

California State University, Stanislaus
2007/2008
SUPPORT UNIT REVIEW - PHASE 3
COLLEGE OF HUMAN AND HEALTH SCIENCES

EXECUTIVE SUMMARY

Self-Study and External Review

1) Annual reports and self study

a) Evaluation process

An internal review team consisted of the Dean, College Staff, and Department Chairs. A number of questions were formulated and a survey was sent to a total of 125 CHHS faculty, staff, and students. Thirty-five (28%) of the surveys were returned completed.

An external review team comprised of one chair, one faculty member from the college, one staff from an office outside the college, one student from the college, and the College Analyst conducted a series of interviews, reviewed the survey results, discussed findings, and collaborated on a report.

b) Divergence between self study and review team findings

The internal review team focused largely on collecting data to be used by the external review team. This included the creation of the survey and survey data. The external review team analyzed the data, conducted interviews and came to conclusions about the effectiveness of the CHHS support unit.

2) Mid-year and annual budget reports

Budget and resource allocation were the main areas of concern by the External Review Team.

○ **Assessment of resource allocation and effectiveness**

It was concluded that there is not adequate budget support in a number of areas. This includes:

- Inadequate support for faculty assigned time to devote to RSCA.
- Inadequate support for faculty travel.
- Inadequate support for pursuit of doctorates where appropriate
- Inadequate budget to increase salaries to hire faculty with specific professional expertise (e.g., Nursing, Counseling).
- Inadequate support for staffing, including re-classification and time increases to support growth in programs.
- Need for additional training by chairs and staff.
- Inadequate space for expanding programs.

○ **Adequacy of resources allocated to perform mandated functions**

The budget was seen as inadequate to provide sufficient faculty and staff for existing and expanding programs. The college has relied too heavily on one-time funds, such as salary savings from retirements and late-starting new faculty to fund basic positions and courses. This creates a long-term problem of adequately funding programs. Compared to the rest of the campus, the college departments have more programmatic commitments than most to majors and graduate program students, and a relatively small general education share. The

result is that it is imperative that programmatic courses be offered. Reliance on one-time monies for faculty and staff seems unwise, and the College should be supported with better permanent resource allocations.

3) Effectiveness of the unit in supporting the mission of the university

○ **Mission, goals, and values**

As a new college, CHHS has developed a common sense of mission, values, and goals. This development has provided a common ground for collaborative work across the departments.

In its second year of existence, CHHS has created structures and processes for effectively meeting its mission. They include the following:

- A provisional College Constitution that establishes the formal structure of the College and identifies the important processes of each.
- A College Executive Committee consisting of department chairs, the Child Development Program Coordinators, Curriculum Committee Chair, and the dean that establishes chairs as the key communication links between the departments and the dean. The Executive Committee has a key role in determining college policies, priorities, and budget allocations.
- A Curriculum Committee responsible for recommending improvements to and approval of academic program issues.
- An atmosphere of accessibility and supportiveness within the CHHS.
- Publication of a semi-annual newsletter to highlight the College's activities and to make it more identifiable to the campus, alumni, and the community.

The overall effect of the college activity has been to support the University's mission of creating an environment that facilitates undergraduate and graduate and professional and pre-professional programs for the diverse community. It does so with limited resources and with high standards.

○ **Processes and assessment**

The unit measures its effectiveness through:

- Seven-year departmental Academic Program Reviews
- National Accreditation (Nursing, Social Work, Behavior Analysis)
- Management Performance Reviews
- Staff performance evaluations
- Student surveys