programs include [internships](#), [field experiences](#), or [practicums](#) as part of their curriculum, providing students with practical, real-world experiences where they can apply and further develop knowledge and skills acquired within the program.

## HIGH IMPACT PRACTICES (HIPs)

HIPs are teaching and learning practices that provide heightened engagement and achievement for students. Between fall 2013 and fall 2016, there were 12,263 student enrollments (with duplicated headcount) in [HIPs at Stanislaus State](#) in the following five categories: First-Year Experience, Internships, Learning Communities, Undergraduate Research, and Service Learning.

As noted in essay 4, Stanislaus State students complete the [National Survey of Student Engagement](#)

[\(NSSE\) at 3-year intervals](#). Longitudinal data suggest both strengths and opportunities; for example, participation in HIPs increased from 2014 to 2017 among first-year students, but declined among seniors. Statistically significant differences in engagement exist between students at Stanislaus State and those at comparable institutions, but most such differences are small in magnitude. More notable is that Stanislaus State students achieve this relative parity despite averaging considerably more hours commuting to campus and caring for dependents than students elsewhere. Relative to the University's Carnegie comparisons (many of which are residential), Stanislaus State students spend 6-7 more hours per week commuting and caring for dependents.

A [draft assessment plan](#) was developed spring 2018 by the HIPs/Student Success Programs Assessment Team (members from within GREAT) and was externally reviewed by Dr. George Kuh, a renowned scholar in the field of HIPs, when he visited Stanislaus State to participate as the keynote speaker in the spring 2018 HIPs Summit event. Feedback from both Dr. Kuh as well as reviewers from the 2018 AAC&U Institute on High Impact Practices and Student Success is currently being incorporated. The HIPs/Student Success Programs Assessment Team will be partnering with HIPs and other programs designed to support student success for a fall 2018 implementation of the plan. Institutional Research (IR) developed the [Student Success Programs Dashboard](#) in spring 2018 to disaggregate program participation (including HIPs), so that relationships to student success on several variables can be examined. The University's commitment to student engagement in HIPs is affirmed in [Goal 2](#) of the University's Strategic Plan, stating that all undergraduate students should participate in at least three HIPs before graduation, and graduate students should participate in at least one. This is made possible by the several co-curricular programs identified in essay 5, among others, administered centrally as well as cultivated within the colleges and departments.

## Inclusive Excellence as a Non-Impacted Access Institution

Stanislaus State affirms its intention to remain a non-impacted institution based on its commitment to provide access to higher education in the California Central Valley (see essay 1). Stanislaus State is driven to meet the needs of its students, providing the supports and services (described in essay 5), as appropriate, to meet them. As presented in essay 1, Stanislaus State has received accolades for quality, affordability, and access in several national rankings and has received recognition for a commitment to diversity, equity, inclusion, and social justice.



For decades, a commitment to diversity and inclusion has been a hallmark of Stanislaus State, an essential value that the University continues to embrace and actively promotes. Moreover, diversity and inclusion have been a top priority of President Ellen Junn, who was recognized in 2017 by *Diverse Issues in Higher Education* for her long-standing leadership for advancing diversity in higher education. At Stanislaus State, facets of diversity encompass but are not limited to: race, ethnicity, nationality, sex, sexual orientation, gender, gender identity, creed, religion, age, social class, socio-economic status, physical and cognitive differences, political views, and veteran status. An important presidential initiative is President Junn's establishment of the [President's Commission on Diversity and Inclusion](#) (PCDI), with membership drawing from students, faculty, staff, and

administrators. The Commission was charged with developing a 3-to-5-year Diversity and Inclusion Action Plan that includes the alignment of the Action Plan with the University Strategic Plan and fostering a diverse and inclusive campus climate.

Some examples of activities and programs hosted by PCDI include: welcoming

author and activist Dr. Arun Gandhi for the dedication of the University Peace Pole; a campus [Unity and Inclusion Week](#) in October 2017, and the establishment of the [PCDI grant program](#), designed to help establish and maintain efforts that make the university community welcoming, diverse, and inclusive.

The University also established its [Diversity Center](#) in November 2017,

located centrally on the Turlock campus

in the University Library. The Diversity Center is a space dedicated to unity, diversity, peace, multiculturalism, and is committed to the principle of inclusion. Programs hosted by the Center are aimed at supporting students, especially those from underrepresented groups, in exploring their own diverse identities and perspectives in a spirit of collaboration, and with appreciation for the richness of the student population. Along with these newer initiatives, the well-established [International Education and Study Abroad](#) programs contribute to the University's culturally rich environment.

This commitment to diversity and civil discourse is reflected in student perceptions. In the 2017 NSSE findings, 67% of first-year students "frequently" had discussions with people with different political views, 72% "frequently" had discussions with people from a different economic background, and 77% "frequently" had discussions with people from a different race or ethnicity ([appendix 3.2](#)).

While President Junn has established important initiatives to foster an inclusive university community, students have expressed a clear desire to increase inclusivity at Stanislaus State. Through peaceful rallies and protests against the kind of behavior that threatens to diminish inclusivity, students have united in support of continuing to cultivate an environment that allows all members of the university community to feel

**"IT IS VERY EVIDENT THAT STAN STATE AS A WHOLE IS DETERMINED TO BE A UNIVERSITY THAT CARES ABOUT DIVERSITY AND INCLUSION."**

*NSSE 2018 Senior*

supported, successful and empowered. Together, administration, faculty, staff and students are working to ensure this is a reality. In spring 2018, the University administered two climate surveys (one for employees and one for students) to examine these and related issues in greater depth. Results of the surveys are being analyzed and will be shared at the University's fall 2018 Data-Sharing and Assessment Showcase Event Series, with the intent to inform the next steps toward an increasingly supportive and inclusive university climate that supports excellence and success for all.

## Integrity of Stanislaus State Degrees

Stanislaus State is committed to ensuring integrity of its degrees and does so in the following important ways: 1) advocacy from faculty, demonstrated through their commitment to delivering high-quality instruction and their commitment to ensuring student performance meets stated course expectations; 2) accurate naming and reporting of degrees, concentrations, and minors; 3) a comprehensive evaluation and degree clearance process; and 4) upholding requirements while removing barriers.

### FACULTY COMMITMENT TO HIGH QUALITY INSTRUCTION

The faculty are integral to maintaining integrity of Stanislaus State degrees. Through faculty-developed [policies and procedures for academic program and course proposals](#), [Principles of Assessment of Student Learning](#), [Principles, Criteria, and Procedures for Retention, Promotion, and Tenure Review](#), [Retention, Promotion and Tenure Departmental Criteria](#) for the evaluation of tenure-line faculty, and [Evaluation Policy and Procedures for Temporary Faculty](#),

there is a strong system established. This faculty-developed system helps ensure high standards of teaching, with appropriate connections to research, scholarship, and creative activity (RSCA), as defined by faculty and their academic programs (the University's [Research Compendium 2012-2017](#) is an impressive archive of faculty RSCA). Furthermore, faculty are supported in their roles as teachers, learners, and scholars through the offerings of the Faculty Center for Excellence in Teaching and Learning (FCETL); enhancement of faculty skills, professional fulfillment, promotion of collegiality, and a sense of university community are integral to this support structure.

### ACCURATE NAMING AND REPORTING OF DEGREES, CONCENTRATIONS, AND MINORS

Accurately naming and reporting degrees, concentrations, and minors is critical to their integrity. The title of a degree, concentration, and/or minor is intended to reflect a specific body of knowledge and skills defined by the respective field of study. The name implies and communicates that body of knowledge and skills to students, employers, other universities comparing degrees for student transfer or matriculation into graduate school, as well as other constituents. In 2017, CSU issued [EO 1071 Revised](#) to help ensure accurate national enrollment and degree reporting by requiring that concentrations constitute less than 50% of the major curriculum. This ensures that the major core requirements match the reported name of the field of study. The University complies with the requirements of EO 1071 per the reporting requirements and timeline indicated in CSU Coded Memo ASA-2017-02.





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## COMPREHENSIVE EVALUATION AND DEGREE CLEARANCE PROCESS

With the development of degree [roadmaps](#) by each academic program, coupled with GE and major advising (described in essay 5) and the implementation of [My Academic Pathway](#) (MAP) tools, including STAN Planner, STAN Degree Progress, and STAN Scheduler, accurate up-to-date advising information is always available. A comprehensive review process is in place leading to the awarding of a degree. After a student submits a Graduation Application Form, the formal evaluation process begins. The major adviser, department chair, and a trained advisor in the Academic Success Center must all review a student's transcripts ensuring degree requirements have been met. The sequence of review ends with a trained evaluator in Enrollment Services confirming completion of degree requirements after final grades have posted.

## UPHOLDING REQUIREMENTS WHILE REMOVING BARRIERS

In an environment of the CSU Graduation Initiative 2025, with increased emphasis on 4-year freshmen and 2-year transfer graduation rates, discussions at the University and systemwide level have occurred, yielding two important threads of discussion. First, students who do not obtain their bachelor's degree in 4 years should not perceive that they are unsuccessful. Through communication at New Student Orientation and advising sessions, Stanislaus State works with students to help identify their individual strategies for timely graduation that fit within their life circumstances: for some students, 15 units per semester is the right approach; for others, it means distributing 30 units across four terms a year using Winter and Summer Sessions, particularly with the 2017 federal Summer Pell option now available; and for others, it may mean maintaining a consistent 6-unit schedule while working full-time to address financial commitments or while fulfilling family

or other obligations requiring students' time. A second discussion thread relates to ensuring that quality of education is not compromised while being evaluated on time-to-degree rates. Stanislaus State does not encourage modification or allow dismissal of requirements; rather, the University intentionally chooses to increase efficiency in time-to-degree through identifying and removing barriers to progress. Some examples include: improved student communication, ensuring critical information is timely and delivered to students via the most effective platform; an increased disenrollment threshold, from \$200 to \$1,000; and redesign of non-credit-bearing remedial courses to credit-bearing supported courses, enabling students to earn credits toward graduation while getting additional support (see related efforts of the [GREAT Workgroups](#)).

Meaning, quality, and integrity of degrees has been a long-standing focus at Stanislaus State. The meaning of Stanislaus State degrees is well-defined through the University's revitalized Mission, Vision, Values, and Statement on Diversity, Equity, Inclusion, and Social Justice, as well as through the University's well-established faculty-developed Institutional Learning Goals (Baccalaureate and Graduate). Quality is ensured through annual program assessment and 7-year Academic Program Review processes. And integrity is maintained through faculty-developed policies and procedures for academic program approval and faculty evaluation, as well as through university processes ensuring degree requirements for graduation are upheld. Most importantly, the meaning, quality, and integrity of degrees continue to be realized through the University's talented faculty and their extraordinary commitment to students, both inside and outside of the classroom.



## ESSAY 4 - EDUCATIONAL QUALITY: STUDENT LEARNING, CORE COMPETENCIES, AND STANDARDS OF PERFORMANCE

(CFRs 2.2, 2.2A, 2.4, 2.6, 2.7)

### Core Competencies at Stanislaus State

The Stanislaus State [Institutional Learning Goals](#) (ILGs) incorporate the five WSCUC Core Competencies (critical thinking, quantitative reasoning, information literacy, oral communication, and written communication) while also incorporating a Stanislaus State-developed sixth, related to civic engagement and responsibility. Baccalaureate Learning Goals (BLGs) are aligned with the [GE Goals and Outcomes](#) (GE Goal 1.1-1.5) which also incorporate the core competencies. Achievement of these goals and outcomes are reflected in program-level assessment, as well as external performance-based assessments and student perception data.

### A REVIEW OF COLLEGIATE LEARNING ASSESSMENT (CLA+) RESULTS

Stanislaus State has administered the [Collegiate Learning Assessment \(CLA+\) since 2006-07](#). The CLA+ is developed and administered by the Council for Aid for Education (CAE). This performance-based assessment tool measures critical thinking

and written communication skills of students in higher education and also includes items related to quantitative reasoning. Stanislaus State and other institutions that administer CLA+ use the results to estimate institutional and individual student growth on these core competencies. Institutional results from the CLA+ are also reported by Stanislaus State as part of the Voluntary System of Accountability.

According to the spring 2018 CLA+ Results Institutional Report, Stanislaus State had a freshman Total CLA+ score of 1005; this score is greater than or equal to the average freshman score at 40% of CLA+ schools. A score of 1005 demonstrates “Basic mastery” of the critical thinking and written communication skills measured by CLA+. Stanislaus State’s senior Total CLA+ score is 1111, which is better than or equal to the average senior score at 37% of CLA+ schools. A score of 1111 signifies “Proficient mastery” of the skills measured by CLA+. Given the mean CLA+ performance of Stanislaus State’s freshmen and the entering academic ability of its seniors, Stanislaus State’s value added is “Near” what would be expected relative to schools testing similar populations of students. Full reports are housed on the [Office of Assessment](#) CLA+ webpage.

## A REVIEW OF NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

Every three years, the University administers the NSSE to better understand student perceptions of student engagement. Our [2017 NSSE results](#) indicate that students' perceptions around their development of skills closely associated with the core competencies of written and oral communication, critical thinking, and quantitative reasoning are positive. As indicated in **table 3** below, results of NSSE survey item 17 suggest that the majority of both freshmen and senior respondents at Stanislaus State perceive that the University has contributed "Very Much" or "Quite a Bit" to their knowledge and skills in these competency areas. Furthermore, as students progress through their academic careers, results suggest they perceive even more strongly that the institution has contributed to their knowledge and skills in two of the four areas, including oral communication and quantitative reasoning.

## Core Competencies Faculty Learning Communities

Stanislaus State's ILGs incorporate the five WSCUC core competencies, plus a sixth signature competency, civic engagement. In consultation with faculty governance, Stanislaus State dedicated six faculty learning communities (FLCs) to develop strategies to support scaffolding of the six competencies throughout the curriculum as well as criteria to assess achievement of those competencies at or near graduation. The strategies, including methods and tools, serve as resources available to faculty across all programs within the context of their course- and program-level assessment. Resources and professional development are focused on ensuring that students have opportunities to develop, practice, and demonstrate these competencies throughout the undergraduate curriculum (GE and the major). The resources developed by the FLCs are shared in a variety of venues, including the [Core Competency FLC website](#) (which provides an overview of their charge, description of work to date, and their work plan and timeline moving forward) and

**TABLE 3: NSSE STUDENT PERCEPTIONS OF ACHIEVEMENT OF CORE COMPETENCIES**

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (Very Much and Quite a Bit)

	FIRST- YEAR RESPONDENTS				SENIOR RESPONDENTS			
	STANISLAUS STATE	CSU	CARNEGIE	COMPARISON GROUP	STANISLAUS STATE	CSU	CARNEGIE	COMPARISON GROUP
WRITING CLEARLY AND EFFECTIVELY	76%	69%	68%	70%	76%	73%	74%	71%
SPEAKING CLEARLY AND EFFECTIVELY	70%	68%	61%	64%	68%	70%	69%	66%
THINKING CRITICALLY AND ANALYTICALLY	81%	78%	78%	79%	82%	84%	85%	83%
ANALYZING NUMERICAL AND STATISTICAL INFORMATION	59%	59%	55%	56%	61%	66%	64%	64%



**TABLE 4: CROSSWALK: GRADUATE LEARNING GOALS, PROGRAM LEARNING OUTCOMES, AND CORE COMPETENCIES ALIGNMENT**

GRADUATE EDUCATION LEARNING GOALS	GLG 1	GLG 2	GLG 3	GLG 4	GLG 5	GLG 6
When students graduate from Stanislaus State, they will be able to:	Demonstrate advanced knowledge, skills, and values appropriate to the discipline	Demonstrate the ability to be creative, analytical, and critical thinkers within the scope of the discipline.	Demonstrate the ability to contribute to the scholarship of their disciplines.	Demonstrate relevant knowledge of diverse perspectives and broader contexts as appropriate to the discipline.	Demonstrate knowledge of new and various methods and applications as appropriate to the discipline.	Demonstrate advanced communication skills, complemented, as appropriate to the discipline, by the ability to access and analyze information from myriad primary, print, and technological sources.
All graduate program PLOs	All graduate program PLOs	All graduate program PLOs	All graduate program PLOs	All graduate program PLOs	Criminal Justice, Ecology and Sustainability, Education, English	Business Administration, Criminal Justice, Ecology and Sustainability, English
Core Competencies Stanislaus State graduates will demonstrate proficiency in competencies at the time of graduation:		<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Quantitative Reasoning</li> <li>• Information Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Information Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Information Literacy</li> <li>• Civic Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Quantitative Reasoning</li> <li>• Information Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Written Communication</li> <li>• Oral Communication</li> </ul>

professional development events (e.g., [Data-Sharing & Assessment Showcase Event Series](#)). Dissemination and professional development activities are a collaboration between all six FLCs, the Office of Assessment, and the Faculty Center for Excellence in Teaching and Learning.

The six FLCs have been in existence for different periods of time, with varying charges at different stages of their existence. Because some of the FLCs have been working in their respective areas longer than others, they are at different stages. Each FLC is comprised of at least four faculty members across colleges and a Facilitator. Co-Leads of the Core Competencies FLC Workgroups, the Information Literacy FLC Facilitator and the Assessment Specialist, bring the FLC Facilitators together monthly to share updates on their respective FLC progress, discuss issues experienced in their work,

offer suggestions, and share best practices with each other. Regardless of their evolutionary stage, the cross-college FLCs are developing methods and tools that serve as resources available to faculty across all programs to integrate these competencies and assess them at or near graduation.

Essay 3 provides an extensive description of graduate education assessment, for which the Graduate Learning Goals, including these core competencies, serve as a foundation. **Table 4** displays the alignment between graduate level core competencies, Program Learning Outcomes (PLOs), and the Graduate Learning Goals, demonstrating how direct assessment of student learning of the core competencies is accomplished through regular program-level assessment described in essay 3.

## SIX FACULTY LEARNING COMMUNITIES

### CRITICAL THINKING/CREATIVE AND ANALYTICAL PROBLEM SOLVING FLC

In 2012-13, the GE Critical Thinking FLC was established and charged with constructing a rubric for critical thinking, as well as refining selected GE learning outcomes. The group focused primarily on [GE Area A3](#), Critical Thinking, delineating key pressures surrounding the definition of critical thinking, as well as brainstorming best practices in assessing A3 courses. In its [final report](#), at the conclusion of its year's work, the FLC offered long-term recommendations, such as the continued discussion of critical thinking assessment and GE assessment as a clearly shared vision of GE emerges at Stanislaus State.

Taking into consideration the work of the 2012-13 FLC, a new FLC was established spring 2017. The reorganized FLC, now called the [Creative and Analytical Problem Solving \(CAPS\) FLC](#), has a new charge of assessing and evaluating progress toward CAPS at or near graduation. The process of identifying markers and assessment methods includes a multi-stage survey of all levels of the university community, including faculty, students, and administrators. After data from the surveys are analyzed, the committee will create a rubric for assessment of CAPS and test the rubric within the university community. This will inform a final draft of the assessment rubric, which will be provided along with suggestions for implementation and institutionalization. The [Core Competencies FLCs Work Plan and Timeline](#) outlines the estimated timeline of completion of these goals.

With the charge of the current CAPS FLC focused on assessment at or near graduation (rather than assessment of critical thinking within GE), there has been not only a shift in the conversation around what critical thinking and creative and analytical problem solving mean but also a shift in the assessment of student performance within that domain. A serious debate within the

University around the concept of critical thinking has emerged, and the CAPS FLC will work to be responsive to differing views as it works toward developing resources available to faculty across all programs within the context of their course- and program-level assessment. The initial university-wide survey of faculty, conducted spring 2018, will be helpful in ensuring that the CAPS FLC obtains feedback and suggestions from a wide swath of the campus faculty in order to craft a rubric that better captures a definition and assessment of CAPS that reflects the entire university.



### QUANTITATIVE REASONING FLC

The [Quantitative Reasoning FLC](#) (also referred to as Quantitative Literacy FLC) was initially established fall 2013 when the Director of the Faculty Center for Excellence in Teaching and Learning (FCETL) and a Professor of Computer Science and Cognitive Studies applied for and received a grant from the CSU Institute for Teaching and Learning (ITL). The Quantitative Reasoning FLC, now facilitated by the Computer Science and Cognitive Studies Professor, through its grassroots faculty work, has established a definition of Quantitative Reasoning, rubrics for the assessment of quantitative reasoning skills, and engaged faculty across the university in developing pedagogical materials for quantitative reasoning that can be utilized across disciplines. Disciplines participating in this process include Modern Language, Sociology, Teacher Education, Philosophy, Physics, Cognitive Studies, Computer Science, Mathematics, and Chemistry. On April 22, 2016, the co-facilitators presented their work at the CSU Quantitative Reasoning Workgroup meeting; their [presentation](#) and other useful materials are available on the FLC's website.

Moving forward, the Quantitative Reasoning FLC is continuing its outreach efforts to increase quantitative reasoning across the curriculum. Faculty who have been integrating Quantitative Reasoning in their courses have been gathering evaluative data through application of the rubrics. The FLC is also examining how data from the CLA+ could be used to further refine the effectiveness of the assessment rubrics.

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## INFORMATION LITERACY FLC

Prior to the formal establishment of the Information Literacy FLC in fall 2016, two faculty, one from English and one from the Library, developed a pilot rubric for assessing information literacy competency based on the Association of College and Research Libraries (ACRL) Standards, the Association of American Colleges and Universities (AAC&U) Information Literacy Valid Assessment of Learning in Undergraduate Education (VALUE) rubric, and Council of Writing Program Administrators Framework for Success in Postsecondary Writing. This pilot rubric was utilized to assess Senior Seminar student artifacts.

This early work, inspired by two faculty committed to developing a shared understanding of information literacy and an effective assessment strategy to help ensure that Stanislaus State students are indeed leaving the institution as information literate citizens, led to the establishment of the FLC in 2016. The [Information Literacy \(IL\) FLC](#), which has faculty representation from the Library, Accounting, Psychology, and English has completed a review of literature, a review of program curriculum maps, and an analysis of a [survey](#) of students, staff, and faculty which garnered over 1,000 responses. The work also included outreach to other CSU campuses. The FLC has developed a draft rubric which is an alteration and expansion of the AAC&U VALUE rubric, one that allows programs to incorporate their local elaborations on the descriptors. The FLC is currently refining a draft report to be shared broadly fall 2018. The current consensus is to include recommendations for a local definition based on markers of an information literate person; explicit inclusion of media literacy as an important component of Information Literacy; a focus on flexibility, an ability to approach skeptically, take into account multiple views, and be open to change; examples of points of instruction and assessment at the upper division; purposeful integration with the revised ACRL Framework; and recommendations for professional development for faculty.

## ORAL COMMUNICATION

The [Oral Communication FLC](#) was established spring 2017, began its work fall 2017, and charted a five-semester work plan. In fall 2017, the first task

for the Oral Communication Faculty Learning Community (OCFLC) was to finalize a proposed definition of Oral Communication – the AAC&U VALUE Rubric for Oral Communication defines Oral Communication: “Oral Communication is prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listener’s attitudes, values, beliefs or behaviors.” The OCFLC added that the three primary observable outcomes of oral communication are: content, organization, and delivery; as such, faculty could observe those aspects of a presenter during individual and group presentations within the classroom. In spring 2018, the OCFLC developed a rubric, starting with the VALUE Rubric and then modified it based upon feedback from faculty. Fall 2018 will see the rubric being pilot tested, with implementation from interested instructors of both lower and upper division courses scheduled for spring 2019.

## WRITTEN COMMUNICATION

The [Written Communication FLC](#) (established spring 2017) created a preliminary work plan in fall 2017. The group is exploring writing practices across the university and scheduling listening meetings with writing-related programs and entities such as the University’s Writing Center, the English Department’s Writing Program, and the University Writing Committee. Based on feedback from these groups, the FLC is developing a survey for faculty and students to expand on this exploration across the institution to be administered fall 2018. The FLC is also developing a rubric for the assessment of written communication.

## CIVIC ENGAGEMENT

The [Civic Engagement FLC](#) (established spring 2017) reviewed the AAC&U VALUE Rubric for Civic engagement, conducted a literature review to discuss and develop a working definition of Civic Engagement, conducted focus groups, and is currently developing a faculty survey, to be distributed fall 2018, to gain understanding of the University’s current knowledge about and implementation of civic engagement.



## Core Competencies Assessment: Program-Level Assessment

As extensively described in essays 3 and 6, academic programs engage in ongoing direct assessment of student learning. As part of the [annual assessment reporting process](#), programs report on the PLOs assessed during the given year, the assessment method used, findings, and any actions taken or planned based on findings. PLOs are aligned with the BLGs, GE Goals and Outcomes, and the core competencies, as indicated in **table 2** in essay 3. Assessment of core competencies is embedded within regular program-level assessment when PLOs are assessed. An initial analysis of PLOs conducted by the Office of Assessment reveals the extent to which core competencies are already embedded in program-level assessment; **figure 3** displays the percentage of undergraduate and graduate PLOs aligned with the core competencies. This alignment analysis was conducted using the program-developed and program-approved PLOs published in the catalog and posted on the [Academics webpage](#). Recognizing that not all core competencies are assessed through embedded program-level assessment and may not always be applicable, structures are in place to continue to embed core competencies and assess at or near graduation. The six Core Competencies FLCs will contribute to this integration through resources developed for and shared with the university community.

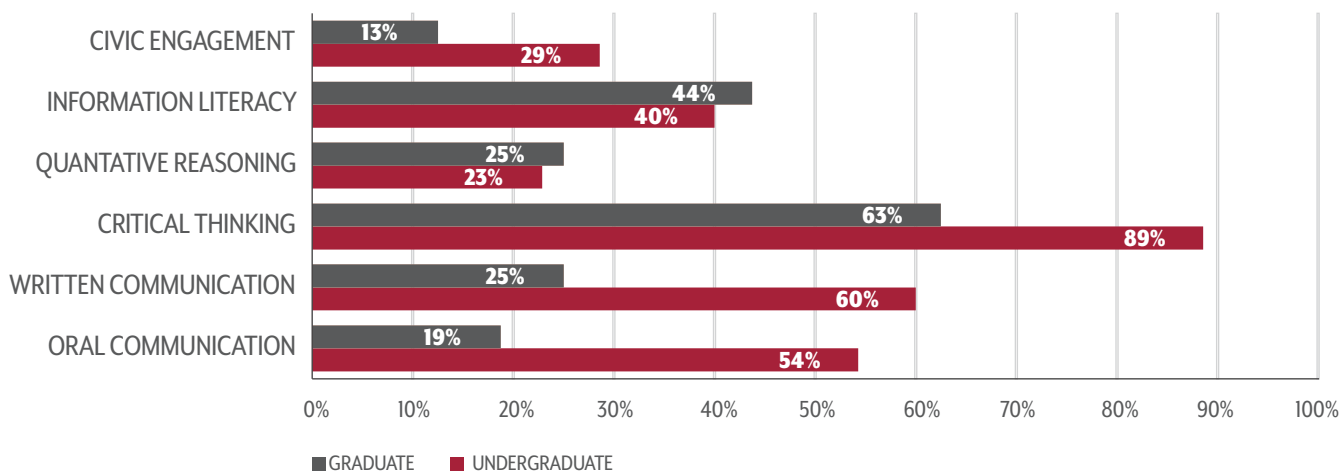
As undergraduate programs predominantly depend on upper division major courses to assess student learning within their programs, this enables embedded assessment of core competencies at or near graduation. An example of program assessment of core competencies is described below.

### EXAMPLE: WRITTEN AND ORAL COMMUNICATION SKILLS

Within each degree concentration, Kinesiology program goals (content knowledge, communication skills, critical thinking, and professionalism) are aligned and assessed via student learning outcomes (SLOs). For example, in the Single Subject Preparation Program, the SLOs targeting communication skills are assessed in two primary ways:

1. In Theory and Analysis courses, students design and present original lesson plans. Faculty evaluate the quality of the written lesson plan and the oral delivery of the lesson plan using a rubric.
2. In the capstone course, KINS 4100 – Curriculum, Organization, and Administration of Physical Education, students orally present their semester-long curriculum project. Single Subject Matter Program faculty evaluate student presentations using an established rubric. The rubric includes domains on the clarity of the design content, presented orally with supporting visual materials.

**FIGURE 3: PERCENTAGE OF PROGRAM LEARNING OUTCOMES ALIGNED WITH CORE COMPETENCIES**





Program faculty use the overall evaluation results to assess student achievement of SLOs and program goals. Based on findings, faculty review areas of the curriculum where any deficiencies, if applicable, should be addressed and revised.

## Bringing It All Together as a Learning-Centered Institution

As extensively described in essays 5 and 6 and outlined in the [Principles of Assessment of Student Learning](#), Stanislaus State is committed to meaningful, feasible, and sustainable assessment systems that enable use of data for informed decisions at the course and program level and the use of data for the facilitation of university development and improvement (see [Data-Sharing & Assessment Showcase Event Series](#)). An aspect

of that assessment relates specifically to core competencies. Stanislaus State has well-established processes for assessing core competencies: through program-level assessment, where assessment of core competencies is embedded through their alignment to PLOs; and through use of CLA+ test administration. The University is expanding its capacity for the assessment of core competencies at or near graduation through the work of its six Core Competencies FLCs, which are providing strategies to support scaffolding of the six competencies throughout the curriculum as well as criteria to assess achievement of those competencies at or near graduation.



## ESSAY 5 – STUDENT SUCCESS: STUDENT LEARNING, RETENTION, AND GRADUATION

(CFRs 1.2, 2.10-2.14)

### Student Success Defined at Stanislaus State

As a significant outcome of the University's 2-year self-study process spanning 2016-2018 the institution clarified, refined, and confirmed its definition of [student success](#) (approved by Academic Senate March 27, 2018, and by the President May 1, 2018).

### Student Success Infrastructure

As a student-ready university, Stanislaus State holds high expectations for all its students, while providing the supports, [from application through graduation, and beyond](#), to achieve those expectations.

### STANISLAUS STATE'S DEFINITION OF STUDENT SUCCESS

**STANISLAUS STATE** recognizes that student success occurs when our students are engaged and supported in their quest for knowledge and understanding. Student success is realized when our students are equipped and empowered to positively transform their lives, to inform the practice of their chosen profession, and to exercise civic rights and responsibilities to transform their communities.

At Stanislaus State,

- We use the power of education, community, and civic engagement to transform lives.
- Student success occurs when we engage and support our students in a quest for knowledge and understanding that encourages and empowers them to identify their personal goals and professional aspirations. Successful students strive to make their own unique contributions to our diverse world.
- We support our students by expanding opportunities and enriching experiences that broaden their awareness of others' perspectives and develop their intellectual capacity and ethical character.
- Student success is achieved when our students can imagine a better world and are empowered to make it a reality within the Central Valley region and beyond.



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## UNDERGRADUATE

Stanislaus State has 8,888 undergraduate students enrolled across 43 undergraduate programs. To help coordinate student support programs and services at the undergraduate level, the [Graduation Rate Excellence and Assessment Team](#) (GREAT) was established October 2016. GREAT is an expansive team, comprised of nearly 80 faculty, students, staff, and administrators from across the university, organized into a steering committee and 10 workgroups. GREAT is charged with improving graduation rates and eliminating achievement gaps and is working to identify and examine barriers to student success, examine evidence of effectiveness in programs designed to improve student success, and oversee strategic implementation, assessment, and dissemination of the outcomes for student success initiatives.

## POSTBACCALAUREATE AND GRADUATE

Stanislaus State has 391 students enrolled across 7 postbaccalaureate credential programs, 40 students enrolled as unclassified postbaccalaureate, and 684 students enrolled across 17 graduate programs (16 master's and 1 doctoral). Stanislaus State supports its postbaccalaureate, master's, and doctoral graduate students with specialized services. Postbaccalaureate credential students are supported from application through completion by the [Teacher Recruitment and Retention Office](#), with information sessions,

support in the application process, California Basic Education Skills Test (CBEST) preparation workshops, and professional networking and development opportunities.

Stanislaus State [supports its master's and doctoral graduate students](#) from application through graduation through the following: supporting students in their exploration of and application to graduate school; orienting incoming graduate students through the New Graduate Student Welcome Event; providing advising, academic support, mentoring, and professional development opportunities within the graduate programs; providing academic support and scholarly enrichment programs through the [Center for Excellence in Graduate Education](#) (CEGE); assuring quality graduate programs and advocating for graduate education by the [Graduate Council](#); and providing [coordinated infrastructure](#) to support and advance graduate education. Centrally, support for graduate education is distributed across several entities, with three having the most direct responsibilities centrally for oversight and support: Graduate Council, CEGE, and the AVP for Academic Affairs. The Graduate Council website provides a description of [centralized infrastructure](#) and corresponding functions.

## STOCKTON CENTER

To ensure the Stockton Center students are effectively served and supported, the Stockton



Center engaged in extensive self-study during the period of 2016-2018, including a 360-degree SWOT analysis and the Stockton Center's Support Unit Review; this intensive self-study informed the Stockton Center Strategic Plan: Five-Year 2018-2023 (**appendix 5.1**). Additionally, the University conducted an analysis of potential differences in student success between Stockton Center students and Turlock campus students (currently under review, and will be shared at the fall 2018 Data-Sharing & Assessment Showcase Event Series). The analysis suggests the graduation and retention rates of first-time transfer students attending classes at Stockton has increased nearly 10% since 2010, with rates similar to those of students at the Turlock Campus. To help ensure student and community needs are met through the implementation of the Stockton Center's new strategic plan, the Public Higher Education Advisory Board of San Joaquin County and the Stockton Warrior Team were established in 2017.

While Stockton students are eligible for all services provided on the Turlock campus, the University has made deliberate efforts to enhance and increase services available on the Stockton campus, under the leadership of the university's dean of the Stockton Center (appointed in 2016). Additionally, the University hired a full-time Academic Advisor and Outreach Coordinator in 2017 and an Academic and Facilities Specialist in 2018 to provide additional support for Stockton Center evening programs. Recent innovative improvements include the utilization of document cameras to enable real-time digital face-to-face meetings between Stockton students and service personnel on the Turlock campus, technology upgrades in classrooms, and a remodeled Welcome Center and Learning Commons area for students.

## DISTANCE EDUCATION

The University conducted a preliminary Distance Education Self-Review (**appendix 5.2**), including a preliminary analysis of potential differences in student success between students enrolled in online/televised courses and students enrolled in face-to-face courses. Findings from this review indicate that student success outcomes from distance education and traditional instruction at

Stanislaus State are similar. Students enrolled in online and televised courses and programs are eligible for all services provided by the University. In addition to supports provided directly by instructors in the academic programs, the Office of Information Technology hosts a [Student Services](#) resource site.

## Supporting Students from Application to Graduation, and Beyond

The following sections provide an overview of support structures to ensure student success. For more information about the programs discussed below, refer to [Supporting Student Success: Detailed Information](#).

### UNIVERSITY APPLICATION AND ADMISSION SUPPORT

The University provides extensive outreach and support to help students and their families successfully navigate the university application process. The [Admissions and Outreach Services](#) office provides information sessions and application workshops open to the public on both the Turlock and Stockton campuses. Beyond these onsite services, the University has long-standing partnerships with high schools and community colleges in the service region that include information sessions and workshops at the partner sites. These [partnerships](#) (including a formal MOU with San Joaquin Delta College, with future MOUs in discussion with the University's other regional community college partners) also include professional development collaborations between Stanislaus State Admissions and Outreach Counselors and partner institution counselors to ensure partners are aware of current admissions requirements and application processes.

### TRANSITIONING TO UNIVERSITY LIFE

The University provides a number of opportunities for new students to transition successfully to life at Stanislaus State. These programs ensure students receive important information and access to tools needed to navigate a successful path at

the University. These include a redesigned [New Student Orientation](#), a reestablished [Freshman Convocation](#), and a newly implemented [Transfer Welcome Program](#).

## FINANCIAL AID AND FINANCIAL LITERACY PROGRAMS

Beyond educating about and supporting students through the financial aid application process, the [Financial Aid and Scholarship Office](#) focuses on teaching students what to do with their money once they receive it. All students are encouraged to participate in workshops and activities that cover topics such as: money management – budgeting and smart spending; check-writing; credit and credit card use; making the most out of student meal plans; financing on-campus housing; loans and repayment; saving and investing; and identity theft.

## ACADEMIC PREPARATION

In fall 2016, approximately 63% (876) of the 1,389 incoming freshmen required remediation in English and/or mathematics. Of the 1,389 incoming freshmen, 36% (500) required remediation in English, and 55% (275) of those 500 freshmen requiring English remediation also required mathematics remediation. Approximately 27% (375) of the freshmen cohort required remediation in mathematics only. Of these 876 incoming freshmen requiring remediation, 66% are underrepresented minorities (URM), 66% are Pell recipients, and 50% are both URM and Pell recipients. Ensuring the success of URM and Pell students requires that developmental education be efficient and effective. To that end, Stanislaus State focused efforts in several areas directly related to the academic preparation of first-year students, including: [Early Start](#) and [redesigned English](#) and [redesigned Mathematics/Quantitative Reasoning](#) courses, enabling students to take supported courses while earning credits toward graduation; First-Year Composition with Embedded First-Year Experience ([ENGL 1006](#) and [ENGL 1007](#)); [ELEVATE](#) – a living learning community in which residential students live on the same floor and are enrolled in the same supported year-long English course; and [First Year Seminars](#).

## ACADEMIC SUPPORT

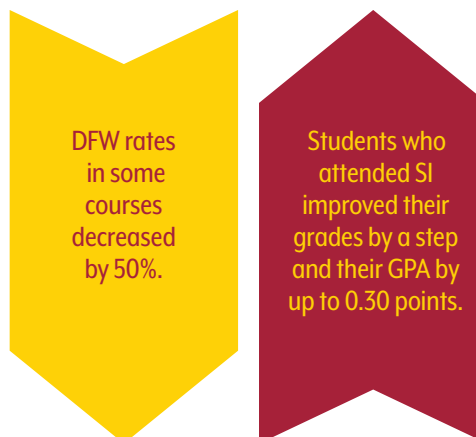
To help ensure students are acquiring essential academic knowledge and skills and ultimately being successful in their coursework, Stanislaus State provides a variety of academic supports. Key centralized academic support services include [supplemental instruction](#), (see [figure 4](#) for impact), [tutoring](#), writing support offered through the [Writing Center](#), and assurance that all learners have equal access to the curriculum through [Disability Resource Services](#).

Additionally, the [University Library](#) serves as a learning center and information gateway, operating seven days a week. The Library offers students, faculty, staff, and administrators access to high-quality learning resources in an environment that inspires expansion of intellectual, cultural, and artistic horizons. The collections of the University Library include more than 646,000 volumes, over 800 print subscriptions, 186 electronic databases, and access to nearly 50,000 electronic journals and over 150,000 electronic books. During the 2016-17 academic year, over 29,000 physical items were circulated (checked out by users), and electronic journals and electronic books were accessed almost 400,000 times. The current facility has

INTENTIONAL  
EFFORTS HAVE BEEN  
MADE TO COORDINATE  
ADVISING ACROSS THE  
UNIVERSITY SO THAT  
IT IS AN INTEGRATED  
NETWORK.

FIGURE 4

## SUPPLEMENTAL INSTRUCTION (SI) FINDINGS





620 seats where students can study individually or in groups, including computer workstations. On average, the Library hosts more than 4,000 student visits per week. Faculty librarians work closely and collaboratively with academic faculty in providing information literacy instruction. During 2016-17, instruction librarians offered over 200 research instruction sessions for discipline-based courses and provided more than 5,300 individual instructional student sessions. One-on-one research consultations are provided five days a week in person at the reference desk as well as by phone, 24/7 chat, and appointment. Renovations for the Library are scheduled to begin summer 2019, which will result in more open space for academic pursuits and an up-to-date technology infrastructure.

## ADVISING

Intentional efforts have been made to coordinate advising across the university so that it is an integrated network. Academic advising is a valued practice at Stanislaus State, evidenced by the University's three policies: [Policy on Undergraduate Academic Advising](#), [Mandatory Advising for Undeclared Students](#), and [Mandatory Advising Within the Major](#). It is also evidenced by the University's infrastructure and practices that were, in part, born out of two major groups' self-studies and recommendations: the [University Task Force on Advising report \(2015\)](#), and the [Program for Academic and Career Excellence \(PACE\) Workgroup Recommendation for a Transition Plan for the Program for Academic and Career Excellence \(2016\)](#). The [GREAT Advising Practices Workgroup](#) is charged with inventorying the University's advising practices and reviewing related reports, and has made [recommendations](#) for further action.

Based on recommendations from the Advising Task Force and PACE Workgroup, the University has renovated the centralized advising office, the [Academic Success Center](#) (ASC), to provide individual and collaborative study and meeting spaces for students. The ASC is staffed with a director, 10 professional staff advisors, the Coordinator of Supplemental Instruction and Peer Mentors, five [ASC Faculty Fellows](#) (one of whom is the Faculty Director of Advising and Learning Cohorts), and 10 peer mentors. Within ASC are two specialized

advising programs, [Educational Opportunity Program](#) (EOP), which supports historically underserved low-income, first-generation students and [Promise Scholars Program](#), which supports students who come from foster care situations. Collectively, the ASC conducts nearly 9,000 student advising visits per year.

In the academic departments, [advising in the major](#) is mandatory, with 26 of the 43 programs requiring advising every semester. Additionally, [On-the-Cusp](#) advising occurs in the students' last year to help students see a path, often through use of Winter and Summer Sessions, to graduating that year, rather than having to delay graduation into the following year.

In addition to advising that occurs within specific departments or programs, two of the four colleges have additional broader college-based advising resources in place. The College of Business Administration has its [Student Success Center](#). The College of Education, Kinesiology, and Social Work has a specialized advising program for Liberal Studies and Kinesiology majors. An advisor from the Academic Success Center, who underwent training and became specialized in advising Liberal Studies and Kinesiology majors, is assigned to the College.

In addition to the Academic Success Center and college-based advising, other specialized programs exist that provide advising and supports to various groups of students, such as: [Student Support Services](#), which primarily serves students who meet income eligibility and/or first-generation status; the [Louis Stokes Alliance for Minority Participation program](#) for STEM majors; [mandatory advising for student athletes](#) with the Athletics Academic Advisor who provides academic, personal, learning and career-related advising; and [advising for Stockton Center students](#) from the Stockton Center's Academic Advisor and Outreach Coordinator.

## MENTORING AND PROFESSIONAL DEVELOPMENT

Several mentoring and professional development opportunities are available to Stanislaus State students. Many are university-wide opportunities available to all students and designed to complement and supplement the opportunities provided by the academic programs, departments,

and colleges. University-wide opportunities include programs offered through the [Career and Professional Development Center](#) with the University's new [Design Your Tomorrow](#) course, the [Faculty Mentor Program](#), the [Phi Kappa Phi Honor Society](#), the [Study Abroad program](#), and the [Student Engagement in Research, Scholarship, and Creative Activity \(SERSCA\)](#) offered through the Office of Research and Sponsored Programs and CEGE. Several college and department/program-based examples are described in [Supporting Student Success: Detailed Information](#).

## STUDENT LIFE

Stanislaus State has an extensive social network designed to get students actively involved in co-curricular activities that enhance the educational experience, elicit a sense of belonging, and prepare students for satisfying professional and personal lives beyond college. Examples of the University's engaging opportunities include [ASI](#), the [University Student Union \(USU\)](#), over [100 student clubs and organizations](#), 14 [athletics](#) teams, [Student Housing](#), and inviting spaces for student life such as the [Diversity Center](#), the Student Union (currently being renovated), and the University Library (soon to be renovated).

## PSYCHOLOGICAL AND EMOTIONAL SUPPORT

Stanislaus State has designed an integrated network to ensure students have the psychological and emotional support necessary to thrive while at the University. [Psychological Counseling Services](#) are available to all students who seek psychological and emotional support (3,282 counseling sessions were delivered in 2016-17), and an [ASI Student Resource Assistant](#) is available to help students navigate the university system. Serving as a network to ensure the safety and wellbeing of all university community members, the [StanCares Team](#) is in place to connect individuals to supports and services as appropriate.

## PHYSICAL HEALTH AND WELLNESS OPPORTUNITIES

Stanislaus State has established a strong network for promoting and maintaining the physical health and

wellbeing of its students, including: a robust [Student Health Center](#) with a [Health Education and Promotion office](#) and an active [Student Health Advisory Committee](#); the [Campus Recreation Department](#), with the Student Recreation Complex and a variety of intramural sport and fitness programming; and a fitness activity course as an option toward fulfilling the [Area E: Lifelong Learning and Self Development](#) requirement of the GE program.

## ENSURING BASIC NEEDS ARE MET

In addition to addressing academic, psychosocial and emotional, and physical health needs of students, Stanislaus State is committed to ensuring that all needs of students are met, including critical basic

ones. Stanislaus State conducted a campus study of hunger and homelessness in 2010, which indicated that 43% of students had skipped a meal, and 81% were forced to decrease their purchase of food during the academic year for financial reasons. In response, ASI, in collaboration with University Student Union (USU), the Hunger Network, and the Master of Social Work program, established the [Warrior Food Pantry](#) in fall 2016.

Initiated with a significant seed gift of \$35,000, the California Faculty Association (CFA) established the CFA Campus Cares current-use fund and endowment. The [California Faculty Association Campus Cares Fund](#) is intended to alleviate and minimize financial stresses beyond food insecurities, such as homelessness or unexpected emergency expenses.

In addition to these resources, the University also provides [emergency temporary housing and meal assistance for students experiencing homelessness](#) while also helping to identify a long-term solution. To ensure necessary infrastructure is in place to effectively sustain these initiatives, the [Basic Needs Committee](#) was established fall 2017.

## GRADUATION AND BEYOND

The University offers step-by-step graduation application support for both undergraduate and graduate students via [Enrollment Services](#). To help



prepare students for the transition from college to career, the [Career and Professional Development Center](#) helps students in all majors make academic and career decisions, gain experience, and pursue employment or further education. To continue the engagement after graduation, the office of [Alumni Relations](#) facilitates a range of opportunities for alumni such as the Alumni Association, Alumni Council, and a variety of volunteer opportunities. The Alumni Association is a vehicle to engage, reminisce, and promote Stanislaus State accomplishments collectively. In 2017, the office of Alumni Relations distributed a survey to its alumni. Of the 584 respondents, 93% indicated it was a good or great decision to attend Stanislaus State, and 94% indicated that they promote the University to others ([Stan State Alumni Survey Results](#)).



## Communication

Ensuring that students receive critical information in a timely fashion and in the most effective format is important work in support of student success. To that end, the [GREAT Student Communication Workgroup](#) inventoried current methods of communication at Stanislaus State utilized for informing students about important matters, mapped out the timing of communications, and distributed a survey to students in spring 2018 to examine student communication preferences for receiving critical information. The workgroup analyzed the [results](#) and developed the [Stanislaus State Student Communications Plan](#) to centrally coordinate critical communications to large numbers of students using a variety of platforms based on the type of information (i.e., email; texting; social media – Instagram, Twitter, Facebook; the University’s mobile app; and the University’s single sign-on portal).

## Continuous Improvement in Student Success

In addition to direct assessment of student learning in academic and co-curricular programs discussed in essays 3 and 6, several examinations

of student performance have yielded insightful information, from which decisions about program implementation and resources were informed. Some examples include the following.

- Based on the 2016 [examination of the Program for Academic and Career Excellence \(PACE\)](#), it was revealed that students perceived the sense of “familia” the program cultivated and the sense of place it provided as important factors of their overall success. Specific to increased retention rates and GPAs, students in PACE were higher in both areas than comparison groups; this increase was attributed (as perceived by the students) to intensive advising, the physical space, and the activities coordinated by the peer mentors and the advisors. PACE participation did not elicit increased mean unit load (MUL). This emphasized the need for the University to develop intentional strategies if the institution intends to impact MUL and time-to-degree. To that end, in fall 2016, with Freshman Convocation, the University began its 15-to-Finish campaign, which then evolved into the Think 30-a-Year campaign, with intentional advising efforts that encourage students to maximize unit loads as circumstances allow. In the first year of the University’s efforts, the Freshmen MUL increased 0.9% in fall 2016 (from 13.16 units to 13.28 units) and 3.0% in spring 2017 (from 13.39 units to 13.79 units). Collectively, [the findings](#) from the PACE study led to the establishment of the reimagined [Academic Success Center](#), which is designed to be a hub for students and integrates the advising network across the University.
- The 2016 [Retaining Sophomores at Stanislaus State study](#) findings suggest students choose Stanislaus State because of the perceived benefits of relationships with individual faculty, the one-on-one advising, and the supports, programming, and activities that are available to students – all of which contribute to why students stay. The study also revealed threats to retention: family and financial obligations; length of time-to-degree beyond 4 years as a result of the inability to get needed courses; and not being advised to take, or



not realizing they need to take, 30 units per year. Informed by results of this study, the University has made intentional efforts to increase course offerings, with an 18% increase in course offerings in the winter 2017 schedule, from 51 sections in 2016 to 60 sections in 2017, a 2.7% increase in spring course offerings, from 2,264 sections in spring 2016 to 2,325 sections in spring 2017, and a 6% increase in summer course offerings, from 232 sections in summer 2016 to 246 in summer 2017. Even further expansion of the course schedule was achieved in 2017-18, as noted in the [Preliminary Graduation Rates and On-the-Cusp Outcomes 2017-18 report](#).

- Evidence based on an analysis of undeclared students at Stanislaus State ([appendix 5.3](#)) suggests that students who declare a major early in their educational career tend to persist at greater rates than those students who delay. In response to these findings, Stanislaus State applied for and received a \$50,000 grant from the CSU Commission on the Extended University to expand the [Designing Your Tomorrow Certificate Series](#), with a focus on undeclared students. The certificate program is designed to help guide students to choose a major that fits their career and life goals.
- Based on the 2017 analysis of the [first-year results](#) from the University's Graduation Initiative (GI) 2025 efforts and the intermediate outcomes and impacts observed, the following decisions were made for implementation of GI 2025 efforts in 2017-18: expand communication of the Think 30-a-Year campaign; expand the On-the-Cusp interventions to also include the Freshmen 6-Year and the Transfer 4-Year cohorts; continue training and expand implementation of the University's new advising tool, STAN Planner, which enables more accurate and coordinated advising among the network of staff and faculty advisors; continue intensive advising for On-the-Cusp students; continue building responsive and robust fall, winter, spring, and summer schedules as a result of coordinated advising and scheduling and the use of STAN Planner; continue to offer a Winter and Summer Session Tuition Fee Waiver Program, funded by UEE reserves, for the On-the-Cusp students; continue to facilitate early graduation evaluations for the On-the-Cusp students;

and begin tracking and monitoring the cohorts using the University's new dashboard developed by Institutional Research to assist in designing appropriate support programs and resources. GREAT is currently reviewing and discussing preliminary outcomes (final results will be available in October 2018) of the second year's efforts and refining next steps.

- As part of the 6-year grant-funded project that established CECE in 2010, a 2016 [study of graduate student graduation rates](#) examined, in part, the overall impact of CECE programming on graduate student success. The baseline data report, which reflected the 10 years prior to the implementation of CECE, demonstrated that the graduation rates were substantially improved beginning with the first cohort that was served by the Center and even higher among later cohorts served. Further, the median time-to-degree decreased for the cohorts served by CECE. Based on the impact of CECE on graduate student success, it was institutionalized at the conclusion of the grant. Additionally, Institutional Research considered the elements included in the baseline report when designing the new Graduate Student Dashboard to enable ongoing dynamic tracking of graduate students.

To help foster an ongoing and enhanced culture of using data to inform decisions, the institution is increasing and expanding opportunities, such as the [Data-Sharing and Assessment Showcase Event Series](#), for intentional broad data dissemination and discussion.

## Moving Forward

Stanislaus State's Institutional Research (IR) office developed during 2017-18 a new business intelligence system with several institutional dashboards (see example screenshot below) that enable increased precision and timeliness of student-level, program-level, and institutional-level data that are used to inform decision-making and planning. These dashboards allow for a variety of analyses, including the ability to filter for demographic and other variables, thereby allowing examination of disaggregated data. Professional development and training on the use of the dashboards began spring 2018 and is ongoing.

- WSCUC Dashboard – WSCUC provides absolute graduation rate data over time. The GREAT Steering Committee reviewed in spring 2018 Stanislaus State graduation rate data yielded from the WSCUC Dashboard. GREAT compared the data capabilities of the WSCUC Dashboard to the Stanislaus State Retention and Graduation Rates Dashboard, and it was determined that the University's Retention and Graduation Rates Dashboard provides more precision and dexterity.
- Retention and Graduation Rate Dashboard – enables tracking of graduation rates by cohorts and allows disaggregation by college, major, and student demographics. Cohort Tracking Dashboard – enables tracking of individual students through the academic career on variables, such as units earned, GE units completed, major units completed, and others.
- Student Success Programs Dashboard – enables tracking of students on variables of interest in relation to participation in specialized programs, such as HIPs and other programs intended to support/enhance student success.
- Graduate Student Dashboard – enables tracking of graduate students by graduate program (both stateside and University Extended Education) on variables of interest, such as units accumulated, retention, GPA, graduation, and others.
- Academic Unit Profile – serves as a decision-making support tool for the individual unit. The profile covers five major areas: Unit Overview, Student Enrollment Trends, Faculty, Degrees Conferred, and Effectiveness Ratios. It is continuously accessible to unit personnel for their use, so that the most current institutional data are readily available to programs at all times.

As a student-ready university, Stanislaus State holds high expectations for all its students while providing the supports to achieve those expectations. Several examinations of student performance have yielded insightful information, from which decisions about program implementation and resources were informed. As the University moves forward with increased data capabilities, it is well-positioned to appropriately promote and support student success.

## Undergraduates Retention Rate by Cohort





## ESSAY 6 – QUALITY ASSURANCE AND IMPROVEMENT: PROGRAM REVIEW; ASSESSMENT; USE OF DATA AND EVIDENCE

(CFRs 1.7, 2.4, 2.6, 2.7, 2.10, 4.1-4.7)

### Background of Quality Assurance at Stanislaus State

Stanislaus State is committed to broadly participatory, iterative, evidence-based continuous improvement through regular assessment, evaluation, and use of data to inform decisions. All units at Stanislaus State undergo [regular review](#): academic programs undergo Academic Program Review (APR); administrative and other units undergo Support Unit Review (SUR), with some units within Student Affairs implementing the Council for the Advancement of Standards (CAS) assessment for co-curricular programs; and all CSU-designated centers and institutes undergo a specialized Centers and Institutes Review (CIR) process if they are not included in a larger administrative unit SUR process. As emphasized in Principle 8 of the [Principles of Assessment of Student Learning](#), while assessment data will not be used to make comparisons between programs, departments, or colleges, assessment data are used for the facilitation of student, program, college, and university development.

Assessment infrastructure and processes have evolved in sophistication as the University has moved beyond compliance to a culture where assessment data are regularly discussed and used in meaningful ways. In spring 2016, the Office of Assessment facilitated the development of an application for the Excellence in Assessment (EIA) designation from the National Institute for Learning Outcomes Assessment (NILOA).

Based on the [EIA self-assessment](#) and [NILOA peer review](#), it was acknowledged that assessment infrastructure needed to be strengthened with a bridge between program-level review and institutional-level assessment, and additional infrastructure centrally and at the college level. Therefore, two components were added to the assessment infrastructure in 2016-17: the [Faculty Fellow for Assessment](#) and [College Assessment Faculty Learning Communities \(FLCs\)](#). The Faculty Fellow for Assessment is funded by the Office of the Provost, reports to the Associate Vice President for Academic Affairs, and facilitates analyses of data across programs and colleges. The College Assessment FLCs review program assessment summary data



and identify trends for college and institutional review and continuous improvement.

## Overview of Program Review

### ACADEMIC PROGRAM REVIEW

In accordance with [CSU Academic Program Review \(APR\) policy](#), [APR procedures](#) at Stanislaus State are provided for the review of undergraduate, graduate, and post-baccalaureate programs, the Honors Program, and GE. The APR process is facilitated in the Office of Assessment within the Office of the Provost. The primary goal of APR is to enhance the quality of academic programs. To achieve this purpose, the APR procedures encourage self-study and planning within programs and strengthen the connections between the strategic plans of the program, the college, and the University. In addition, the essential element of the APR is the identification and assessment of student learning outcomes as a key indicator of program effectiveness. Further, APRs provide information for curricular and budgetary planning decisions at each administrative level. The APR process involves: documenting academic quality and the extent to which students are achieving learning outcomes; demonstrating educational effectiveness by assessing student learning outcomes; identifying program strengths; and identifying ways of improving and enhancing the quality of a program through an implementation plan.

At the foundation of program quality assurance and the APR process is a [rigorous academic program curriculum review and approval process](#). When program and course proposals are developed by program faculty, they undergo thorough review at several levels (which vary depending on the proposal type), including department curriculum committees, college curriculum committees, college deans, GE Subcommittee or Graduate Council, and the AVP for Academic Affairs.

Program-level assessment begins at the course level. As part of the course proposal process, new and modified course proposals must include measurable course learning outcomes and a map of course learning outcomes aligned with established Program Learning Outcomes (PLOs). All course learning outcomes are reviewed by the Assessment Specialist, and feedback is provided,

as applicable, recognizing that faculty are the content experts and have the ultimate authority over curricular development.

To make expectations explicit and transparent to students, all course learning outcomes are posted in course syllabi, per the University's [Syllabus Requirements policy](#). [Resources](#) for developing syllabi are available on the Office of Assessment website. The University's [PLOs](#) page is updated during the annual Academic Catalog Review.

To support assessment at the program level, the University has resources for program faculty, including one-on-one support from the Faculty Fellow for Assessment and the Assessment Specialist, as well as a host of [materials](#) on the Office of Assessment website, which are useful in developing and implementing assessment plans.

In 2011-12, the [Annual Report process](#) was streamlined with the [Academic Program Review process](#) through the development of a [7-year continuous improvement cycle](#) that emerged out of a formal review of the APR process in 2009. [Annual reports](#), which include the elements required in the WSCUC Inventory of Educational Effectiveness Indicators, are submitted via Campus Labs followed by the corresponding dean's review. [Guiding criteria](#) for the development and review of Annual Reports are available on the Office of Assessment website.

Modifications to this process are applied to programs with specialized accreditation from external agencies. Accredited programs are not required to go through the Academic Program Review process; instead, programs submit a [self-study substitution](#). The self-study substitution is forwarded to the college dean and to the Offices of Accreditation and Assessment.

### ADMINISTRATIVE AND OTHER PROGRAM REVIEW

All administrative units are reviewed at least once every five years. [Support Unit Review](#) (SUR; facilitated by the Strategic Planning, Enrollment Management, and Innovation – SPEMI office), for administrative units, is designed to: provide administrators with comprehensive information concerning the effectiveness of their units; help determine if resources are being utilized effectively

and efficiently; and help determine if the unit is effectively supporting the mission of the University.

As a result of this three-phase process, the vice president or president and the unit administrator jointly approve a strategic implementation plan for agreed-upon actions and include unit goals and strategies for the next five years. The SUR policy was adopted in 2004, and the last cycle of SUR before a hiatus was 2010. During the period between 2010 and 2015, under different administration and amidst WASC special visits focused on other issues, SUR was not maintained. However, with the University's renewed commitment to all forms of program review, the process was reviewed in 2016, with a [refreshed schedule](#) established for units across the divisions. For any centers and institutes that are not incorporated into larger administrative units and their SUR reviews, CSU-designated centers and institutes undergo periodic 5-year [Centers and Institutes Review \(CIR\)](#), and submit annual reports between the periodic reviews.

## Review and Improvements of Program Review Processes

Stanislaus State is committed to program review, working with stakeholders to identify and implement a meaningful and sustainable process. Several sources provide feedback for the improvement of the program review processes, and some key positive improvements to program review processes are currently taking place.

### ACADEMIC PROGRAM REVIEW

A once common criticism of the APR process from faculty was that after the APR document would leave the College Curriculum Committee, it could take two or more years before the review sequence was completed. In response, the Provost's Office in 2017-18 made the commitment to uphold the approved APR timeline as a priority. Any revisions to the established assessment policies and procedures are developed and reviewed by the [Assessment of Student Learning Subcommittee](#) and then forwarded



through appropriate governance channels. The Provost's Advisory Council (PAC), comprised of the deans and AVPs within Academic Affairs, discusses the annual report and APR process annually (as of 2016) to generate feedback about the process, and shares with the Office of Assessment. The first year's feedback from PAC resulted in an increase in funding from the Provost's Office for external reviewers to help ensure that all programs can attract strong peer reviewers.

### ADMINISTRATIVE AND OTHER PROGRAM REVIEW

The SUR process was revised in 2008, was again reviewed in 2016, and subsequently was refreshed and connected to the division of SPEMI.

The decision was made to reinstate the SUR process, conduct a cycle, and reassess, making any further adjustments based on the 2007-08 evaluation and feedback from the 2017 cycle. SPEMI has developed a new website, which lays out the [SUR process](#) and establishes a schedule for review. Implementation plans developed by the units that underwent review are posted to the SUR website. During the refresh, results from the previous SUR process evaluation were considered to the extent possible, with some modifications made, intending to make the process more meaningful. Following the SUR refresh came a revival of the CIR process in 2018. The Offices of Academic Programs and Assessment worked with the Provost's Advisory Council in summer 2018 to establish an updated 5-year review timeline; the first revived cycle of CIRs will be conducted fall 2018. After a year's cycle, the process will be evaluated for meaningfulness, feasibility, sustainability, and effectiveness.

## Overview of Institutional-Level Assessment

### ACADEMIC INSTITUTIONAL-LEVEL ASSESSMENT

Program-level reviews and the annual reports that occur between periodic review provide the foundation of institutional-level assessment. To provide the infrastructure to bridge that gap between program review and college-level and institutional-level assessment, two key entities

were established: Faculty Fellow for Assessment and the College FLCs. These two entities have roles in the DRAFT GE Assessment Plan and the approved Graduate Education Assessment plan, effectively institutionalizing the roles and their place in the assessment infrastructure and process. Annual reports developed by the College Assessment FLCs and the Faculty Fellow for Assessment are posted on the [College Assessment FLC webpage](#).

Prior to these improvement efforts in response to the EIA review, as referenced in essay 3, in 2016, Stanislaus State adopted [Institutional Learning Goals](#) (ILGs) at both the undergraduate and graduate levels. These ILGs reflect the unique educational outcomes the Stanislaus State community believes all its graduates should and will possess at the time of graduation. The Baccalaureate Learning Goals (BLGs) reflect the GE Learning Goals, established in 2015, demonstrating the centrality of GE in the Stanislaus State undergraduate experience.

At the foundation of institutional-level assessment is program-level assessment; **figure 5** below shows the relationship between outcomes from the course level up through the University's mission. [Assessment Roles, Responsibilities, and Resources](#)

describes the infrastructure in place and articulates roles and responsibilities of each entity to support and sustain meaningful institutional-level assessment.

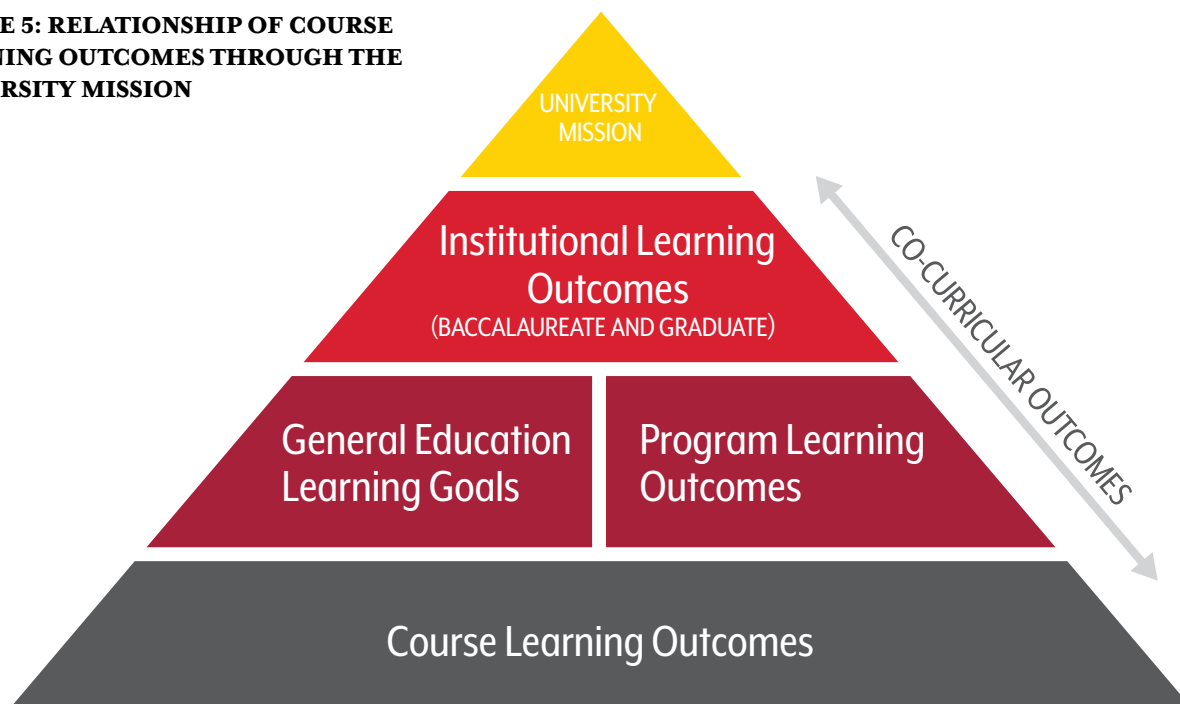
## OTHER INSTITUTIONAL-LEVEL ASSESSMENT

Other institutional-level assessment is conducted, such as the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE). These and other institutional-level data are shared broadly and discussed within the University community at venues, such as the Data-Sharing & Assessment Showcase Event Series, so that university-wide conversations can inform recommendations for decision-making.

## Review and Improvements of Institutional-Level Assessment Processes

With administration's commitment to program-level reviews, and closing the loop in particular, there is a direct path paved for decision-making based on program-level review for both academic programs and administrative units. Through

**FIGURE 5: RELATIONSHIP OF COURSE LEARNING OUTCOMES THROUGH THE UNIVERSITY MISSION**





the self-study process, program personnel and their supervising administrators engage in the development of meaningful implementation plans, with the capacity to connect resources to recommendations based on unit and institutional priorities and their alignment to the University's strategic plan. Moving forward, with the commitment to closing the loop in a timely fashion in accordance with the APR timeline, the aim is for programs to gain even more from the APR process, with senior administrative support for the implementation plan development and execution. [Ethnic Studies and Anthropology APRs](#), completed in 2018, are recent examples of meaningful loop-closing, resulting in impactful resource decisions supported by senior administration in connection to the program's implementation plan. With the refresh of the SUR process, examples of success have already emerged from this first year of reinvestment in the process. For example, the Office of the Provost, among the first to launch the refreshed SUR cycle, found the self-study to be incredibly informative, resulting in changes in administrative processes that improved communication and processes within the office as well as services to its constituents ([Office of the Provost SUR Implementation Plan](#)).

## Connection between Program- and Institutional-Level Assessment and Strategic Plan Progress and Budget Decisions

The University adopted its current strategic plan November 2017. Based on extensive consultation with stakeholders across the University, the strategic plan, with five overarching goals, was deliberately written as open and dynamic. The objectives were written with references, such as growing, increasing, developing, and/or maintaining, without identifying specific baselines, with the intent of academic year 2016-17 serving as the benchmark for each. Additionally, the strategies listed in the plan are provided as a starting point and should not be considered a comprehensive list. This approach to the development of the plan was the result of the multi-stakeholder, cross-divisional collaboration that involved an incredible amount of university community consultation, all of which contributed to the extraordinary approval results: it was unanimously approved by the Academic Senate without abstention on October 31, 2017, followed by approval by President Junn on November 28, 2017. The year-long process of development of the plan served more than producing the deliverable; it was a process that helped restore campus climate and trust among stakeholders.

Development of the strategic plan was the first stage. Then, in spring 2018, through consultation and collaboration with stakeholders within each



division, the Cabinet developed the [Strategic Plan Implementation Plan](#) for monitoring, reporting, and communicating strategic plan progress, as well as closing the loop for decision-making.

As an intermediate strategy while the Implementation Plan was being developed during spring 2018, the Cabinet members identified within their respective divisions what they had already begun to address in 2017-18 and reported progress to the University Strategic Planning Council (USPC) spring 2018 (see [2017-18 Division Annual Strategic Plan Tracking Reports](#)). Facilitated by the VP for SPEMI, the Cabinet members reviewed and analyzed the Division Annual Strategic Plan Tracking Reports, and created a composite [2017-18 University Annual Strategic Plan Progress Report](#). The 2017-18 University Annual Strategic Plan Progress Report was posted on the Strategic Planning website, and Cabinet members continued discussion of progress from the year within their respective divisions and identified division priorities for 2018-19.

## Division of Strategic Planning, Enrollment Management, and Innovation, and the Office of Institutional Research: Roles in Program- and Institutional-Level Assessment

President Junn began discussing and exploring the possibility of creating an office to support a vision for change, innovation, and university-wide transformation in 2016. Working with the Cabinet, she collaborated with university groups to create a new division that could advance the institution's capability for raising the bar for student success by utilizing data effectively. A new position for a Vice President for Strategic Planning, Enrollment Management, and Innovation (SPEMI) was created and filled to allow high level representation on the cabinet. Creating this new position not only underscores the President's commitment to supporting enrollment management and strategic

planning, but it also emphasizes the new division's role as one of harnessing institutional data and using analytical tools in making data actionable. Creating a data-rich University environment allows all programs to be effective and have greater impact as measured against their stated outcomes.

The distinctive configuration of the SPEMI division is unique in the 23-campus CSU system. The offices reporting to the Vice President for SPEMI are the following: Admissions and Records, Registrar, Financial Aid, Outreach, and Institutional Research.

One aspect of the new strategic plan adopted in fall 2017 is Goal 3, which states the University will boldly pursue innovation and creativity. Along

with the University community, President

Junn believes in the notion that stakeholders create their future together. Innovation often works best when it emerges from grassroots efforts and leadership is shared. Based on this view, the University launched an inaugural initiative called the Innovate, Design, Excel & Assess for Success (IDEAS) program in Spring of 2018 to promote inclusive innovation and growth. The goal of this program is to find local solutions for local problems. The program offers seed funding to pilot test innovation in individual units that promote the goals of the University's new strategic plan. Twenty proposals for innovative ideas were submitted for funding in spring 2018 and eight were selected for implementation.

Institutional Research (IR) serves the university community, both academic and administrative units, by providing accurate, relevant, and timely information in support of institutional effectiveness, decision making, and planning. IR provides analytical support in areas of program assessment and review, accreditation, and strategic planning, including the design and development of surveys, primary data collection, and the secondary analysis of data.

The infrastructure capacity built into IR enables improved sophistication, precision, and timeliness of program-level data accomplished through the





use of Microsoft Power BI for the development of Academic Unit Profile (AUP) – a dashboard that shows historical and comparative trend analyses regarding student enrollment, credit hours production, FTES, faculty hiring, and instructional costs. The Academic Unit Profile, launched spring 2018, is a decision-making support tool for the individual unit. The profile covers five major areas: Unit Overview, Student Enrollment Trends, Faculty, Degrees Conferred, and Effectiveness Ratios. AUP is continuously accessible to unit personnel for their use, so the most current institutional data are readily available to programs at all times. IR is available to deans, chairs, and program directors for training on the use of AUP. IR has also developed several other new dashboards, described in essay 5, which enable increased sophistication, precision, and timeliness of measurement of student success.

Additionally, university-level assessments, such as surveys are administered, collected, and maintained by IR. Regularly administered survey results are posted to the [Office of Institutional Research website](#). Assessment Planning resources and a description

of program review processes are provided on the Office of Assessment website. As part of the CSU system, Stanislaus State also links assessment methods and findings via the Voluntary System of Accountability (VSA). The VSA is updated annually by staff in the Office of Institutional Research and in the Office of Assessment.

Stanislaus State has well-established program-level review policies and procedures and is committed to engaging in continuous improvement through regular assessment, evaluation, and use of data to inform decisions. Assessment infrastructure has been bolstered by the Faculty Fellow for Assessment and the College Assessment FLCs, and timely and meaningful loop-closing for Academic Program Reviews has been reestablished with recent examples of clear connections between the APR program implementation plan and support from administration in resource decisions. Institutional-level assessment and use of data to inform decision-making are well underway through the innovative tools developed by SPEMI and IR to improve data extraction and analysis.







## ESSAY 7 – SUSTAINABILITY: FINANCIAL VIABILITY; PREPARING FOR THE CHANGING HIGHER EDUCATION ENVIRONMENT

(CFRs 1.7, 3.4, 3.7)

### Overview of the University's Financial Picture

Stanislaus State is positioned for financial stability and sustainability. Since 2012, the University increased its reserves by approximately \$9 million, from approximately \$16 million to \$25 million. With a base budget of \$116,689,374 in 2017-18, the University's strong footing is a result of several factors contributing to its overall financial picture.

- Being one of 23 campuses within the largest higher education system in the country provides a well-established funding model, which minimizes variability from one year to the next. This enables the institution to anticipate and plan for upcoming budget years with relative certainty. When a shortfall is experienced, and one-time funding cannot meet the shortfall, the University has adequate reserves to absorb the difference in any one given year.
- The University received an increase of approximately \$8 million in base funding in 2017-18, resulting from the following sources:
  - an increase of 79 FTES during the 2017-18 academic year, generating \$841,000 in additional funds;
  - an increase in student tuition fees, generating \$2,425,000; and
  - base funding for mandated benefits increases.
- Stanislaus State received \$5,436,127 in gifts in 2017-18, demonstrating a continual increase over the last two years (with \$3,773,462 received in 2016-17 and \$1,978,680 received in 2015-16). With \$9,209,589 **raised in the last two years**, the University's ranking in fundraising activity has moved up four spots, from 23rd to 19th, within the CSU system.
- The University has a projected net surplus increase in 2017-18 of \$1,351,298 in University Extended Education (UEE) revenue and has a healthy UEE reserve of \$8,288,982. UEE is an important component to the University's overall budget, as the revenue it generates enables the University to be responsive to immediate needs that have a connection to UEE, and be strategic in meeting priorities of the future.

- Stanislaus State was awarded \$6,064,934 in [sponsored programs funding](#) in 2017-18, which is commensurate with the University's 5-year annual average of \$6,200,000 and reflects a consistent commitment to seeking, as well as a successful track record of securing, extramural funding.
- Stanislaus State has established a robust annual budget call process that is inclusive and transparent.
- The University is implementing a new budget practice that empowers units by allowing them to retain carry-forward, which encourages and incentivizes sound planning and prudent spending.
- The University strategically reallocates one-time dollars to address one-time needs and priorities.
- The current administration has acknowledged a long-standing practice of carrying unfunded ongoing commitments with one-time dollars and is developing and implementing a 3-year plan, beginning 2018-19, to move unfunded ongoing commitments into the base budget.

## University Budget Model

Stanislaus State operates with a primarily decentralized budget model. Centrally, the University administers budgets associated with managing the entire institution, such as benefits, risk management costs, and capital programming costs for general maintenance. Other aspects of the budget, such as labor wages and operational expenses related to programmatic supplies and services, are decentralized and are managed by units within the divisions.

Stanislaus State has a robust annual budget call process for the allocation of new base budget funds ([figure 6](#)). Each division prioritizes items in connection to the University's strategic plan. Once divisions have identified their priorities, the [University Budget Advisory Committee](#) (UBAC) makes recommendations for the President's approval. UBAC advises the President on broad policy and priority issues related to the University's budget resources. UBAC reviews the University budget

within the context of the University's strategic plan and annual goals, considers specific budgetary issues as requested by the President, and organizes and holds open hearings to review the relationships among division budget requests, the University's strategic priorities, and the President's annual goals and/or priorities. UBAC holds public forums, soliciting feedback from the university community and seeks input from the [Faculty Budget Advisory Committee](#) (FBAC). This rigorous process ensures that the University is judicious in its allocation process, so funds go to the initiatives with the greatest impact, particularly prioritizing initiatives that support student success, and help address the unfunded ongoing commitments supported by one-time dollars.

An important aspect of the University's decentralized budget model includes the implementation of a new budget practice that empowers units through the practice of allowing them to retain carry-forward. This encourages and incentivizes sound planning and prudent spending among all University stakeholders.

Another important aspect of the University's budget practice is the development and implementation of a 3-year plan to move unfunded ongoing commitments into the base budget. The unfunded ongoing commitments are estimated to total \$3 million. The commitments are primarily connected to benefits and temporary faculty salaries, including instruction and reassigned time associated with professional development release time for new faculty hires. The 3-year plan entails first identifying and quantifying the underlying costs which have historically been funded using reserves or one-time dollars. Then, necessary steps will be taken to adjust the funding model to incorporate those costs into base over time. It is anticipated that this process will require approximately three budget cycles; this multi-year approach, beginning 2018-19, aims to minimize disruption in delivery of critical services, allowing for a strategic approach based on strategic plan priorities.

**FIGURE 6: BUDGET CALL PROCESS FOR NEW BASE BUDGET FUNDS**

## BUDGET CALL PROCESS FOR NEW BASE BUDGET FUNDS





## Budget Alignment with the University's Strategic Plan

With the mid-year approval (November 28, 2017) of the University's current strategic plan, the Vice Presidents were asked to identify within their respective divisions short-term priorities in alignment with the current strategic plan. This process was intended to enable the divisions to identify budget priorities and strategically determine allocations. Because the strategic plan is an 8-year plan, this initial short-term prioritization was the first step in working toward a budget process where the University is integrating the strategic plan into the annual budget call, with budget requests submitted to UBAC and requested items aligned specifically to goals and objectives within the strategic plan. This will enable the University to track dollars allocated to strategic goals and objectives, and a chart reflecting those allocations will be posted on the website annually for stakeholder access. The administration and university community, through established shared governance processes, will work together to outline how strategic priorities will be accomplished through 2025.

The University's current strategic plan has five goals: 1) be a student-ready university; 2) provide transformational learning experiences driven by faculty success; 3) boldly pursue innovation and creativity; 4) hone administrative efficacy through thoughtful stewardship of resources; and 5) forge and strengthen bonds with our communities rooted in a shared future. In the first year of operating under the current strategic plan, it is clear that budget allocations are directly aligned with the priorities of the University. The 2017-2018 Combined Funding Worksheet ([appendix 7](#)) displays the direct connection between the 2017-18 new base budget requests and allocations and corresponding strategic plan goals and objectives.

## Academic Affairs Budget

While all divisions serve to support and advance the University's mission and strategic plan, and all operate within the University's new budget model and process, the University's improvement in budget process has had an especially positive impact on Academic Affairs, and the multi-

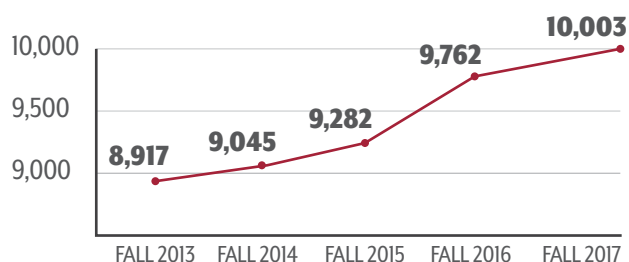
year plan to address the unfunded ongoing commitments supported by one-time dollars is particularly relevant to this division. The colleges are experiencing a less centralized budget under the University's new budget model, empowering the colleges to be more strategic in their planning and spending. [Academic Affairs Strategic Planning and Resources](#) is a description of the new budget model within Academic Affairs, the division's 3-year plan to help move the University's unfunded ongoing commitments into the base budget, and the connections between Academic Affairs' strategic plan priorities, progress, and resource allocation.

## Enrollment Management: An Important Factor in the University's Financial Picture

Enrollment (which has achieved steady growth over the last 4 years – [figure 7](#)) and capacity planning is addressed by the [Enrollment Management Committee](#).

**FIGURE 7: STUDENT ENROLLMENT GROWTH 2013-2017**

### STUDENT ENROLLMENT



The Enrollment Management Committee is charged with charting a course of balanced and sustained enrollment growth that is based on the following:

- Enrollment management that is aligned with the campus strategic plan, which includes the Stockton Center and Extended Education programs. Further, enrollment management will promote the institutional mission of providing student access and inclusion.
- A commitment to high-quality student learning, and high rates of retention and graduation.

- Maintaining high-quality academic programs and expanding new programs so the campus is responsive to the needs of the region.
- Promote the attainment of the Chancellor's Office (CO) goals and Graduation Initiative 2025 initiatives.

Given the commitment to the educational needs of the Stockton area, the University is responding by developing specific programs. With this program development, enrollment growth at the Stockton Center is anticipated ([appendix 5.I](#)).

## Additional Cornerstones of the University's Financial Stability, Viability, and Sustainability

The financial reports within the University's WSCUC Annual Reports demonstrate the strong financial position of Stanislaus State. In addition to a sound university budget model and strong enrollment management practices, there are other elements contributing to this solid financial foundation.

### FINANCIAL SERVICES PERSONNEL AND BUSINESS PRACTICES

Over the past two years, Stanislaus State has been refining position requirements within Financial Services to attract highly-qualified professionals to apply, encouraging all accountants and managers to hold Certified Public Accountant (CPA) designation and/or a master's degree. Additionally, professional development of current employees has been strongly encouraged and supported, including release time to pursue CPA designation, master's degrees, and other relevant designations, such as Certified Financial Research Administrator (CFRA). Evidence of the professionalism of the personnel and practices of Financial Services at Stanislaus State is epitomized by the University's performance in the CSU system's evaluation of its 23 campuses' year-end closing process. For the last two years, Stanislaus State has been ranked as one of the top five performers in the system, placing the University on the cover of the CSU audited annual financial statements ([2015](#), [2016](#)).

### CAMPUS MASTER PLANNING

Campus master planning is guided by the coordinated work of four key entities: Campus

Master Plan Committee, Academic Affairs Space Committee, Committee for Sustainable Futures, and Capital Planning & Finance. Members from each entity include representation across divisions, ensuring critical functions and perspectives are considered in recommendations.

The role of the [Campus Master Plan Committee](#) (CMPC) is to ensure the President receives all relevant advice before making major and minor capital planning decisions, including the campus' long-range plan for physical development. Specifically, the Committee provides input on the following: university facilities master plan; university five-year major capital/infrastructure improvement plan; campus planning and design standards; campus tenant improvement projects; building renovation and construction plans (schematic level); alteration of the campus grounds (schematic level); and other areas of study as designated by the president.

The [Academic Space Planning Committee](#) (ASPC) was developed to efficiently manage academic space to benefit students, faculty, and research by using the latest technology for accuracy and judicious instructional space utilization. The ASPC reviews the utilization of classrooms and laboratory space with the objective of ensuring that space needs are fully met for the University's academic programs. When decisions affect other campus constituencies, ASPC recommendations are forwarded to the CMPC for review and recommendation to the president.

The [Committee for Sustainable Futures](#) (CSF) serves in an advisory capacity to all campus departments, colleges, and other entities to advance environmental, social, and economic sustainability at the University ([CSF 2017-2018 Annual Report](#)). The CSF, reporting to the VP for Business and Finance, provides leadership in identifying mechanisms to integrate sustainability concepts into all core functions of the University, with six specific focus areas: sustainability and environmental issues in the curriculum; institutional sustainability (e.g., energy, water use, waste); educational events for the campus community and general public; research and scholarship-advancing collaboration among faculty; partnerships with local and regional organizations; and long-term planning for sustainability efforts on campus.

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[Capital Planning & Finance](#) is charged with the following responsibilities: coordinate campus capital facility planning, department fiscal resources, and management of the Customer Service Center; maintenance of the Campus Physical Master Plan, a guide for the physical development of the campus designed to accommodate projected enrollment and educational programs consistent with the academic Master Plan; development of the Five-Year Capital Improvement Program, projected capital improvement needs, by project, for five years beyond the period covered by the latest Governor's budget each year; and maintenance of the campus Space and Facilities database. The decision to develop, place, and prioritize projects in the Five-Year Capital Improvement Program is ultimately made by the president.

## Commitment to Assessment and Program Review, with Connections to Institutional-Level Assessment and Decision-Making

As extensively described in essay 6, Stanislaus State is committed to evidence-based continuous improvement through regular assessment, evaluation, and use of data to inform decisions. The University's centrally allocated personnel for academic assessment [infrastructure](#) (totaling more than \$500,000) is dedicated to the support of curricular and co-curricular assessment.

## Stanislaus State Values Accreditation

Several programs at Stanislaus State have achieved and maintained accreditation by professional accrediting bodies, including Art, Business Administration, Teacher Education, Genetic Counseling, Music, Nursing, Public Administration, Social Work, and Theatre. These programs value the process, both the self-examination as well as the peer review, and the University dedicates resources to help ensure individual programs are successful in sustaining the activities necessary to maintain standards of accreditation. Within colleges and departments, resources are allocated to support efforts required to maintain standards of accreditation. For example, the College of Business Administration has a full-time accreditation

specialist to coordinate ongoing activities, and faculty receive professional development funds to support their involvement in annual assessment activities. Within the College of Education, Kinesiology, and Social Work, for the educator preparation programs, 40% of a staff member's FTE workload is dedicated to assessment and accreditation maintenance, along with reassigned time and winter and summer compensation for faculty to facilitate assessment and accreditation activities. In addition to academic programs, administrative units at Stanislaus State have sought and maintained external accreditation, including the Student Health Center, the laboratory within the Student Health Center, and Athletics. The University dedicates resources to help ensure individual programs are successful in sustaining the activities necessary to maintain their [specialized accreditation](#).

## A Focus on Educational Effectiveness

Stanislaus State describes student success as much more than graduation rates but acknowledges timely graduation as an ultimate outcome. To that end, Stanislaus State is proud of [successes](#) from the first two years of its efforts to meet Graduation Initiative (GI) 2025 Goals, having improved graduation rates. Continued success is ensured through the ongoing use of well-established academic and co-curricular program review, and the ongoing efforts of university-wide committees, such as the Graduation Rate Excellence and Assessment Team (GREAT) and the Enrollment Management Committee, dedicated to examining and supporting student success outcomes.

## Stanislaus State: A Learning Organization

Stanislaus State embraces self-examination and welcomes external review, focusing on data to inform that examination. This is evidenced by the University's commitment to all its units undergoing regular periodic review. This practice represents Stanislaus State's standard of inclusive excellence, holding everyone in the Stanislaus State community to high standards of excellence, while providing the support to achieve it. Regardless of demographics (e.g., entry as a freshman, entry as a transfer, Pell, URM, or first-generation status), every student is



held to high standards and has access to the [supports](#) to help meet those standards of excellence. Staff have access to a variety of professional development opportunities, through the array of online trainings available through the University's subscription to Lynda.com and the University's learning management system, Skillport (which is being upgraded to CSU Learn/Sum Total in October 2018). Staff also have the opportunity to participate in the [Academic Resources Conference](#), a collaborative effort of the CSU professional staff, as well as a thriving [Staff Council](#) that provides networking opportunities and creates opportunities to recognize the excellence that staff contribute to the University community. Faculty also have access to the online programming provided by Skillport and Lynda.com, as well as access to the [Faculty Center for Excellence in Teaching and Learning](#) (FCETL), which offers a variety of programming in support of effective pedagogy, including a two-day New Faculty Orientation. [Learning Services](#) provides faculty with access, training, and technical support for teaching and learning technologies. Further, faculty serve as chairs and members of systemwide committees, availing opportunities for networking and sharing best practices. Administrators, in addition to access to all the available online programming, also attend quarterly Administrative Council meetings at the university, and administrators in particular positions attend regular meetings at the CO with their 22-campus counterparts and the corresponding CO personnel. Some administrators also chair and serve on systemwide committees, availing opportunities for systemwide networking to share best practices and other useful information. Staff, faculty, and administrators can utilize the Faculty/Staff Training Lab located in the Mary Stuart Rogers Educational Services Gateway Building for training-related activities.

## Adapting to the Changing Higher Education Environment and Meeting the Needs of the Region

The University has developed a comprehensive, compelling, and ambitious strategic plan. The University is confident that the momentum already gained will continue in full force as it is implemented. Important to note, gains do

not happen without intention—it takes focused leadership and engaged collaborative teamwork to increase student success. It requires awareness of and responsiveness to the students and the region that the University serves. Being responsive to students and the region requires dexterity, adapting to a changing higher education environment.

An important adaptation infused throughout the University's new strategic plan is a focus on technology. Technology is like oxygen for universities – it is required for almost everything done at the institution, whether it be communication, budget management, data analytics, human resource processes, or teaching and learning. In response, Stanislaus State is improving technology and corresponding support. Forty classrooms have been enhanced by technological upgrades since the end of the spring 2017 semester, including 33 at the Turlock campus and 7 at the Stockton Center, with additional upgrades continuing in 2018-19. Beyond standard upgrades, the University is installing [technology-enhanced active learning classrooms](#) (TEALCs), which include additional features, such as monitors around the room for small group collaboration, wireless collaboration devices to allow students to share content with each other, and furniture that can be easily moved into creative grouping formations to foster collaboration among the students with integration of technology workstations. Two TEALCs have been installed, with potential for additional TEALCs as academic space and needs continue to be assessed and discussed among stakeholders. With this new technology comes additional support, notably a new Academic Technology Director.

Along with technological adaptations to better meet student needs, the University is also keeping a focus on meeting the needs of its service region. Building upon partnerships with regional community colleges, a formal memorandum of understanding with San Joaquin Delta College was executed summer 2018 that will enable Delta College students to earn a bachelor's degree from Stanislaus State at the Stockton Center without having to travel to the Turlock campus. The agreement, Warriors on the Way (WOW), includes a guaranteed sequence of upper division courses that transfer students can

complete in two years in the Stockton Center's three most popular majors: Business Administration, Psychology, and Liberal Studies. The agreement gives students from Stockton and surrounding communities unprecedented access to public higher education close to home. The University is also moving forward with plans to expand the WOW program to the other three community colleges in the University's six-county service region: Modesto Junior College, Merced College, and Columbia College.

Stanislaus State is also meeting regional needs through responsive academic programming. Two recent examples include: the development of the new Family Nurse Practitioner concentration in the Master of Science in Nursing program, meeting critical health care needs of the Central Valley of California; and the development of a 4-year teacher credential program, designed to enable students to complete both a BA in Liberal Studies and a teaching

credential in 4 years (rather than the usual 5 years), addressing the urgent need for qualified and well-trained teachers in the area and the teacher shortage in the state.

As a result of increased revenue from a variety of sources, responsible fiscal management, and an open and transparent budget call process that is closely connected to strategic priorities, the University has solid financial footing. This strong position enables the University to maintain a focus on promoting and supporting student success while adapting to the ever-changing higher education environment and the region in which it serves. Since its last reaffirmation of accreditation, the University community has experienced restored trust between Academic Senate, the General Faculty, and administration; trust has not only been restored under the new leadership, but it is thriving. This climate of trust has allowed the campus to focus on many important initiatives.







## ESSAY 8 - A FUTURE SO BRIGHT, SUNGLASSES ARE REQUIRED

Through intentional opportunities for engagement, Stanislaus State has cultivated a collegiate experience unique to its service region, with a reputation for excellence noted across the nation. Organizational changes have allowed the University to prioritize many important aspects that needed attention, chief among them a revitalized strategic plan, which served as the foundation for many positive changes over the past two years. The unanimous approval of the strategic plan was a milestone for the University. The accompanying Strategic Plan Implementation Plan's focus on monitoring, reporting, and communicating strategic plan progress, as well as closing the loop for decision-making, enables the institution to make informed decisions through data. Meaningful program review has been a focus; for example, the Academic Program Review process has been maintained, now with revitalized timely and meaningful loop-closing, with clear connections between the program's assessment findings, its implementation plan, and corresponding resource decisions supported at the dean and provost levels. The University has made data-driven decision-making a top priority, and it is reflected in the ways data are being disseminated to and discussed amongst stakeholders.

The strategic plan development process led to engaging conversations regarding issues of diversity and inclusion, the Mission, Vision, and Values statements, and the University's commitment to student success. Moving forward with the University's newly articulated definition of student success, the conversations surrounding its students and the positive environment created for them will not cease. Relatedly, the University continues to increase its responsiveness to issues of diversity and inclusion and continues its work to refine, review, and approve its DRAFT Diversity and Inclusion Action Plan.

At Stanislaus State, students are empowered to complete their degree at a pace that is suitable for their individual situations. The University agrees that faster degree attainment should never come at the cost of the meaning, quality, and integrity of its degrees. That said, Stanislaus State has implemented tools and strategies to help students achieve their degrees in a timely fashion, such as: 2-Year and 4-Year Roadmaps; My Academic Pathway (MAP) tools in conjunction with mandatory GE and major advising; and removal of barriers to student progress through strategies such as improved student communication, supported GE courses, and modification of disenrollment practices. At the foundation of the University's educational



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scaffolding are the Baccalaureate Learning Goals, Graduate Learning Goals, GE Goals, and Program Learning Outcomes which are clearly articulated and aligned, creating coherence and meaning of the degrees. In addition to the institutional-level goals, Stanislaus State has made a commitment to the careful assessment of the core competencies, with the Core Competencies Faculty Learning Communities developing and sharing resources with faculty for the integration and assessment of core competencies.

Qualified faculty establish high expectations for students, and the University provides the supports necessary for students to meet those expectations; it

also provides the structures and processes to ensure that quality and integrity of degrees are upheld. Faculty, too, are empowered with infrastructure to support, promote, and recognize faculty in teaching, research, scholarship, creative activity, and service.

Stanislaus State is confident that it will not only help students transform their lives, but in partnership with the community, help to positively shape the Central Valley region. With the future so bright, when students say they graduated from or currently attend Stanislaus State, instead of saying “Where?”, people will say “Wow!”



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## Glossary of Acronyms

AA: Academic Affairs	IEEI: Inventory of Educational Effectiveness Indicators
AAC&U: Association of American Colleges and Universities	ILGs: Institutional Learning Goals
ABGC: American Board of Genetic Counseling	IR: Institutional Research
ACRL: Association of College and Research Libraries	ITL: Institute for Teaching and Learning
APR: Academic Program Review	MAP: My Academic Pathway
ASC: Academic Success Center	MOU: Memorandum of Understanding
ASPC: Academic Space Planning Committee	MUL: Mean Unit Load
ASI: Associated Students, Inc.	NCLEX: National Council Licensure Examination
ASL: Assessment of Student Learning	NILOA: National Institute for Learning Outcomes Assessment
AUP: Academic Unit Profile	NSSE: National Survey of Student Engagement
BLGs: Baccalaureate Learning Goals	OCFLC: Oral Competency Faculty Learning Community
C-GEAC: CECE Graduate Education Assessment Consortium	OSL: Office of Service Learning
CAE: Council for Aid for Education	PAC: Provost's Advisory Council
CAPS: Creative and Analytical Problem Solving	PACE: Program for Academic and Career Excellence
CAS: Council for the Advancement of Standards in Higher Education	PCDI: President's Commission on Diversity and Inclusion
CBEST: California Basic Education Skills Test	PLOs: Program Learning Outcomes
CEGE: Center for Excellence in Graduate Education	PPOHA: Promoting Postbaccalaureate Opportunities for Hispanic Americans
CFA: California Faculty Association	RPT: Retention, Promotion and Tenure
CIPSP: Committee to Implement and Prioritize the Strategic Plan	RSCA: Research, Scholarship and Creative Activity
CIR: Centers and Institutes Review	SAGE: Graduate Council's ad hoc Subcommittee for the Assessment of Graduate Education
CLA+: Collegiate Learning Assessment	SEC: Senate Executive Committee
CMPC: Campus Master Plan Committee	SERSCA: Student Engagement in Research, Scholarship, and Creative Activity
CO: Chancellor's Office	SLOs: Student Learning Outcomes
CSA: Community Supported Agriculture	SPEMI: Strategic Planning Enrollment Management and Innovation
CSF: Committee for Sustainable Futures	SUR: Support Unit Review
CSWE: Council on Social Work Education	TEALC: Technology-Enhanced Active Learning Classroom
CSU: California State University	TRPC: Trust Restoration Planning Committee
EER: Educational Effectiveness Review	UBAC: University Budget Advisory Committee
EIA: Excellence in Assessment	UEE: University Extended Education
EO: Executive Order	UEPC: University Educational Policies Committees
EOP: Educational Opportunity Program	URM: Underrepresented Minorities
ESRP: Endangered Species Recovery Program	USU: University Student Union
FA: Faculty Affairs	USPC: University Strategic Planning Council
FBAC: Faculty Budget Advisory Committee	VALUE: Valid Assessment of Learning in Undergraduate Education
FCETL: Faculty Center for Excellence in Teaching and Learning	VSA: Voluntary System of Accountability
FLC: Faculty Learning Community	WSCUC: WASC Senior College and University Commission
FSSE: Faculty Survey of Student Engagement	WOW: Warriors on the Way
FTE: Full-time Equivalent	
FTES: Full-time Equivalent Student	
GE: General Education	
GI: Graduation Initiative	
GIS: Geographic Information Systems	
GLGs: Graduate Learning Goals	
GREAT: Graduation Rate Excellence and Assessment Team	
HIP(s): High Impact Practice(s)	
HSI: Hispanic-Serving Institution	

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## Acknowledgments

The Institutional Report was written under the direction of the WASC Steering Committee which led four Essay Workgroups comprised of stalwart faculty, staff, students, and administrators. Their service to the institution and effort throughout the self-review process is greatly appreciated.

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In addition to the solid work of the Steering Committee, **Sarah Schraeder**, Curriculum Specialist in the Office of the Provost, and **Rachel Grimshaw**, Coordinator of the Writing Proficiency Screening Test and English Lecturer, served as careful editors. **Steve Caballero** is recognized for his creative inspiration and report design.

Finally, the Stanislaus State community is recognized for engaging in an intensive 2-year process of self-study. Hundreds of University stakeholders participated directly in various dimensions of the institutional self-study and provided content for and/or feedback about this institutional report. It exemplifies Stanislaus State's reaffirmation of accreditation slogan, *Shared Stories, Continued Success....*