



CALIFORNIA STATE UNIVERSITY, STANISLAUS

PATHWAYS TO LEARNING

INSTITUTIONAL SELF-STUDY FOR REACCREDITATION

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE UNIVERSITY
STANISLAUS



CSU
STANISLAUS

INSTITUTIONAL SELF-STUDY
FOR REACCREDITATION

1998

SUMMARY DATA FORM

July 31, 1998

INSTITUTION: California State University, Stanislaus

PRESIDENT/CEO: Marvalene Hughes

1. YEAR FOUNDED: 1957
2. SPONSORSHIP AND CONTROL: Public
3. DEGREE LEVELS OFFERED: Masters and Bachelors
4. CALENDAR PLAN: 4-1-4
5. CURRENT ENROLLMENT:

	Headcount	FTE
A. Undergraduate	4,886	3,822.67
B. Graduate	1,327	679.87
C. Non-degree	0	0
TOTAL	6,213	4,502.54

6. CURRENT FACULTY:

Headcount: Full-time: 213 Part-time: 51
Ratio: FTE Student/FTE Faculty: 18:1

7. FINANCES:

- A. Annual Tuition Rate:
Undergraduate: \$854.50 full-time \$539.50 part-time Graduate: Same
- B. Total Annual Operating Budget: \$48,823,986.00
- C. % from tuition and fees: 20.3%
- D. Operating deficit(s) for past 3 years:
1997 = 0
1996 = 0
1995 = 0
- E. Current Accumulated Deficit: 0

8. GOVERNING BOARD:

- A. Size: 24
- B. Meetings a year: 10

9. OFF-CAMPUS LOCATIONS:

- A. Number: 1
- B. Total Enrollment: 923

10. LIBRARY

- A. Number of Volumes: 308,079
- B. Number of Periodical Subscriptions: 2,067

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PREFACE

This self-study was prepared by representatives from the faculty, administration, staff, and students of California State University, Stanislaus under the supervision of a campus self-study steering committee. This self-study is part of the process of reaccreditation by the Western Association of Schools and Colleges (WASC). The primary audience for this report is the campus community and the members of the WASC visiting team, which is scheduled to visit the campus in October 1998.

In consultation with the staff of the Western Association of Schools and Colleges dating back to 1996, leaders of the WASC Steering Committee of CSU Stanislaus chose to conduct a non-traditional self-study combining the framework of the nine WASC Standards with a focused, critical inquiry into our strengths and weaknesses as a “learning-centered institution.” This self-study has both complemented and been informed by simultaneous system-wide and campus-wide strategic planning processes initiated in 1996.

In contrast to past years, this report goes beyond the purely “compliance” mode that provides an inventory of resources and programs. Under the guidance of the WASC director, Ralph Wolff, and associate directors, John Mason and Judie Wexler, we have opted to prepare a series of critical essays that focus on how we evaluate ourselves as a learning-centered university, and, subsequently, what steps would have to be taken if we made a commitment to being more learning-centered on an institutional level. We hope thus to provide the required accountability, but beyond that, to help our campus produce a meaningful self-evaluation and a valuable institutional document that will help campus leadership in its ongoing efforts to establish a cycle of strategic planning, action, analysis, and reassessment—especially as they relate to student learning and institutional improvement.

We welcome the members of the visiting team as colleagues in an assessment of this inquiry, and invite them to help us to evaluate our processes, our goals, our plans, and our progress and to suggest some strategies for achieving our goals.

This report is divided into twenty-two sections. The Introduction presents an overview of CSU Stanislaus, an outline of our self-study process, and a description of the assessment activities that informed this study. The body of the report is organized according to the WASC standards—Standard 1 (Institutional Integrity) through Standard 9 (Financial Resources). Standard 4 (Educational Programs)

is the academic heart of the document and is subdivided into nine sections. Section 4-A provides an introduction and general overview of academic programs; Sections 4-B through 4-J address specific areas and issues in academic affairs. We have chosen to combine standards 4-H and 4-I, which are closely related and part of the same administrative area. The drafts for the standards were prepared by a total of eighteen “work groups,” each made up of six-to-ten persons.

Standard 9 is followed by an integrated chapter that summarizes the findings and recommendations of the self-study and addresses the “learning-centered” questions and guidelines that initiated the inquiry. In the “Epilogue” we evaluate the effect that the self-study process has had on our campus and outline our future direction. Also in the epilogue—in keeping with the inquiry/questioning theme of the self-study—we submit a list of questions that might help guide our colleagues on the site visit team.

Work group members and exhibits are listed at the end of each standard. The exhibits, organized by standards, will be available to the WASC team members in their campus headquarters during their visit. Since this self-study is theme-based rather than compliance-based, the traditional “compliance chapter” is not part of the self-study document itself but is a separate document, included in the portfolio sent to the WASC visiting team, and available as an exhibit. That document, “WASC 1990 Recommendations,” addresses the specific issues that were raised during the last WASC self-study and team visit in 1990 and describes the measures taken to address those topics over the last eight years; most of that information has been integrated into this self-study.

The style and tone varies among the various standards. The “voice” of each of the eighteen work groups has been preserved to reflect the broad-based participation in the preparation of this report. The content of each standard has been organized into two sections: “Description and Analysis” and “Conclusions, Plans, and Recommendations.” The three exceptions to this organizational framework are the Introduction, the Summary (“Integrative”) chapter, and the Epilogue, which were prepared by the Document Preparation Group of the Steering Committee.

In all, over one-hundred work group members as well as many others across our campus community contributed to this report. We gratefully acknowledge their valuable time, energy, and perspectives to this self-study.

SELF-STUDY DOCUMENT PREPARATION GROUP

Harriet Blodgett	Professor, Department of English, Copy Editor
Connie Bratten	Administrative Assistant, Academic Resources
Shirley Butler	Research and Editing Assistant for WASC Self-Study
Mary Cullinan	Dean of the College of Arts, Letters, and Sciences
Diana Mayer Demetrulias	Associate Vice President for Academic Affairs, and WASC Accreditation Liaison Officer
Vicki Eden	Graphic Artist, University Communications
Jeanne Elliott	Coordinator, Office of Academic Programs
Hobart Hamilton	Professor, Department of Chemistry
Stephen Stryker	Professor, Department of English, Self-Study Faculty Coordinator
James Tuedio	Professor, Department of Philosophy, Speaker of the Academic Senate, 1996-97 and 1998-99

INTRODUCTION

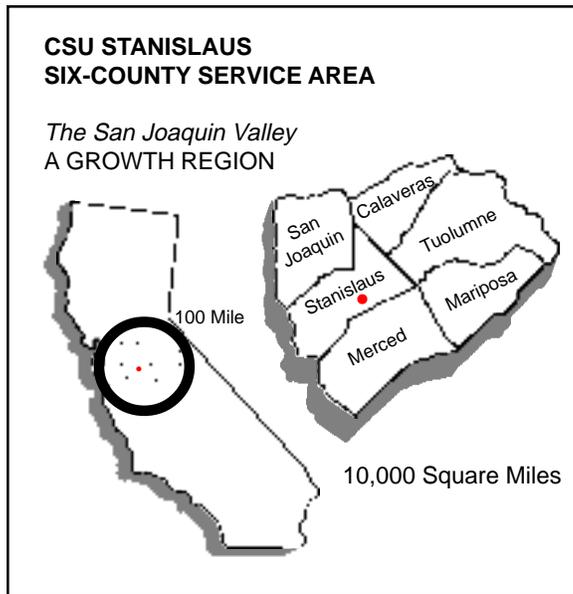
OVERVIEW OF CALIFORNIA STATE UNIVERSITY, STANISLAUS

CSU Stanislaus was established in 1957 as the fifteenth campus of the California State University system. Under the California Master Plan for Higher Education, the CSU's mandate is to serve the top one-third of California's high school graduates, focusing primarily on undergraduate education and the preparation of teachers. In 1998 the CSU system consists of twenty-three campuses, enrolling over 336,000 students, taught by over 17,000 faculty. The CSU offers more than 1,500 bachelor's and master's degree programs in some two hundred subject areas.

The majority of current students are residents of the surrounding six counties, with Stanislaus County

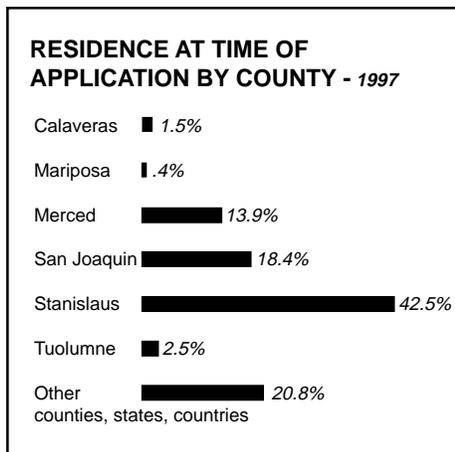
representing 43% of enrollments, the other five counties 37%, and counties outside the region 21% (1997).

In 1974 an off-campus regional center was opened in the city of Stockton (40 miles to the north), and since the mid-1980s an Instructional Television Network has beamed classes to sites located around the region. With the advent of distance learning, the opening in 1998 of the Multi-Campus Regional Center in Stockton, the continuing increase in the number of students from outside of the region, and the



CSU Stanislaus historically has served an area of over 10,000 square miles that encompasses three counties of the San Joaquin Valley and three counties of the Central foothills—one of the fastest growing regions of California. With a current population of over one million, the region is becoming one of the most ethnically diverse in California, recently adding communities of Hmong, Punjabi, and Khmer speakers to already well-established communities of, among others, Spanish, Basque, Portuguese, and Assyrian speakers. The rate of diversity is accelerating. Between 1990 and 1997, 28% of the 51,000 people who moved into Stanislaus County were immigrants. Of the 61,000 who moved to San Joaquin County, 35% were immigrants, and in Merced County, 61% of the 17,000 new residents were immigrants.

erosion of geographically-defined service areas within the CSU system, Stanislaus has become less and less restricted to a specific regional area.

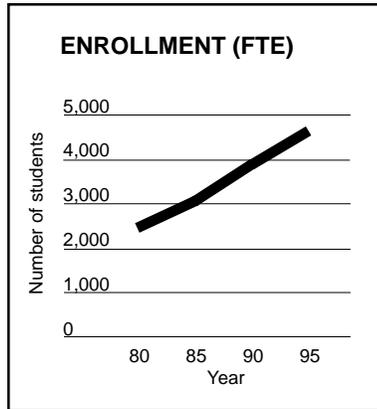


While the enrollment in the CSU system actually decreased from 1990 to 1995 by about 12%, enrollment at CSU Stanislaus increased during that same period by the same percentage. Stanislaus achieved enrollment growth targets in each of the last five years; the growth of 11.7% in full-time enrollment between 1993 and 1997 was the highest among the 19 established campuses in the CSU system. Total enrollment on the main campus in Fall 1997 was 5,290 and at the Stockton center, 923, totaling 6,213 headcount

and a full time equivalent (FTE) of 4,503 students. Overall, the growth rate of CSU Stanislaus has been steady and consistent over the last two decades, with the FTES nearly doubling since 1980.

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A profile of our student body in Fall 1997 indicates 64% women and 36% male, 67% full-time and 33% part-time students; undergraduates represent 79% of enrollment and



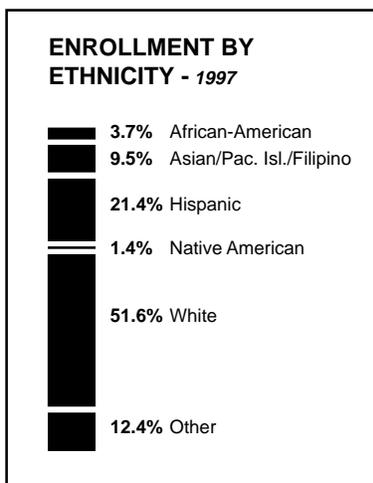
graduates 21%. Over 50% of our post-baccalaureate students are in K-12 teacher credential programs. Upper division students (juniors and seniors) represent about 54% of the student body, reflecting the large number of students that transfer from community colleges,

and lower division students represent about 25%—numbers that reflect the centrality of undergraduate education. One of the salient characteristics of CSU Stanislaus is the relatively high average age of students—28 years—with 31% of the students over 30, compared to the CSU average of 24.6.

The ethnic makeup of the student body has changed over the decades. The number of Caucasian students decreased from 71.6% in 1980, to 65.7% in 1990, and again to 51.5% in 1997. Aggressive recruiting efforts and expanding financial aid programs have made CSU Stanislaus increasingly accessible to students from diverse ethnic groups, many of whom are the first in

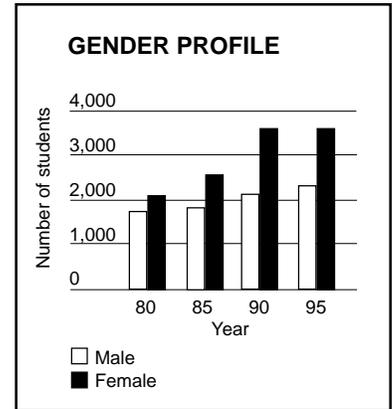
their families to attend college. In 1996, 3,847 students—over half of the student body—received over \$13 million in financial aid. As a result, consistent growth in representation of ethnic groups has been seen among Hispanics (14.7% in 1993 to 21.4% in 1997), the Asian/

Pacific Islanders (8% in 1993 to 9.5% in 1997), and African-Americans (3.1% in 1993 to 3.6% in 1997). The ethnic



breakdown compares almost identically to the ethnic breakdown of the service area.

CSU Stanislaus had a long tradition of being a commuter campus that began to change with the building of a residential complex on campus in 1995. Since that time 2,300 students have moved into "The Village," and the campus has begun to have a more residential atmosphere,

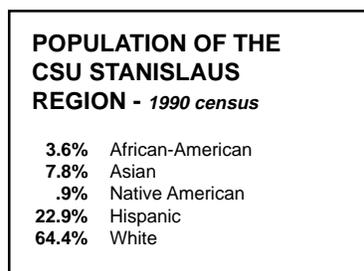


enhanced by the addition of walkways, gardens, lawns, a lake, and fountains. Although the campus has physically expanded, the key characteristic of Stanislaus, in survey after survey of the 26,000 graduates, remains unchanged in over 35 years: CSU Stanislaus is a small, friendly university with a caring faculty who treat students as important individuals. The ratio of faculty to students (17.8) is one of the lowest ratios in the CSU system.

The University offers 72 undergraduate and post-baccalaureate programs, as well as a full range of courses in Extended Education. There are three academic units: the

College of Arts, Letters, and Sciences serves 57% of the students; the School of Business Administration serves 17% of the students; and the School of Education serves 6% of the students, plus

many of the undeclared students. Undergraduate and graduate/post-baccalaureate students who have not yet declared a major as well as students taking courses for personal enrichment account for 20% of the student body. In addition to the departments, 13 centers or institutes provide interdisciplinary collaboration in programs serving the community and coordinate international activities.



With over 600 employees, over 6,000 students, and over 24,000 alumni, the University has become a major presence in Stanislaus County and plays a prominent role in the

economy of the Central Valley. The community orientation of the University has always been strong, and we take pride in being an active partner in the welfare of the region.

OVERVIEW OF THE SELF-STUDY PROCESS

The current self-study continues a process that can be traced back to the last WASC report and site visit in 1990. In response to the 1990 report, the University established a process for ensuring that the recommendations became a part of its quest for excellence in education. To achieve this goal, the Accreditation Liaison Officer worked with the administrative and governance bodies to design an annual assessment and reporting process that would achieve standards of excellence and secure validation as a responsibility of the entire University community.

Four concurrent actions were taken. First, the WASC Steering Committee was reconstituted and provided overall leadership for the campus effort. Second, the existing campus governance committees provided leadership in addressing specific WASC recommendations, developed plans and timelines, and made annual written summaries of their actions. Third, an ad hoc Task Force on Assessment developed a comprehensive assessment plan for consideration by the campus. Fourth, administrative accountability for providing leadership in responding to WASC was vested with university administrators within their respective areas of responsibility. Annual reports were made of their plans, actions, and assessment of the effectiveness of the actions.

Many of the current members of the WASC Steering Committee actively participated in the preparation of the 2-year WASC Report (December 1992) and the 4-year WASC report (December 1994). Those reports responded primarily to issues raised during the 1990 reaccreditation visit. Those topics are addressed in the "WASC 1990 Recommendations" document, which is one of the exhibits supporting this study.

In Spring 1996 several Steering Committee members attended a seminar sponsored by WASC at which possible approaches for an institutional self-study were suggested. The approach chosen was a model combining the traditional

nine standards with a unifying theme: the nine standards would provide an organizational framework, and the theme would provide a conceptual framework and a focus. The theme chosen was "building a learning-centered university." The model was formalized by the Steering Committee in early Fall 1996, which agreed that the topic would be approached as an inquiry: a systematic, scholarly investigation. Our aim was to start an institutional dialogue around questions—not pre-determined conclusions. The questions that initiated our discussion were:

1. *What is the definition of a learning-centered university, given our university mission?*
2. *What are the values implicit in a commitment to a learning-centered university?*
3. *In what ways is our campus currently learning-centered?*
4. *What steps would need to be taken for our campus to become learning-centered in a comprehensive way?*
5. *How might we recast our assessment measures to demonstrate institutional effectiveness within the framework of a focus on learning?*

Given this new model for our campus self-study, the role of the WASC visiting team and team chair extends beyond that of an external review team with the central task of making judgments about the past. The WASC team instead will join us in our inquiry as colleagues and help us assess our process, goals, progress, and plans.

The self-study model, including an organizational structure, and a two-year self-study schedule, was approved by the Steering Committee in Fall 1996. The model was formally presented to the Academic Senate, the Student Senate, the President's Administrative Council, the Provost's Council, the

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Dean's Council, and all the major committees of the University during Fall 1996.

One of the primary goals of the Steering Committee was to ensure the broadest possible participation of the campus community. The nine standards provided the organizational framework for the study; thus, work groups made up of faculty, staff, students, and community members were formed for each of the standards. Standard 4 (Educational Programs) was subdivided into ten areas: "A" (General Requirements) through "J" (Public Service). There were eighteen work groups in all. Eighteen members of the Steering Committee acted as chairs of work groups and five formed a document-coordination group. The work groups averaged six to ten members each, totaling over 120 directly involved in the process.

In order to provide working guidelines to the many groups—as well as to start a broader discussion of the "learning-centered" nature of the inquiry—the Steering Committee, after considerable discussion, drafted a "Template for WASC Working Groups." That template established the format of a series of "critical essays," suggested a definition of "learning," and provided thirteen guidelines designed to help the groups focus on the learning-centered theme:

"Learning" involves not only the acquisition of basic academic skills and the broad-based knowledge of a liberal education but goes beyond these to include inspiring and enabling students to become autonomous learners, critical thinkers, creative problem-solvers and thoughtful, reflective citizens with a passion for life-long learning.

- ***Describe and evaluate how the University recognizes and rewards teaching excellence.***
- ***Describe and evaluate how the University promotes a variety of teaching strategies, methods, and activities that enhance student learning.***
- ***Describe and evaluate how fundamental learning expectations for all undergraduate, graduate, and credential students are stated and assessed.***
- ***Describe and evaluate how high standards for student academic achievement are established and maintained.***
- ***Describe and evaluate how admission standards and processes ensure that students enter the University adequately prepared for collegiate work.***
- ***Describe and evaluate how the University is responsive to the different learning needs of its highly diverse student body.***
- ***Describe and evaluate how library services contribute to the teaching/learning mission of the University.***
- ***Describe and evaluate how extra-curricular and co-curricular activities reinforce the teaching/learning mission of the University.***
- ***Describe and evaluate how faculty and student scholarship, research, and creative activity are encouraged, supported, and recognized.***
- ***Describe and evaluate how the University climate encourages the free exchange of ideas and harmonious collegial relations.***
- ***Describe and evaluate how institutional policies, personnel practices, and governance structures foster learning among students, staff, and faculty.***
- ***Describe and evaluate how administrative units support the teaching/learning mission of the University.***
- ***Describe and evaluate how interactions and partnerships between the University and the surrounding communities reflect mutual support for learning and promote the intellectual, cultural, and artistic enrichment of the region.***

During Fall 1996 the Strategic Planning Commission drafted, and the Academic Senate and President approved, a new mission statement that was highly compatible with the learning-centered theme. The new mission statement was incorporated into our self-study template:

The faculty, staff, administrators, and students of California State University, Stanislaus, are committed to creating a learning environment which encourages all members of the campus community to expand their intellectual, creative, and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for life-long learning.

To facilitate this mission, we promote academic excellence in the teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with our surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region.

The template was circulated among all WASC groups along with two articles from *Change* magazine that would help work group members to understand “learning centered” (“From Teaching to Learning,” by R. B. Barr and J. Tagg, Nov./Dec., 1995, and “Universities in the Digital Age,” by J. S. Brown and P. Duguid, July/Aug., 1996), the “Quality Assurances Systems Worksheet: A New Way to Ask Questions” (WASC, 1996), and portions of the Campus Assessment Plan. Shortly thereafter, a “Guideline to Department Chairs” was sent to each of the department chairs and program directors. (The reports from chairs and program directors have been incorporated into various sections of Standard Four. Some of the original reports are available as exhibits in Standard 4.) Several surveys related to the activities of the work groups were conducted between Fall 1996 and Fall 1997.

Work groups submitted first drafts of their chapters in Spring 1997. They were reviewed by the Document Preparation Group and returned with detailed comments and suggestions. Second drafts were submitted in late Spring and early Fall 1997. These were also reviewed and returned, with suggestions, guidelines, and a “model chapter.” A web site, designed for the convenience of the working groups and the Steering Committee, was set up in August 1997. Third drafts were submitted during Fall 1997. In late Fall and Winter the document preparation group, working with individual work group chairs, reviewed and

revised individual chapters, drafted introductory and compliance chapters, and compiled a working draft of the entire document for review by work groups and the Steering Committee. The “working draft” was distributed to the campus community and placed on the University’s WASC self-study web site in February 1998. The entire campus community was invited to review the document and make comments and suggestions.

The learning-centered theme has stimulated continuing discussion across the campus during the preparation of the self-study. The Steering Committee met regularly during the 1996-97 academic year to discuss the focus of the self-study, various assessment activities, and the learning-centered theme. The theme was discussed again within the eighteen work groups and in meetings of the Academic Senate and the President’s Cabinet. During the campus Instructional Institute Day in February 1997 (attended by about 20% of the faculty) the theme “What does it mean to be a teacher?” stimulated campus discussion on the teaching/learning relationship. As part of the Instructional Institute Day, Associate WASC Director John Mason gave a presentation attended by over twenty work group members. In March 1997 two members of the Steering Committee attended the American Association of Higher Education (AAHE) National Conference “Learning and Technology,” and in July 1997, six administrators and faculty attended the AAHE Summer Academy “Organizing for Learning” in Snowbird, Utah. In early 1998 the theme for the campus Instructional Institute Day was “What does it mean to teach for learning?” In a morning panel discussion and afternoon workshops, participants further explored the theme. In February 1998 ten faculty members attended an assessment conference in Los Angeles, and in March eight faculty leaders attended the AAHE meeting in Atlanta. The learning-centered theme was again the topic of special Provost Council meetings in April and May of 1998. Learning outcomes assessment is the theme of a three-day workshop on campus in June 1998.

THE SELF-STUDY, CORNERSTONES, AND STRATEGIC PLANNING

In Fall 1996, as self-study work groups began to hold discussions, collect data, and prepare surveys, the CSU system-wide “Cornerstones” initiative was undertaken while, on our campus, the Office of the President initiated a major strategic planning process. The Cornerstones project was an unprecedented system-wide planning process designed to

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articulate the values, priorities, commitments, and expectations of the CSU and advocate ways that the system and its faculty members, staff members, and students might pursue and implement a set of recommendations.

This convergence of the self-study and strategic planning provided an ideal opportunity for the Cornerstones principles to serve as a blueprint for our own planning process; especially so since the Cornerstone principles are highly learning-centered. A Strategic Planning Commission, composed of many of the WASC Steering Committee members and other university leaders, drafted a new mission statement, developed a list of values, goals, specific strategies, and called for a master academic plan for the University.

The master academic planning (MAP) process began in August 1997 and is ongoing. The master academic plan

(described in Chapters 2 and 4-F) will establish and recommend funding for curricular and programmatic priorities, identify new programs to be developed during the next five years, recognize points of curricular excellence, and guide budgetary design, enrollment management, assessment, student services, fund-raising, and other support plans. The plan reflects a fundamental commitment to becoming a more learning-centered university.

Many of the learning-centered values and goals embraced in both the Campus Strategic Plan and the Master Academic Plan are reiterated, reinforced and, in some cases, explained in the following pages. Evaluation of this self-study process cannot be separated from an evaluation of the significant strategic planning efforts at CSU Stanislaus in the past two years.

ASSESSMENT ACTIVITIES FOR THIS SELF-STUDY

Activities informing this self-study incorporate a number of system-wide CSU assessment procedures, institutional survey instruments, and surveys taken specifically for the self-study. *The Campus Assessment Plan (1995)*, which includes an inventory of all campus assessment activities, provides a comprehensive outline of assessment on our campus. Two major steps toward improvement of institutional assessment since the 1990 self-study were the establishment of the Budget, Planning, and Assessment Committee (BPAC) in 1992 and the Office of Institutional Research (OIR) in 1993. Some of the survey or assessment activities that informed this report were the following:

- CSU Customer Satisfaction Survey of selected CSU campus services conducted in October 1997;
- the Noel-Levitz Student Satisfaction Inventory, conducted among 1,200 students, Spring 1997;
- Faculty Perception Survey, conducted among faculty members, Spring 1997;
- Financial Resources Survey, conducted of department chairs, program directors, and unit directors, Spring 1997;
- Strategic Planning Assessment Survey of faculty and staff Fall 1996; followed by two all-day retreats in December 1995 and November 1996;
- Research, Scholarship, and Creative Activity Survey of faculty, Fall 1996;
- Five-Year Program Reviews, conducted by each department and program on a five-year revolving schedule;
- Student Needs and Priorities Survey (SNAPS, 1994);
- Various accreditation reports for specialized programs such as the American Assembly of Collegiate Schools of Business (AACSB) and National Council for the Accreditation of Teacher Education (NCATE);
- Statistical data and studies provided by the Office of Institutional Research.

STANDARD 1: INSTITUTIONAL INTEGRITY

DESCRIPTION AND ANALYSIS

The keynote of the CSU Stanislaus mission statement is the commitment “to create a learning-centered environment that encourages all members of the campus community to develop a passion for life-long learning and to expand their intellectual, creative, and social horizons.” To achieve these goals, the University promotes academic excellence in teaching and scholarly activities, encourages personalized student learning, and builds community partnerships to provide opportunities for intellectual, cultural, and artistic enrichment of the region. The campus Strategic Plan, completed in 1997, reflects these goals, and the recommendations expressed in the CSU system-wide *Cornerstones Report* (1997), provides a framework that calls for all CSU campuses to become more learning-centered institutions. Both of these strategic plans call for constant assessment and self-examination.

Stanislaus continues to demonstrate its high standard of institutional integrity by participating in constant self-examination and evaluative processes, including numerous student surveys, reviews of each of the academic programs on a rotating five-year basis, external reviews, and the self-study for WASC. In 1992 the University established the Office of Institutional Research to facilitate these and all other assessment processes. Despite limited resources, administrators, faculty, and staff have continued to expand, implement necessary changes, and improve the quality of academic programs and management services. At the same time, the University has dedicated itself to a high standard of excellence in providing relevant education to a growing and diversifying population of students in a rapidly changing economy.

ACADEMIC FREEDOM AND HONESTY

The University has written statements of its commitment to academic freedom in widely disseminated documents including the University Catalog, the Faculty Handbook, the Faculty Constitution, the Student Handbook, Collective Bargaining Memoranda of Understanding, and the University

Manual. Individuals throughout the campus community have an opportunity to exercise their right of academic freedom and have available to them appropriate appellate procedures that protect their due process rights in the exercise of academic freedom.

Statements regarding the necessity of making distinctions between personal convictions and proven conclusions are found in the full statement on academic freedom and responsibility, approved by the Academic Senate and found in the Faculty Handbook. While faculty, administrators, and some students may recognize that the principle of academic freedom is crucial to the mission of the University, few appear to understand its entire meaning. Furthermore, in a 1997 survey, the faculty expressed mixed evaluations of the University's commitment to academic freedom: fifty-six percent of the respondents agreed or strongly agreed that “academic freedom was strongly supported by the University.” Thirty percent of the faculty did not have a strong opinion, and 14% disagreed. The University Strategic Planning Commission received similar responses from its focus groups and, as an expression of its concern, has incorporated the concept of academic freedom into the Strategic Plan, thereby seeking to create a better understanding of academic freedom and responsibility within the campus community.

ACADEMIC FREEDOM AND STUDENTS

While much is written about student disciplinary measures, little is written on the meaning of academic freedom and associated rights and responsibilities for students. The Student Handbook and University Catalog outline the due process provisions for grievances and the possible misconduct sanctions that might be imposed on students found in violation of various University policies; however, there is no clear statement of what academic freedom means for students, no clear statement of students' rights in regard to academic freedom, and no clear process assuring that student rights are fully protected. Consequently, a

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statement on the meaning of academic freedom for students will be developed and made part of appropriate campus-wide publications.

During the past year several speakers have suggested alternative methods to ensure student honesty. One idea that is being considered in our strategic planning process is the creation of a student honor code in which students would play the key role in determining appropriate sanctions for academic dishonesty. This idea seems a viable alternative—particularly in view of our learning-centered theme at CSU Stanislaus—in that students would become involved in a policy process that directly affects them and their learning environment.

ASSESSING AND IMPROVING THE ACADEMIC LEARNING ENVIRONMENT

As it strives to become a more learning-centered institution, the University is making necessary efforts to provide sufficient resources to address the academic needs of students. The University Strategic Plan focuses strongly on issues related to teaching and learning, with a commitment to educating students “who are critical thinkers and are actively involved as learners.” The Master Academic Plan, which is currently underway, focuses on establishing priorities and ensuring that sufficient resources are provided to meet the academic needs of students. This plan will incorporate results from the faculty, staff, and student surveys that have been used during this self-study process and instruments such as the IDEA class evaluation forms, the Student Needs and Priorities Survey (SNAPS, a system-wide survey conducted every four years), the CSU “customer satisfaction” Benchmark survey, and the Noel-Levitz Student Satisfaction Inventory, used for the first time on this campus in 1997.

The Noel-Levitz Student Satisfaction Inventory

In Spring 1997 the Noel-Levitz Student Satisfaction Inventory (SSI) was administered to approximately 1,200 students both on the Turlock campus and at the Stockton Center—20% of the total student body. The survey was intended to focus on retention issues and help the self-study process by providing student perceptions concerning the

relative strengths and weaknesses of the learning environment on campus. The SSI was designed to elicit both “importance” and “satisfaction” levels on each of over 100 items, with ten specific questions added by the University on General Education. In order to ensure a representative sample of all University departments and programs, fifty specific classes were identified and the questionnaires were hand-carried to each class. This labor-intensive, hands-on process yielded a total response rate of 97%. The publishers provided national norms for comparison with those of similar institutions and comprehensive data analyses of both the general sample and of certain target groups requested by the University. All groups working on the self-study were given the results; thus, data from the SSI appear throughout this self-study.

The Noel-Levitz survey included three summary questions that addressed overall student satisfaction with their experience at Stanislaus as compared to a national group of four-year public institutions. Stanislaus scored significantly positive mean differences (showing significance at the .001 level) on all three questions. To the question “So far how has your college experience met your expectations?” the satisfaction level was scored at 4.53 compared to 4.31 nationally. To the question “Rate your overall satisfaction with your experience here so far” the campus score was 5.14, compared to the national mean of 4.98. To the question “All in all, if you had to do it over would you enroll here again?” Stanislaus scored 5.22 compared to the national mean of 5.09.

These encouraging results indicate that Stanislaus students are relatively satisfied with their experiences at this campus; however, scores in some areas were disappointing, and there remain areas that must be improved. Specific findings helped to reinforce some existing perceptions and identified certain areas that need attention. (Strategies for improving these areas are discussed in later chapters of this report.)

The SSI items cluster in twelve categories: academic advising, campus climate, campus life, campus support services, concern for the individual, instructional effectiveness, recruitment and financial aid, registration effectiveness, responsiveness to diversity, safety and security, service excellence, and student centeredness. When satisfaction means were compared to national group means, Stanislaus students reported a higher level of mean

satisfaction for 10 of the 12 categories. The two relatively lower categories of satisfaction were “recruitment and financial aid” and “registration effectiveness” (issues that are addressed in Standards 4-H/I and again in Standard 7).

The five categories most relevant to measuring learning-centered qualities of the University—campus climate, concern for the individual, instructional effectiveness, responsiveness to diversity, and student centeredness—were among those areas rated above comparable national group means, and are summarized as follows:

- ***Campus Climate***

This section incorporates the largest number of questions on the survey, and assesses areas such as the caring attitudes of faculty and administrators toward students, the sense of pride and belonging, and the effectiveness of channels of communication. The items that scored significantly positive mean differences compared to the national mean at the .001 level include (1) campus safety and security, (2) a strong commitment to racial harmony, (3) a caring and helpful campus staff, (4) a caring faculty, (5) concern for students as individuals, and (6) the “enjoyable experience” of being a student on this campus. The high scores in this category help to confirm our vision of ourselves as a safe and caring learning community.

- ***Concern for the Individual***

In this section, there were no items significantly below the national group mean. Three items were significantly above the national group mean at the .001 level including (1) the counselling staff caring about students as individuals, (2) the faculty caring about students as individuals, and (3) the institution showing concern for the individual. As in the campus climate category, we would hope to be rated significantly higher in these areas, as they are sources of special pride and identity for CSU Stanislaus and are the building blocks for our learning-centered initiative

- ***Instructional Effectiveness***

This section consisted of items that address the overriding commitment to academic excellence, such as the variety of courses offered and the effectiveness of the full-time faculty, the adjunct faculty, and teaching assistants. Overall, the faculty were rated quite high. Those items that were significantly above the national group mean at the .001 level were (1) faculty taking into consideration students’

differences, (2) faculty caring about a student as an individual, (3) faculty providing timely feedback on student progress, and (4) the quality of instruction. These positive findings reflect the priority the University placed on hiring faculty who have a strong commitment to teaching.

The only item significantly below the national group mean was the variety of courses provided on campus. This is not a surprising result. The campus has been aware of this problem and has already begun to develop a three-year schedule of program offerings for the Stockton Center, and has encouraged more Friday and weekend General Education classes.

- ***Responsiveness to Diversity***

This category consists of questions addressing the commitment to part-time students, evening students, older/returning students, under-represented students, commuters, and students with disabilities. This area was rated overall very positively; all the responses in this category met or exceeded national group means, with three items rated significantly positive at the .001 level: institutional commitment to (1) under-represented populations, (2) older/returning students, and (3) students with disabilities. These results should reflect continuing efforts to realize our commitment to address the diverse educational needs of students.

- ***Student Centeredness***

This section assesses the campus efforts to convey to students that they are important to the institution and the extent to which students feel valued and welcomed. Consistent with the previous categories (with some overlap of survey items), the items that were statistically significant above the national mean at the .001 level were (1) a caring and helpful staff, (2) concern for students as individuals, and (3) the “enjoyable experience” of being a student on this campus. The only item significantly below the national mean was “approachability of administrators”—a response that requires further clarification and evaluation.

- ***The Ten Highest and Ten Lowest Ratings***

Overall, the ten items rated highest on the SSI reflect the comfort and security of the environment of the campus: housing, the personnel in health, library, counseling and security services, and the perceived commitment to racial harmony on campus.

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The ten highest satisfaction mean values by individual question compared to national group means (in descending order of magnitude):

1. adequate student parking space
2. competent health services staff
3. comfortable campus housing
4. a well-maintained campus
5. a safe and secure campus
6. parking that is well-lighted and secure
7. a strong commitment to racial harmony
8. a helpful and approachable library staff
9. a caring counseling staff
10. a responsive security staff

The ten lowest satisfaction mean values by individual question were (in descending order of negativity):

1. intercollegiate sports program
2. variety of intramural activities
3. variety of class offerings
4. convenient business office hours
5. adequate career services
6. campus communication
7. approachable administrators
8. reasonable billing policies
9. student involvement in campus organizations
10. helpful registration staff

The only item on either the top or bottom ten list related directly to the academic program is the low satisfaction with the variety of class offerings. The low rating of career services may reflect the void left in the community service learning area when the Cooperative Education Office on campus closed in 1994. It is worthy of note that students may not perceive administrators as “approachable,” and, in contrast to the high ratings of staff personnel in the top ten, students are not highly satisfied with the registration personnel.

The SSI indicates general approval of the campus learning environment. However, the survey does not indicate the level of enthusiasm for academic life and academic programs at Stanislaus that we must promote and nourish if we are to realize our vision of excellence in teaching, research, and creative activity, and a more learning-centered environment. We can use these findings, among others, to help determine how best to promote academic excellence and create a truly learning-centered community. Some specific strategies for achieving these goals will be described in detail in subsequent sections of this self-study.

DEVELOPMENT AND UNIVERSITY RELATIONS

To increase resources for academic development in the University, the President has given priority to resource development by creating a position at the vice president level

to oversee the Development and University Relations functions. The office, only one-year old, is establishing new goals and procedures for resource development to enhance teaching and learning, and is meeting strategic academic resource priorities. In 1996-97 fund-raising reached all-time high levels. The previous campus high mark for private giving—one million dollars in 1986-87—was surpassed in 1996-97 with a total of \$1.7 million. Support was provided for academic program enrichment, including a National Science Foundation scientific instrumentation match in chemistry, and funding for graduate assistantships. The largest percentage (\$750,000) was designated for general scholarships, making private support an important instrument in helping deserving students to achieve their dreams for a quality education.

The Public Affairs section has instigated a number of successful efforts that have improved communication on campus and enhanced the image of the University, including the redesign of the 1997-99 catalogue, redesign of the World Wide Web University Home Page, development of a new marketing approach to increase enrollments, and the preparation of information that led Stanislaus to be listed in *US News and World Report* three years in a row (1996-98) as a top western university and, subsequently, in *Hispanic Outlook* magazine as one of the top 100 colleges in the country for Hispanics.

COMMITMENT TO DIVERSITY

The University considers the diversity of social, ethnic, and economic backgrounds of its members as one of our major characteristics. The satisfaction with the University's commitment to diversity, expressed in both the Noel-Levitz student survey and faculty surveys, is manifested also in the increasing diversity of the student body, the faculty, the administration, and the staff.

Stanislaus continues to have a relatively large percentage of female students—64% females, 36% males. The ethnic diversity of the student body has continued to increase: in 1998, the students describing themselves as other than Caucasian was nearly half the student body—49%.

Among the faculty, the hiring of women and minorities has increased. The percentage of full-time female faculty members grew from 32% in 1990 to 42% in 1997. Simultaneously the proportion of full-time faculty who are ethnic minorities has grown from 15.5% in 1990 to 19% in 1998.

University staff and administrators have shown an equally favorable increase in the number of women and ethnic minorities. In 1996, of the 393 staff personnel at Stanislaus, 247 were women, and nearly 16% ethnic minorities. Of the 17 executive administrators at Stanislaus, 9 were male (one African-American) and 8 females (two African-American, one Asian, and one Hispanic). This was a significant increase from 1993 when, among 15 executives, 11 were male and 5 were female. Among the 144 professional support personnel in 1996, 63 were male and 81 female, compared to 49 males and 56 females in 1993.

These changes reflect considerable effort to increase overall diversity on campus. Several programs, funded by federal, state, lottery, and other revenues are designed to recruit, retain, promote, and otherwise ensure advancement of individuals from diverse backgrounds. Furthermore, the University hosts numerous events in celebration of diversity through the Associated Students organization, special guest lectures and programs under International Studies, the Educational Opportunity Program, Student Support Services, and the Faculty Mentor Program.

The University's Office of Equal Opportunity and Internal Relations monitors nondiscrimination, equal opportunity, and affirmative action policies. Our recruitment and retention

efforts have been laudable over the past five years with several acknowledgments in publications ranking us very high in our recruitment efforts. However, this self-study and information provided by the President's Affirmative Action Advisory Council, show a continuing need to intensify our training efforts in affirmative action and equal opportunity.

DOCUMENTATION AND DISSEMINATION OF INFORMATION

The CSU system has an elaborate set of policies and procedures for board members, administrators, faculty, and staff. The self-study has revealed some concern about the dissemination of pertinent policy materials. Too often, these system policies are not communicated or clearly known to the entire campus community.

A recent study of confidential and private student and employee record procedures shows that we comply with all applicable provisions of system, state, and federal requirements; however, with electronic communication and electronic mail services now widely used, there is a concern about transmission of personnel matters and the need to safeguard personal and confidential subjects in campus forums under right-to-privacy and confidentiality codes. The University is currently dealing with this problem by formulating a policy that will govern how personnel, personal, and/or confidential issues should be disseminated. Another concern involves the information transmitted electronically by academic departments. Within communications and university relations there is a need to centralize official information and/or develop appropriate policy to assure accuracy in communicating and releasing current information.

Current information about the institution for prospective students and the general public is provided through a variety of means, including the University web site, the catalog, the class schedule, graduate and undergraduate brochures, student and staff newsletters, and other documents. Some program managers feel that the information about General Education and other academic programs could be expanded and improved. Oral communication is often more accurate and current than written materials. In its effort to continue to make improvements, the University currently is revising, centralizing, and establishing new policies and procedures regarding official oral and written communications to ensure accuracy and timeliness.

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Successes of graduates and faculty are publicized through several means. For example, the Director of Retention Services publishes an annual Employment Survey Report that includes employment rates of graduates, percentages of graduates employed full-time or part-time or unemployed, numbers of graduates attending graduate school, and other information. Faculty achievements are published in the *Stanislaus Magazine*, the *Digest*, or other press releases prepared by University Communications. Academic advising is generally of good quality and accessible; however, there is some indication from student surveys and concern in the Academic Advisory Council that the frequency of academic advising is inconsistent across departments. Perhaps further study of this matter is needed to ensure that Academic Advising is more accessible and easily obtainable both at departmental and campus levels. (This topic is discussed in more detail in Standards 4 and 7.)

INSTITUTIONAL MANAGEMENT

In April 1997 the Financial Resources Committee administered a survey to academic and administrative leaders that identified some weaknesses in current practices and indicated a need to place a high priority on information technology and link the budgets to incentives, outcomes

measurements, and productivity (discussed in more detail in Standard 9). A 1998 Benchmarking survey/evaluation will help to inform the Business and Finance Office in its ongoing process improvement effort—part of a Total Quality Management initiative aimed at continuously improving the quality of service for Business and Finance and Student Affairs. For example, in 1998 the campus will establish a “one-stop shopping” service for admissions, financial aid, and academic advising that is designed to improve the relatively low ratings given to registration and admissions procedures on the Noel-Levitz survey.

The University is in the process of implementing its 1997 Strategic Plan, which identifies goals and priorities for the next ten years. This process, described in detail in the following chapter, is unprecedented on this campus in its efforts to be open, democratic, and all-inclusive—with the leadership and participation of faculty, staff, students, and representatives from the local community. The Strategic Plan, combined with specific priorities identified in the Master Academic Plan, provides a roadmap to guide annual budget plans and ensure that institutional decisions are more responsive to academic program needs.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

CSU Stanislaus has made a conscientious effort to maintain institutional integrity by creating policies, practices, and procedures that respond to CSU priorities, campus plans, and the University mission statement—with its focus on creating a better learning environment. The University promotes academic excellence in teaching and scholarly activities by giving recognition, awards, advancement, development incentives and levels of support to faculty, administrators, staff, and students within its fiscal ability to do so.

ACADEMIC FREEDOM AND HONESTY

The faculty and student surveys that have informed this self-study regarding academic freedom, show that a majority of persons recognize the institution’s commitment to academic freedom. Yet, little or no information indicates the breadth or

depth of their understanding of the concept. To help obtain a better understanding of academic freedom, two faculty workshops were conducted this spring and others are scheduled in Fall 1998. These workshops focus on faculty and student academic freedom. Given our commitment to be a more learning-centered institution, the following steps need to be taken to address issues fundamental to institutional integrity:

- Involve both faculty and students in the entire decision-making process related to academic freedom, including development and implementation of policies.
- Communicate the meaning of academic freedom and responsibilities for students in appropriate campus publications and through student governance.

COMMITMENT TO DIVERSITY

- Provide additional training to faculty, staff, and students in multicultural and diversity issues.
- Encourage more campus-wide special events and development opportunities that invite broad participation of the entire campus community.

DISSEMINATION OF INFORMATION

- Develop a policy and procedure regarding the release of official verbal communications and centralize that responsibility in an appropriate administrative area that will provide transmittal of accurate and current information.
- Develop a similar policy on electronic transmission of messages related to personnel, personal, confidential, and academic matters to assure and protect rights to privacy and sustain codes related to confidentiality.

- Review, expand, and improve descriptions of General Education and other programs.
- Ensure convenient academic advising opportunities for all students.

INSTITUTIONAL MANAGEMENT

- Ensure that there is adequate representation of faculty, staff, and students on all policy-making and policy-implementing bodies.
- Establish a location for a set of CSU policies and procedures so that the campus community has easy access to these documents.
- Provide administrative coordinators, directors, managers, deans, and others with training on the scope of CSU policies and procedures and the relationship between CSU and campus policies.

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EXHIBITS FOR STANDARD 1

Campus Publications

- 101 California State University, Stanislaus 1997-99 Catalog
- 102 Faculty Handbook, 1998
- 103 University Manual
- 104 CSU Stanislaus 1998/99 Student Handbook
- 105 Schedule of Classes, Winter/Spring 1998 and Fall 1998
- 106 *The Magazine of California State University, Stanislaus, Summer, 1998*
- 107 *University Digest*
- 108 *The Signal* (student newspaper)
- 109 *The CSU Stanislaus Journal of Research*
- 110 *Student Affairs Annual Report, 1996-97*
- 111 *School of Education Journal*

Campus Policy Documents

- 112 Constitution of the General Faculty, amended May 14, 1997
- 113 Management Personnel Plan
- 114 Student Rights and Regulations
- 115 Student Disciplinary Procedures for the California State University, September 1994 (Executive Order No. 628)
- 116 Records Access Manual, September 1996
- 117 CSU Conflict of Interest Disclosure Categories and Related Schedules and Memorandum: Annual Filing—Conflict of Interest, March 7, 1997
- 118 Policy for Campus Compliance with Federal Regulations Governing the Protection of Human Subjects in Research, March 7, 1995
- 119 Sexual Harassment Policy and Procedures, December 1995
- 120 CSU Stanislaus Affirmative Action and Non-Discrimination Policy, revised April 1998

Campus Brochures

- 121 Academic Department brochures
- 122 Graduate Program brochures
- 123 General University brochures

Surveys and Reviews

- 124 Analysis of the Spring 1994 Student Needs and Priority Survey (SNAPS) Summary, July 10, 1995
- 125 Noel-Levitz Student Satisfaction Inventory (SSI), 1997
- 126 California State University, Stanislaus Statistical Abstract, 1995-96

WORK GROUP MEMBERS FOR STANDARD 1

Walter Strong (chair)	Vice President, Development and University Relations
Melissa Aronson	Associate Professor, Department of Teacher Education
June Boffman	Professor, Chair, Department of Nursing
Robert S. Cunningham	Professor, Department of Computer Science
Adriana Damian	Student Representative
Amarjit Dosanjh	Student Representative
Shirley Holland	Interim Director, Office of Research and Grants
Denise Hopkins	Administrative Director, Associated Students
Colleen Kerr	Annual Fund Secretary, Development and University Relations
Mary Kobayashi Lee	Associate Director, Office of Human Resources
James McGrew	Director, University Communications
Viji Sundar	Professor, Department of Mathematics
Thomas Young	Assistant to the President for Equal Opportunity and Internal Relations

STANDARD 2: INSTITUTIONAL PLANNING, PURPOSES, AND EFFECTIVENESS

DESCRIPTION AND ANALYSIS

STRATEGIC PLANNING AT CSU STANISLAUS

For nearly three years, California State University, Stanislaus has pursued comprehensive strategic planning. The activities have built upon the institutional and departmental planning efforts distinctive to the University. As the campus strategic planning was evolving the CSU system embarked on its Cornerstones project. Cornerstones was not designed to be a comprehensive institutional planning framework (that already exists in the California State Master Plan for Higher Education) but to complement and support strategic planning initiatives on the various CSU campuses. It is an umbrella effort that has been informed by and in many cases has grown out of campus-level initiatives. What Cornerstones seeks to supply is an overarching set of statewide goals and plans. The *Cornerstones Report: Choosing Our Future* (1997) describes the challenges faced by the CSU and elaborates four policy goals, ten guiding principles, and a set of recommendations.

The strategic planning process at CSU Stanislaus has been inspired by President Hughes, led by Provost/Vice President for Academic Affairs Curry, managed by Executive Assistant to the President Entin, and energized by the faculty governance structure under the leadership of Speakers Tuedio and Klein. The university-wide "Strategic Planning Commission," a broadly representative group of faculty, students, staff, administration, and community members, has discussed important planning issues, reviewed key planning documents, collected both aggregate and survey assessment data, organized two planning retreats, and studied the planning proposals of other campuses. In 1996-97 the Academic Senate discussed and ratified a

revised University mission statement and thirteen planning goals; it also endorsed a set of planning objectives and strategic agenda statements. These documents were carefully considered and approved by the President.

Throughout the process the campus community, including University support groups, had numerous opportunities to provide commentary and responses through a campus-wide survey, memos, electronic mail, a strategic planning web site, Planning Commission meetings, Academic Senate sessions, Executive Cabinet briefings, and planning retreats. During the 1996-97 academic year, strategic planning was addressed by the Academic Senate in 10 of its 14 meetings. Additionally, all meetings of the President's Executive Cabinet and the newly formed Provost's Council contained agenda items and discussions of strategic planning.

The resulting strategic plan, *Pathways to Opportunity*, represents a framework for implementation-planning and decision-making on campus. During the 1997-98 academic year, the planning agenda includes the preparation of a master academic plan under the leadership of Provost Curry and the members of a Master Academic Planning Committee as well as area plans for the units administered by the vice presidents. Specific plans (enrollment management and technology, for example) are being developed or refined as well. These planning efforts will lead to a campus-wide implementation strategy based on institutional priorities.

Four inclusive goals, crafted by President Hughes in June 1997 and endorsed by the Executive Cabinet, have helped guide the process this academic year.

PRESIDENT'S GOALS: 1997/98 ACADEMIC YEAR

1. Implement the strategic plan and periodically evaluate and re-evaluate the progress and directional activity of the academic master plan;
2. Promote a learning-centered campus environment to ensure undergraduate and graduate education of high quality;
3. Cultivate a collegial climate for faculty, staff, students, and administration;
4. Build strong links to external communities served by CSU Stanislaus.

PLANNING CONTEXT AND ASSUMPTIONS

The CSU Stanislaus strategic plan builds upon system-wide master planning efforts, particularly the California Master Plan for Higher Education, the CSU mission statement and goals, and the recently approved Cornerstones document. It also is consistent with other CSU planning initiatives, including those dealing with information technology, technology infrastructure, retention, and precollegiate education (remediation). President Hughes has chaired the system-wide advisory committee on remediation.

University planning in the late 1980s and early 1990s resulted in a mission statement that was refined during the 1996-97 academic year. Prior to, and concurrent with, strategic planning, each vice president developed a mission statement and goals. These, together with performance goals, currently are being addressed as part of implementation planning.

The assumptions underlying the CSU Stanislaus strategic plan were based on the results of an environmental scan of this region. These assumptions address demographic, socioeconomic, and economic changes; shifting instructional paradigms (particularly the movement towards the learning-centered approach); the impact of technology on the instructional mission of the University; the changing competitive environment of higher education; and the

increasing importance of assessment, accountability, and institutional responsiveness to student learning needs.

PLANNING PRINCIPLES AND CORE VALUES

The strategic plan framework is guided by central principles and core values. Each of these sustains or furthers a learning-centered environment.

PLANNING PRINCIPLES AND CORE VALUES

- the centrality of learning and the academic mission
- the development of a comprehensive university grounded in a high quality undergraduate curriculum
- attentiveness to multiple and emerging learning needs as well as new delivery modes
- the linkages between research, scholarship, and artistic and other creative activities, on the one hand, and enriched classroom instruction, on the other
- the university's commitment to diversity
- the reliance on excellence and merit as the standards for guiding behavior and assessing performance
- institutional support of academic freedom
- the value of collegiality, mutual support, and a positive campus climate
- the cultivation of campus and off-campus partnerships and collaborative ventures
- the advancement of regional leadership through service to the community
- responsiveness to demographic trends
- the promotion of both internal and external accountability

ASSESSMENT OF INSTITUTIONAL PURPOSES

The assessment of institutional purposes and effectiveness has been an on-going feature of the strategic planning process. Three of the most important assessment tools employed have been (a) a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis completed by the Strategic Planning Commission, (b) a planning assessment survey distributed to faculty, students, staff, administration, and university support groups, and (c) two planning retreats.

The Strategic Planning Commission was organized into four working groups that addressed (a) institutional and operational “strengths” and “weaknesses” and (b) “opportunities” and “threats” in the external environment. Following work group deliberations, the Commission finalized a SWOT document during the Spring 1996 semester. This document was cited frequently in subsequent Planning Commission meetings and generated information that was used in the planning assessment survey.

Based on the results of the SWOT analysis and an environmental scan (which highlighted important demographic, economic, and social trends), the Planning Commission prepared an assessment survey that was distributed in October 1996 (a student survey instrument was disseminated separately). Respondents were asked to prioritize the four main survey categories (Campus Life and Student Affairs, Teaching and Learning, Faculty Development, and External Relations) and then to rate/ assess items within all the categories, using a 1 to 5 scale. A total of 294 persons completed and submitted survey forms. All groups participating in the survey considered (by a wide margin) teaching and learning to be the key component of university life. The structures, activities, and services with the highest ratings were library facilities, the undergraduate curriculum, academic standards, faculty computer equipment and support, support for research and creative activities, and teaching accountability. For students, the highest rating was given to scholarship opportunities.

The first planning retreat in December 1995 was designed to cultivate support for planning on campus. The second, held in November 1996, was the vehicle for crafting university goals. It followed Planning Commission, Executive Cabinet, and Academic Senate discussions as well as a request for

proposed goals that was sent to individuals and academic departments on campus. More than 70 people attended each of the retreats facilitated by Dr. Raymond Hass, a well-known and respected consultant on strategic planning from the University of Virginia.

INSTITUTIONAL PURPOSES: THE UNIVERSITY MISSION STATEMENT

A revised and refined mission statement was prepared by a faculty committee that worked closely with the Strategic Planning Commission and the university community. The Academic Senate ratified the mission statement in October 1996. President Hughes approved it in December 1996.

The focus of the mission statement is the learning environment. Specifically, the statement addresses the collaborative and expansive nature of learning, the value of life-long learning, and the need for personalized student learning. It also addresses the linkages between a learning-centered environment and both academic excellence and the enrichment of the surrounding region.

MISSION STATEMENT

The faculty, staff, administrators, and students of California State University, Stanislaus are committed to creating a learning environment which encourages all members of the campus community to expand their intellectual, creative, and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for life-long learning.

To facilitate this mission, we promote academic excellence in the teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with our surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region.

INSTITUTIONAL PURPOSES: UNIVERSITY GOALS

Following the approval of the mission statement, the Strategic Planning Commission turned its attention to institutional goals. The goals, approved by the Academic Senate in February 1997 and the President one month later, were the result of all the responses generated during the Spring and Fall 1996 semesters, particularly a fall Academic Senate dialogue, cabinet discussions, and the Planning Commission's strategic planning retreat.

The thirteen goals are organized by five planning themes: teaching and learning, professional development, campus life, university relations, and institutional processes. Six of the thirteen goals are incorporated into the teaching and learning theme—although the centrality of learning is clearly evident throughout the document.

INSTITUTIONAL PURPOSES: OBJECTIVES AND STRATEGIC AGENDA

During the Spring 1997 semester the Academic Senate and President Hughes approved objectives and strategic actions for each of the goals recommended by the Strategic Planning Commission. The objectives collectively represent a set of measurable statements tied to the goals while the strategic agenda items establish a blueprint for future planning, priority setting, and decisions.

THE MASTER ACADEMIC PLAN

The highest priority item in the strategic plan was the preparation of an academic master plan. The Master Academic Planning (MAP) Committee, consisting of faculty leaders, academic deans, and representatives from the Associated Students, began its deliberations at the start of the 1997/98 academic year. Simultaneously, academic planning committees within the two schools and the college formed to propose their specific planning initiatives to the MAP Committee during the Spring 1998 semester. The MAP Committee will evaluate these initiatives and make recommendations to the Provost and Academic Senate by the start of the Fall 1998 semester. The goal of MAP is to establish academic priorities and new program initiatives consistent with our mission statement and the strategic planning framework.

OTHER CAMPUS PLANS

Complementing the broad institutional initiatives described above are a number of plans that are specific to areas within the University and will be described in more detail in later chapters of this self-study. The Stockton Center Planning Document (1995) lays out academic and fiscal planning, budgetary allocations, and assessment planning for off-campus sites, including plans for the move from the present Stockton Center to the new Multi-Campus Regional Center (MCRC) in 1998. There are also academic and business plans for the MCRC. A budget redesign group, which includes members of the Provost's Council and the campus Faculty Budget Advisory Committee (FBAC), has completed a draft plan for revised budget allocations that will respond to the academic priorities that emerge from the MAP process. The area of student retention has received a considerable amount of attention the past two years. During the Spring 1997 semester a retention planning document was drafted that includes assessment of average time to graduation, the first-year experience, advising, majors, etc., and proposes a series of strategies to enhance student retention. In October 1997 there was a follow-up retention retreat facilitated by Dr. Herman Blake of Indiana Purdue University. In addition, the Office of Instructional Technology has overseen information technology and technology infrastructure planning. Other functional planning efforts have addressed enrollment management, precollegiate education (i.e., remediation), distance learning, General Education, and athletics. These planning efforts have been guided by the strategic plan and most will be woven into the fabric of the master academic plan.

CAMPUS ACADEMIC ASSESSMENT PLAN

Complementary to the strategic plan and the master academic plan is the university's Academic Assessment Plan. This plan, drafted in 1995, was approved by the Academic Senate and President in 1997 and referred to the University Educational Policies Committee for implementation. Of the highest priority in the plan is the assessment of student learning. Each academic department, as part of its five-year academic program review, must identify its current and planned methods for assessing the quality of student learning within its programs. While these have been identified, implementation has been

PLANNING THEMES AND GOALS

Planning Theme 1: Teaching and Learning

- Goal 1: Provide high quality undergraduate, graduate, and credential programs, and life-long learning opportunities that meet or exceed recognized standards of scholarly excellence and address the professional and educational needs of the region and state.
- Goal 2: Address the diverse educational needs of students by offering on- and off-campus courses and programs in flexible and responsive ways that facilitate the timely completion of degree course work.
- Goal 3: Guide students to become critical thinkers who are literate in a broad range of academic skills and disciplines, globally aware, competitive in the emerging economy, and engaged by the diverse challenges facing the region and its communities.
- Goal 4: Create a learning environment that fosters scholarly and creative activity within and beyond the classroom and safeguards the free and open exchange of views.
- Goal 5: Support and actively promote the research, scholarly, and creative work of the University's faculty so that it is recognized for its excellence within and beyond the region.
- Goal 6: Assure ongoing development of library resources and access to emerging information and instructional technologies in support of the learning priorities of the University community.

Planning Theme 2: Professional Development

- Goal 1: Promote and reward the professional growth and development of faculty, staff, and administrators.

Planning Theme 3: Campus Life

- Goal 1: Maintain a safe campus environment where diversity is considered an asset and where faculty, staff, students, and administrators are treated with fairness and respect.
- Goal 2: Attract and retain a diverse student population of high quality from within and beyond the region.
- Goal 3: Provide accessible, engaging co-curricular programs and services to enhance and complement the total educational experience for a broad spectrum of students.

Planning Theme 4: University Relations

- Goal 1: Be an active partner in the educational, economic, and social life of the Northern San Joaquin Valley and Central Sierra Foothills, and secure private support to enhance University excellence.
- Goal 2: Serve as a cultural, intellectual, and scientific leader in the region.

Planning Theme 5: Institutional Processes

- Goal 1: Ensure that budgetary decisions, organizational processes, and the physical environment conform to the University's Mission Statement, and promote the responsible stewardship of its resources.

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varied, depending on fiscal resources and faculty commitment to this goal. Other assessment priorities in the plan derive from the university's mission and from a census of existing assessment efforts. Overall, our challenge is to move forward in evaluating instructional effectiveness and to redesign curricula based on explicit statements of student learning.

INSTITUTIONAL RESEARCH

The establishment of the Office of Institutional Research in 1992 represented a significant step forward in institutional

assessment and the ability to measure and monitor university effectiveness at CSU Stanislaus. That office has been especially supportive of the self-study effort, including helping to administer and analyze several surveys and providing most of the statistics and charts in this document. However, the office is currently limited to a part-time director and one staff person who provide data collection for enrollment management and system reporting. In order to realize our institutional goals of linking planning, assessment, and institutional decision-making, it is essential that the University strengthen its analytical research capacity.

CONCLUSIONS

Over the last three years, the campus has been in an unprecedented period of self-study, assessment, and planning, and is now swiftly moving into the action phase on all major fronts. The various levels of planning—the CSU Cornerstones Report, the campus Strategic Plan, the campus Master Academic Plan, and the individual planning efforts within campus units have shown considerable convergence—in terms of the learning-centered theme, which reflects the essential nature of the mission of the California State University.

The institutional commitment to creating a more learning-centered environment is also expressed in the CSU Stanislaus Mission Statement and in the goals of President Hughes, who has announced that her single goal for the 1998/99 academic year is to achieve the integration and implementation of these plans.

(More comprehensive conclusions, as well as institutional strategies for implementing and assessing these plans, are presented in the final, summary/integrative chapter and the epilogue.)



EXHIBITS FOR STANDARD 2

- 201 Pathways to Opportunity: The CSU Stanislaus Strategic Planning Framework for the Future, Spring 1998
- 202 Strategic Planning Commission SWOT (Strengths, Weaknesses, Opportunities, Threats) Items
- 203 Planning Assessment Survey, November 25, 1996
- 204 Academic Assessment Plan
- 205 Summary of Master Academic Plan
- 206 Academic Affairs Budget Process Redesign
- 207 Planning Document: College of Arts, Letters, and Sciences, submitted to Master Academic Planning committee, Spring 1998
- 208 School of Business Administration Academic Plans and Planning Processes, March 16, 1998
- 209 Master Academic Plan (MAP): CSU Stanislaus School of Education, Academic Year 1997-98 to 2001
- 210 Graduate Studies: Proposal to Master Planning Committee, April 20, 1998
- 211 Academic Technology Vision, Presented to the MAP Committee, April 1998
- 212 Building a Community: Conversion of the Stockton Developmental Center to California State University, Stanislaus Regional Center for Education and Human Services—The Academic Plan, November 1996
- 213 Stockton Center Planning Document, Academic Years 1995-2000
- 214 University Facilities Planning Committee Document, October 28, 1997
- 215 Proposal, California State University, Stanislaus Faculty Center for Teaching and Learning, November 24, 1997
- 216 *The Cornerstones Report: Choosing Our Future, 1998*
- 217 President's Report to the CSU Stanislaus Foundation Board of Trustees, June 18, 1998

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STANDARD 3: GOVERNANCE AND ADMINISTRATION

DESCRIPTION AND ANALYSIS

THE GOVERNING BOARD, CHANCELLOR, AND PRESIDENT

The California State University (CSU) is administered by a 24-member board designated as the Trustees of the California State University. The chancellor serves as the Chief Executive Officer of the CSU system and has full administrative authority and responsibility under the policy direction of the Board of Trustees. The Board of Trustees and the chancellor, in consultation with the campus presidents, develop system-wide policy, with actual implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of the CSU, composed of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the chancellor. The Board of Trustees refrains from exercising direct administrative authority over the individual campuses. Decisions of the Board of Trustees are forwarded to the presidents through the chancellor. The chancellor is authorized to issue executive orders to the campus presidents.

The presidents of each of the 21 campuses are vested with responsibilities for administering their campuses under the direct supervision of the Chancellor or her/his designee and the Vice Chancellor to whom appropriate authority has been delegated. The Board of Trustees, in consultation with the chancellor, has the responsibility for the selection and appointment of the president for each campus. Commitments to consultation with campus and community representatives, affirmative action, and diversity figure in the selection process.

The selection of a president is a process conducted specifically for each individual campus. The Board of Trustees governs the process from the initial stage of identifying the need through the culminating process of designating a successful candidate and, subsequently, participates in the presidential review process. Guided by recommendations from the Chancellor, the Board of Trustees maintains responsibility for decisions regarding the "continuity of presidents," including salary and terms of appointment. Reviews are normally conducted on a triennial basis and a separate review is conducted at six-year intervals.

CSU EXECUTIVE COUNCIL

The CSU Executive Council is the senior policy group advisory to the chancellor. Its membership includes the Chancellor, the vice chancellors, and the campus presidents. It is chaired by the Chancellor, and meets approximately nine times per year. Major policy initiatives, budgetary matters, and legislative strategies are discussed by the Chancellor with the Executive Council.

LABOR UNIONS AND THE CALIFORNIA FACULTY ASSOCIATION

All employees, except for management, are represented by a union for purposes of collective bargaining. Issues affecting wages, hours, and other terms and conditions of employment are matters of concern to the Board of Trustees and normally require Board action in terms of consideration of recommendations from the Chancellor. The California Faculty Association (CFA) is the exclusive representative of faculty pursuant to the California Higher Education Employer-Employee Relations Act (HEERA). The act also affords the right of CFA to consult with respect to faculty matters beyond the collective bargaining process and the narrow scope of wages, hours, and other terms and conditions of employment. The consultative process frequently entails CFA representation in matters under consideration by the Board of Trustees.

At Stanislaus, the CFA chapter leadership is regularly consulted about issues that are on the periphery of being mandatory subjects of bargaining. For example, our campus strategic plans as well as the system planning initiative, "Cornerstones," were reviewed by CFA chapter leadership and several of their concerns and observations were included in these planning projects.

ADVISORY BOARDS

The President appoints an Advisory Board for the campus comprised of community leaders in the region. The role of the advisory boards is to consult with and advise the President with respect to improvement and development of the campus. Advisory boards serve as the primary link between the University and the community and region in which each campus predominates as the area's state university. The Board meets quarterly at CSU Stanislaus and usually participates in an annual retreat for goal setting. To respond to specific concerns in larger communities (Merced and Stockton), subunits within these communities, known as councils, are formed. They too are members of the Advisory Board.

CALIFORNIA STATE STUDENT ASSOCIATION AND ASSOCIATED STUDENTS INCORPORATED

The California State Student Association is a federation of campus Associated Students organizations within the California State University. The organization seeks to represent student concerns before the CSU Board of Trustees and the legislature and to provide a forum for the exchange of ideas and information among campus student associations.

At Stanislaus, the Associated Students Incorporated (ASI) is a self-governed, non-profit organization. Student government consists of sixteen elected officers who compose the Associated Students Senate. These students function as the official "student voice" on campus and serve as the board of directors of the ASI. The student government is charged with ensuring student representation and participation on all campus committees (except those involving personnel issues). As the official student representatives, it is the goal of the ASI to include a spectrum of students in all decisions affecting students.

Since 1990 the Associated Students has completed the incorporation process and is now a non-profit corporation recognized by the State Board of Charitable Trusts. The ASI operating budget has increased from \$172,000 in 1990 to an estimated \$368,000 for the 1998/89 fiscal year.

Correspondingly, the scope of services and programs offered by ASI has greatly expanded. These increases in revenue and services are not attributable to funding by the University.

The ASI receives no general fund dollars for its programs but relies entirely on grant money, program revenue, interest income, and student fees (three student fee increases have been approved by the students over the past nine years).

During the period covered by this self-study, ASI has grown from an organization functioning primarily as a funding source for a few programs on campus into a more sophisticated organization that not only funds many valuable programs but designs and operates major programs to enhance the campus community and the learning environment. The University Student Union is a separate auxiliary organization governed by a board of directors consisting of students, faculty, and staff. ASI and the Student Union work closely together to provide co-curricular learning opportunities for students. The Associated Students, Inc., student activities offices, and other vital services are located in the Student Union building.

ASI contributes in many ways to creating a learning-centered environment for our students, faculty, and staff. The ASI funds many student support services, including: salaries for the Tutoring Center student staff; Child Care Subsidies for students who are parents; Student Advocacy support for students with grade appeals, grievances, and other academic problems; short term student loans, and the Book Exchange.

ASI also funds a number of community-building programs, including: Warrior Day: a campus spring celebration; Make a Difference Day: a national effort towards local community service; Good Neighbor Day: an event co-sponsored with the City of Turlock; various club activities; fraternity and sorority activities; Intramural sports and recreational activities, and Student Union Program Board: comedy and music performances, a film series, and outdoor adventures such as hiking, skiing, and camping.

In 1992 the square footage of the University Student Union was tripled, adding the Event Center hall, second floor offices, meeting rooms, and a new bookstore. This expansion was a significant addition to campus community space. The Union is currently heavily used by the entire campus community.

While the constant growth in services and improvements in space have been notable, ASI anticipates even greater changes over the next decade. A new master plan for a

“Student Life Corridor,” an ambitious expansion of facilities, is in the final approval stages. With the Multi-Campus Regional Center opening in Stockton in Fall 1998, ASI and the Union are planning for services, programs, and student governance at that site as well.

CAMPUS ADMINISTRATION

The administration of CSU Stanislaus consists of five functional areas: the Offices of the President, Provost/Vice President for Academic Affairs, Business and Finance, Development/University Relations, and Student Affairs.

Within each unit, senior administrators assign accountability to ensure that the University’s multiple functions are performed with efficiency and humanity.

Administrators are evaluated annually in accordance with a system-wide framework designed to ensure that the administration is achieving goals consistent with the University’s mission and to reward meritorious administrative performance. The evaluation process for administrators includes evaluations from faculty, administrators, staff, and selected individuals external to the campus. The President annually conducts performance reviews of members of the cabinet. The process includes solicitation of feedback from the campus community. The review results in decisions regarding salary and retention.

The Chancellor conducts performance reviews of the President annually. At the end of a three-year period, faculty, staff, and students are invited to give written input. A sixth-year intensive review of the President is conducted by an outside team selected by the Chancellor. This involves campus visitations.

While some faculty have been involved in the evaluation of the performance of the President and administrators for academic affairs, faculty involvement in evaluating other campus administrators has been sporadic. The lack of broad faculty involvement in this process is reflected in the 1997 faculty survey in which only 15% agreed with the statement that “faculty are offered participation in the evaluation of administrators,” while 62% of the faculty disagreed.

Over the past decade, Stanislaus has experienced a relatively collegial relationship between faculty and administration,

especially considering the complete turnover of senior administrators between 1990 and 1996. Within the CSU system, Stanislaus has one of the largest percentage of faculty who are members of the collective bargaining unit and one of the lowest percentages of labor disputes (such as grievances and law suits). However, the 1997 survey revealed that faculty were about equally divided in their evaluation of “accessibility of administrators” (with 38% agreeing, 37% disagreeing, and 23% neutral). The perception of faculty-administration relations was somewhat more negative, with 25% agreeing that “faculty-administration relations were positive,” 38% disagreeing, and 33% neutral.

With the arrival of a new president in 1994 and the apparent stabilization of the senior administration, these concerns are being addressed. Faculty and administrators are working together—and with students and staff—in creating a positive, open environment for discussion of institutional issues. The president has consistently emphasized the expectation that administrators consult fully with faculty, staff, and students to make sound institutional decisions. Furthermore, she has provided leadership to ensure that campus communication be done with mutual respect.

The Academic Senate and other faculty governance groups have raised concerns about insufficient collaboration with faculty when major administrative decisions are made. Yet administrative governance bodies generally recognize the difficulty in involving faculty (other than the speaker and speaker-elect) in sustained discussions and planning sessions. To participate fully in these time-consuming deliberations diminishes the faculty’s time for instructional duties. Some of the faculty governance committees with constitutional responsibility to engage in institutional discussions and decision-making have difficulty getting members to serve and do not meet regularly. Moreover, too often there is redundancy of committees and meetings, rather than engagement with significant institutional issues.

Nevertheless, the strategic planning, the master academic planning, the self-study, and task forces such as general education, research, teaching, assessment, and budget redesign all have significant faculty involvement, placing a considerable burden on faculty time. As the surveys reveal, some faculty cynicism exists as to the positive outcomes of these initiatives. Yet within the context of a learning-centered university, these initiatives are essential to achieve enhancement of the quality of teaching and learning.

Chairs

Department chairs have primary responsibility for scheduling courses, facilitating review and refinement of academic programs, and promoting scholarship and good quality teaching in the faculty. Department chairs meet collectively with their respective deans several times a semester to communicate faculty concerns and participate in decision making. There is no similar mechanism for department chairs to meet with faculty leaders in the Academic Senate on a regular basis, leaving a gulf between departments and the faculty governance process. Over the past two years, faculty surveys have helped somewhat to bridge this gap.

The role of department chairs within governance needs to be strengthened. While defined as faculty within the collective bargaining unit, chairs also serve essential duties as administrative leaders of academic departments. However, because of past fiscal constraints, they are provided insufficient time and compensation to perform their duties. This is of concern considering the CSU's commitment to decentralization and our own commitment to being a more learning-centered university, with increased departmental responsibilities for assessment of student learning.

The continuing initiative toward decentralization vests increasing governance decisions within the schools and colleges—i.e., with deans and department chairs—in contrast to the historically centralized model of administration. As this paradigm shift continues, one critical area for improvement is administrative professional development, especially for academic department chairs. While there have been some general administrative workshops related to enhancing supervisory skills on such matters as performance appraisals, sexual harassment, and racial/ethnic harmony, other opportunities for professional development have been unavailable to administrators or department chairs, primarily because of fiscal constraints.

What emerges from this analysis is that both administrators and faculty need to examine the effectiveness of our governance structures and the efficiency of the time spent in meetings designed for collaboration and assessment of alternatives. A stronger partnership between administration and faculty will enhance decision-making efficiency and effectiveness.

FACULTY ROLE IN PLANNING

From 1990 to 1995, the faculty suspended analysis of new academic initiatives because of the “budget crisis” mentality that dominated university decision-making. With more stability in the budget, faculty are again addressing issues concerning curricular priorities, especially with general strategic planning, academic program review, enrollment planning, performance pay criteria, and budget redesign practices.

The faculty at Stanislaus have a significant voice regarding the hiring and review of faculty personnel, but not over decisions regarding new permanent faculty positions. Faculty have had some success influencing institutional policies affecting existing educational programs and academic priorities. However, with respect to the Stockton Multiple Campus Regional Center project, some faculty feel that administrative decisions have been made without adequate faculty assessment of the budgetary impact or curricular focus of the initiative.

Typically, some faculty input has been mandated by the CSU system, state legislature, and faculty union but has yielded few substantial, sustained results. Although faculty input to strategic planning has increased over the last five years, it is not yet clear whether this input will be effective in shaping academic developments.

In 1995-96, after an 18-month intensive faculty/middle management review of university administrative structures by the Tactical Innovation Committee (TIC), the Academic Senate and our new administration set in motion two separate planning processes that were soon to converge. The new University Mission Statement was written by faculty after broad consultation with the university community. These discussions (covering a two-year period) played an important role in shaping the focus and emphasis of our strategic planning process. The faculty was represented on the President's Strategic Planning Commission, and the Academic Senate endorsed the general strategic planning framework in its final meeting of 1996-97.

The next phase of the strategic planning process is underway, again with faculty involvement—a Master Academic Planning (MAP) Committee, with over 50% of its membership drawn from faculty leadership, working with the academic deans and

representatives from the Associated Students. There are also academic planning committees consisting of department chairs and faculty within the two Schools and the College that have proposed planning initiatives to MAP. The goal of this process is to establish academic priorities and new program initiatives consistent with our Mission Statement and strategic planning framework.

OTHER FACULTY INITIATIVES

The Academic Senate, composed largely of elected faculty representatives from academic departments, acts with respect to matters of academic policy not otherwise stipulated at the system level and recommends to the president. Committees of the Senate and General Faculty propose policy, and the various academic task forces submit reports to the Senate for discussion and action.

The faculty elect representatives to the University Retention, Promotion, and Tenure Committee, which reviews the recommendations from departments and academic deans and makes recommendations to the president regarding faculty applications for retention, tenure, and promotion. The provost makes separate recommendations to the president. Policies and criteria for evaluating faculty applications are approved and subject to review by the Academic Senate, with the concurrence of the president.

Members of the Senate Executive Committee serve on the Provost's Council and the University Budget Priorities and Assessment Committee (UBPAC). The Faculty Budget Advisory Committee (FBAC) meets with individual members of the President's Cabinet and other administrators regarding budget issues of concern to the general faculty. Current deliberations are shaping a budget redesign process, along with efforts to redefine faculty workload and productivity.

The faculty have considerable oversight authority in the development and assessment of academic programs. Extensive new criteria for Five-Year Academic Program Reviews, in place since 1994-95, are monitored by elected faculty of the University Educational Policies Committee (UEPC). The faculty recently approved the formation of a new subcommittee of the UEPC to monitor and assess the departmental five-year program reviews (after review by School or College curriculum committees).

In response to recommendations in the Strategic Plan, the Faculty Development Committee took the initiative in proposing a Faculty Center for Excellence in Teaching and Learning, which will open in Fall 1998. During 1997-98, a comprehensive set of recommendations from a Teaching Evaluation Task Force were reviewed by the Faculty Affairs Committee, in consultation with department faculty. Also, a Research Task Force has written a report to stimulate faculty discussion of campus expectations with respect to faculty research, scholarship, and creative activity, and the Academic Senate has begun to act on these recommendations.

A task force of faculty is currently reviewing the General Education curriculum and will be making recommendations that will be evaluated by UEPC and the Academic Senate in consultation with academic departments. The GE subcommittee of UEPC also established a five-year review process for GE courses (approved in 1996-97 and implemented in 1997-98).

Starting in 1998, faculty from across the disciplines will be collaborating on a project aimed at revamping our liberal studies and elementary teacher education curriculum (which serves nearly 30% of our undergraduate population). Two other university-wide projects underway with a high level of faculty involvement are focused on student retention and outreach efforts, and the redesign of our honors program.

CONCERNS REGARDING ADMINISTRATION AND FACULTY

Survey Results

In a preliminary survey of faculty perceptions conducted in Spring 1997, several issues and concerns were highlighted. The results reflected the perceptions of 55% of the full-time faculty: 50% were professors, and 65% were from the College of Arts, Letters, and Sciences. In order to explore these preliminary survey results in more depth, a follow-up questionnaire for present and former campus leaders is under way.

In the survey, five learning-centered concerns were emphasized by a significant number (60-65%) of respondents: insufficient library resources, insufficient computer resources, insufficient resources to assist in faculty research, insufficient student preparation for college-level

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work, and a general perception of low faculty morale. There were concerns about the availability of resources to assist faculty in improving their teaching (50% negative), the availability of adequate library and computer resources for students (40-45% negative), and the effectiveness of faculty governance (40% positive, 35% negative). Many of these concerns are starting to be addressed—within the constraints of a largely inflexible budget. The new Center for Excellence in Teaching and Learning should provide the faculty with better resources to improve their teaching, assessment, and support for research activity. The Strategic Plan emphasizes the need to address deficiencies in support for library and computer resources for both faculty and students.

Some of the relatively positive perceptions of the faculty were that (although entrance skills were perceived as weak) Stanislaus students do graduate with appropriate skills and knowledge; students receive effective academic advising; assessment of student learning outcomes is adequate; the RPT process gives adequate attention to excellence in teaching and research; the campus has made progress in fostering ethnic and socioeconomic diversity in the campus community, and the University has a positive reputation in the region. The highest level of agreement expressed on the survey was that “the relations between students and faculty are positive”—79% agreed or strongly agreed with the statement.

There is also general faculty concern about the expansion of administrative and non-academic support staff positions outside of academic affairs. Expanding commitments to distance learning and partnerships with universities in foreign countries have caused concerns, and many faculty fear these initiatives compete with existing academic priorities.

Faculty are also concerned that their workload will increase if enrollment becomes a driving factor in the University’s approach to budget planning. Long-range strategies for promoting enrollment growth have not yet clarified the budgetary implications for addressing existing needs of academic programs.

Increasing Faculty Involvement

Faculty leaders have made concerted efforts to establish effective practices of collegial, shared governance in partnership with the new administration, commencing with the

hiring of President Hughes and Provost Curry and new deans in the School of Education, the School of Business, and the College of Arts, Letters, and Sciences (all of whom were hired in the past four years). While faculty and administrative leaders are still developing confidence in these practices, there is evidence that the academic agenda of the University has finally come to the forefront.

The faculty’s role in developing a learning-centered academic agenda for the University has increased over the past three years. Prior to this, faculty had initiated important reforms in the academic program review process and played a role in establishing the primacy of the academic instructional mission during the budget crisis of the early 1990s. While it is premature to assess the value of faculty involvement in the strategic planning and master academic planning processes, the budget redesign process, or the continuing efforts to enhance institutional support for improvements in faculty teaching and research, the administration has expressed a commitment to see these projects to fruition and to consult with faculty leaders on a regular basis. However, some senior faculty express skepticism, having seen similar efforts and promises go unfulfilled in the past.

Although there is concern among the faculty that faculty leaders are not promoting the academic agenda of the University effectively enough in their consultations with administrators, the master academic planning process presents a good opportunity to improve this situation. Effective recommendations from the MAP committee would provide faculty leaders and academic administrators with a basis for stronger arguments in support of academic initiatives in budgetary negotiations within the budgetary committees and the President’s Cabinet.

The Stockton Multi-Campus Regional Center and Distance Learning

In response to faculty concerns about patterns of decision-making favoring non-academic roles and initiatives, the administration has expressed a commitment to make the academic agenda its highest priority in the current strategic planning process. The faculty leaders will need to press this agenda. The extent to which faculty efforts are effective in promoting academic initiatives and protecting the quality of academic programs will depend largely on how well the faculty and administrators control (or channel) the influence of

external pressures. Two prominent examples are the Stockton Multi-Campus Regional Center (MCRC) project and the focus on distance learning.

There is substantial need to expand our curricular presence in Stockton, but no significant budgetary support for the projected academic initiatives. Some faculty fear that the expanded curricular offerings at the MCRC, without sufficient funding augmentations, may threaten the academic integrity and excellence of programs on the Turlock campus. Initially, the administration has pressed hard at the system level for the initial investment to pay for instructional growth consistent with our projected enrollment target for the MCRC in 1998-99, as well as a special one-time budget augmentation for the library and instructional technology.

There is growing concern about the pressure from the legislative and system level to maximize the “efficiency” of the curriculum/student interface. Coupled with the political pressure to move quickly to secure a strong position within the consortium of universities participating in the MCRC project, this efficiency movement has triggered widespread concerns across the spectrum of our academic programs. Faculty and staff share the same general impression: not enough consideration has been given to the qualitative implications of our commitment to the MCRC project. Similar concerns have been raised by faculty with regard to the evolving enrollment-based budgeting practices. The administration needs to facilitate more effective consultation to secure the faculty’s confidence in matters of this magnitude.

Similarly, there is substantial system pressure from the Chancellor’s Office to expand distance-learning (or virtual campus) instruction. Budget analysis at the system level seems to be driving this agenda, without sufficient attention to the qualitative impact of these modes of instruction on student learning, and the economic and qualitative feasibility of these non-traditional instructional options, building on the studies Stanislaus has conducted since the 1980s. After 17 years of experience with distance learning, many faculty members remain skeptical of its value—distance learning is highly demanding of faculty and budget resources and raises questions concerning the student learning outcomes. A continuing assessment of learning outcomes for synchronous and asynchronous distance learning is necessary.

CONCERNS REGARDING STUDENT GOVERNMENT

Student government at Stanislaus is faced with a special challenge to find more effective ways to engage the many nontraditional students, who often have minimal direct participation in student government issues or opportunity for input. In general, student involvement outside of the classroom is problematic in terms of student availability and interest, as well as the lack of administration and faculty receptivity. While ongoing, open dialogues are increasing student contributions somewhat, ASI is in the process of trying to promote change in a campus culture lacking in rich student activism and faculty involvement. In order to engage students in student activities and governance, ASI has created an ad hoc committee with the charge of exploring ways in which we might engage students, especially nontraditional students, and student senators have proposed informal outreach efforts such as holding “open houses,” holding late office hours, and opening the ASI office in the evenings.

The lack of consistent student involvement and leadership in ASI is due in part to the student election process itself. There is a complete turnover in student senators every year. Recognizing that the transitory nature of student leadership is a factor, ASI is currently exploring the feasibility of staggered elections whereby only half of the Student Senate would be elected in any given term, thus avoiding having a new governing board at any one time.

Similarly, the lack of faculty involvement in student activities is an impediment to participation in co-curricular programs. Consequently, the campus is missing a major opportunity to create a better sense of community. It has been difficult to generate faculty participation in student programs or activities, and for student clubs to find faculty members willing to act as club advisors. Members of ASI have speculated that the faculty workload, combined with the nature of the tenure and promotion process, may be discouraging faculty involvement.

Other factors which present obstacles to the success and development of campus life are the procedures, rules, and administrative requirements. Over the past few years a number of policies have been adopted which hinder ASI’s ability to sponsor activities. Many of these new policies were adopted with limited involvement of student organizations. ASI appreciates that the importance of student programs and

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activities is recognized and emphasized by most senior administrators; however, the ASI staff sense that there are segments of the campus community that feel that student activities create additional work and other complications.

A related ASI concern is the lack of University funding dedicated to student life programs. Stanislaus is one of the few campuses in the CSU system that does not have a professional staff in Student Life working with clubs, fraternities, sororities, and other student organizations. At Stanislaus, funding and support for these sorts of programs comes almost exclusively from the ASI and University. ASI has been actively lobbying for the addition of at least one university employee and some funding for student activities. Moreover, ASI has received mixed messages—that campus

life is essential to recruitment, retention, and creation of a sense of community, yet there have been no concrete steps to demonstrate that assertion: funding remains inadequate to support co-curricular learning opportunities.

There is a concern among student leadership that student representation on campus committees is “tokenism.” Members of the ASI Senate have complained that committee calendars do not always consider their schedules when determining meeting dates/times. In addition, students often fail to receive communication from committee chairs. This may result in a perception by faculty members that the student representatives are irresponsible, when, in fact, they have not received adequate communication.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

Senior faculty have experienced tension between administrative efforts to promote academic efficiency and faculty efforts to control the qualitative aspects of their instructional mission, but the faculty have not found their leverage in this debate. Moreover, discontinuity in both faculty and student leadership has been a destabilizing factor. Both faculty and students need to revamp their governance roles in order to provide better continuity of leadership to carry out a learning-centered agenda.

The following recommendations for a learning-centered agenda address issues raised in this chapter and carry forward the priorities identified in our strategic planning framework. Some reflect concerns raised in our faculty surveys; others address issues that have emerged from collective bargaining decisions, system-level initiatives, or prominent initiatives in higher education.

ROLE OF FACULTY

- Clarify faculty workload issues: establish appropriate criteria for determining faculty productivity as a realistic reflection of differing forms of faculty workload; establish realistic distinctions between kinds of courses, factoring in the differing demands of instruction.

- Establish and implement budgeting practices that facilitate long-range planning within academic units; establish realistic enrollment targets to provide flexibility for a learning-centered balance between instruction and research, scholarship, and creative activity.

QUALITY OF ACADEMIC PROGRAMS

- Implement plans for aggressive funding of the instructional support and equipment needs of faculty and students consistent with the learning-centered priorities of our academic programs.
- Strengthen the University’s commitment to hire tenure-track faculty in cases where this would elevate the quality of instruction; strengthen academic program planning; increase the base of faculty participation in academic governance; improve the reputation of the faculty’s research, scholarship, and creative activity; and enhance student learning.
- Prioritize faculty development initiatives, such as the Center for Excellence in Teaching and Learning, to improve the quality of instruction, and provide enhanced budget support for travel to conferences and workshops devoted to the scholarship of teaching and learning.

- Provide sufficient resources to facilitate development of effective outcome assessment practices, and incorporate these practices into our five-year program review and teaching evaluation procedures.
- Commit unanticipated revenues from enrollment growth to the instructional needs of academic programs: instructional and laboratory equipment, access to current information, enhanced technical support for faculty and students, faculty development initiatives, and peer-support initiatives for students.
- Explore collaborative projects with faculty by continuing the dialogue initiated among students and faculty: for example, exploring how students might participate in the Center for Excellence in Teaching and Learning.
- Encourage faculty to participate more routinely in student activities by:
 1. modifying the Retention, Promotion, and Tenure process to recognize and reward involvement with student organizations and activities, and
 2. changing the schedule of classes to facilitate faculty participation, for example, establishing a “university hour” during the day.

GOVERNANCE AND ADMINISTRATION

- Establish procedures for greater faculty involvement in the creation of positions and evaluation of all administrators, including a role in establishing well-defined reporting procedures and performance targets.
- Involve faculty leaders in discussion and analysis of University initiatives prior to administrative decision-making, with the expectation that the academic priorities of a learning-centered university are to be emphasized at all stages of deliberation.
- Assess the effectiveness of our faculty governance structures and operations, and revamp governance structures to facilitate more continuity of leadership. (An assessment procedure was initiated in Spring 1998 of administering a survey to all faculty involved in faculty committees.)
- Ensure student representation on all committees charged with policy making that affect ASI: to achieve this, the ASI president should work with the Academic Senate Committee on Committees.
- Request that administrators at least consult with ASI concerning new or modified management policies that affect student government.
- Facilitate the involvement of students in campus committees by:
 1. restructuring the student election process so that the entire student government leadership will not change over at the same time;
 2. making student assignments to campus committees for a two-year period whenever possible to promote consistency and follow-through;
 3. making faculty committee chairpersons aware of the important role of student representation;
 4. asking committee chairpersons to meet one-on-one with new student representatives to provide an overview and orientation, and obtain a written copy of the student’s schedule for consideration in determining meeting times, and
 5. encouraging all students assigned to campus committees to attend all meetings and treat the assignment seriously.

STUDENT GOVERNMENT

- Increase the role of students—especially non-traditional students—in campus governance by implementing the recommendations made by the Student Involvement Ad Hoc Committee: for example, offering AS evening hours, making recruitment pitches to campus clubs, and establishing a student life committee at the MCRC.
- Devise effective methods to communicate the mission and services of ASI in order to demonstrate to all campus constituencies that the mission and programs of ASI are vital to the mission of the University: form an ad hoc committee to propose concrete recommendations for action.

EXHIBITS FOR STANDARD 3

- 301 California State University, Stanislaus organizational chart, May 1998
- 302 Associated Students, Inc., Constitution and Bylaws, April 1998
- 303 Associated Students, Inc. (ASI) 1997-98 Senate Board Members
- 304 Administration position descriptions
- 305 The Constitution of the Academic Senate of the California State University (September 1996) and Bylaws (November 1995)
- 306 1998/99 Academic Senate/General Faculty Committees
- 307 Associated Students, Inc. organization chart, mission statement, and vision statement, April 23, 1996
- 308 CSU Stanislaus Club Listing 1997-98
- 309 Collective Bargaining agreements available upon request from the library

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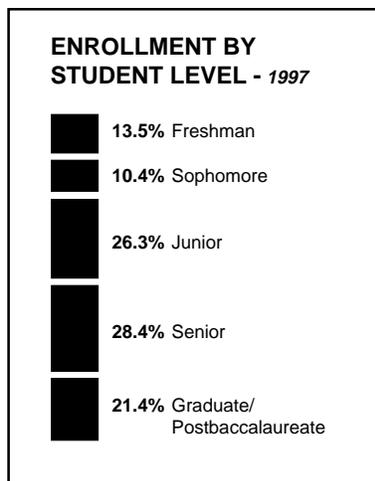
STANDARD 4-A: INTRODUCTION: OVERVIEW OF ACADEMIC PROGRAMS

OVERVIEW OF ACADEMIC PROGRAMS AND ISSUES

The academic programs of California State University, Stanislaus are housed in the College of Arts, Letters, and Sciences (ALS), and two Schools: the School of Business Administration (SBA) and the School of Education (SOE).

Under the direction of a dean and associate dean, ALS encompasses over 30 departments and programs in the arts, humanities, sciences, and social sciences. Serving over 3,600 full-time equivalent undergraduate and graduate students, ALS has almost 180 full-time faculty members. Nationally accredited programs include Art, Chemistry, Computer Science, Drama, Music, Nursing, Public Administration. The Master in Social Work program achieved accreditation in June 1998. With master's degrees in English, history, marine science, psychology, public administration, and social work, ALS serves approximately 46% of the graduate program students on campus.

At the undergraduate level, in addition to degree-granting programs, ALS emphasizes a liberal arts education while preparing students for professional or vocational specialization. Students may prepare for admission to professional schools in medicine, veterinary medicine, dentistry, pharmacy, optometry, and other health professions such as physical therapy. ALS offers pre-professional course work for areas such as law, laboratory technology, and nursing, and offers a joint engineering degree program with the University of the Pacific in Stockton. ALS also currently houses the University Honors Program, which



offers an alternative General Education curriculum made up of a series of interdisciplinary seminars and sections of regular courses. The Special Major offers students the option of designing a special program leading to a degree not offered through existing standard degree programs.

The School of Business Administration (SBA) serves approximately 1,000 majors at the undergraduate level and about 125 students in its Master of Business Administration (MBA) program. The School is headed by a dean, and the bulk of the teaching is handled by twenty-seven tenure-track faculty. One faculty member receives reassigned time to serve as the MBA program director. In addition, one faculty member has traditionally received reassigned time to serve as the director for the School of Business Administration's Professional Development Center, which provides non-degree instruction in the form of short courses and seminars for the local business community. While the SBA is not currently accredited nationally, it is completing its formal five-year accreditation plan in pursuit of national accreditation by AACSB—The International Association for Management Education. A review team will visit the campus during Fall 1998.

The SBA is organized into three departments: Accounting and Finance; Computer Information Systems; and Management, Operations Management, and Marketing. Through these departments are offered the Bachelor of Science in Business Administration, Bachelor of Science in Computer Information Systems, and MBA. Six concentrations are available within the Bachelor of Science in Business Administration: accounting, finance, general business, management, marketing, and operations management. Two concentrations are offered within the Bachelor of Science in Computer Information Systems: systems analysis and design and decision support systems management. The MBA degree program, intended for part-time students, offers classes only at night and in Stockton.

The School of Education (SOE) consists of three departments: Advanced Studies in Education, Physical

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Education and Health, and Teacher Education. During the last five years, over 600 students have participated full time in its undergraduate, graduate, and post-baccalaureate programs. The departments prepare students to become elementary, middle, and secondary school teachers as well as school administrators, counselors, and specialists in reading/language arts and special education. Each year, the School recommends over five-hundred candidates for credentials in these areas. Through the Physical Education and Health Department, students in graduate study may earn a Master of Arts in Education, prepare for licensure as high school physical education instructors, or earn credits toward pre-professional work in health and health-related fields, or complete a wellness management program. The School is directed by one dean, assisted by three department chairs and an executive committee headed by a speaker of the faculty.

Forty-two full-time, tenure-track faculty are assigned to the SOE, which is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). Master's degree programs in Education are available with emphases in administration and supervision, school counseling, special education, physical education, and curriculum and instruction. Concentrations in curricular areas are available: elementary education, multilingual education, physical education, reading education, secondary education, and educational technology. At least 8% of the students enrolled in the School have received baccalaureate degrees and are engaged in postbaccalaureate and/or graduate studies.

STOCKTON

Both the College and the two Schools offer courses and degree programs in Stockton. The College offers upper-division general education and other courses necessary to complete baccalaureate degree programs in criminal justice, communication studies, child development, social sciences, nursing, and liberal studies (with concentrations in history, psychology, sociology, speech, ethnic studies, and anthropology). The Master in Social Work degree will be available in Stockton starting in Fall 1998. Over the next few years, the College plans also to offer Stockton students interdisciplinary programs with a strong service learning component that will help prepare them for the rapidly changing environment of social and human services.

The schedule for course offerings in Stockton also permits students who have completed appropriate lower division courses to earn their Bachelor of Science degree with a major in business administration and a concentration in general business in two years. Courses for the MBA program are also offered at the Stockton Center, but scheduling and budget constraints have historically made it necessary for students to take some of their MBA courses at the Turlock campus.

The School of Education offers some of its programs at the Stockton Center, where seven faculty members have permanent offices. Educational Administration and Teacher Education, specifically the Multiple Subjects Credential Program (MSCP) Bilingual Cross-cultural Language Academic Development (BCLAD), Spanish Emphasis, and the Multilingual Education M.A. Program are offered year-round in Stockton. In most cases, students can complete programs at the Stockton site, although scheduling requirements may necessitate enrollments on the Turlock campus. This arrangement has worked well in serving a geographic area covering six counties.

In Fall 1998 the University's Stockton Center will move to the CSU Stanislaus Multi-Campus Regional Center (formerly the Stockton Developmental Center).

EXCELLENCE IN TEACHING

The College and two Schools recognize and reward teaching excellence in a variety of ways. The University perceives itself as a teaching institution, and faculty known as excellent instructors are valued within their own departments and across the campus. The retention, promotion, and tenure process has been established to give teaching a primary role; while scholarship and service are considered important to a probationary faculty member's success, excellence in teaching is the criterion given precedence. National standard student evaluations, called IDEA forms, are a key part of all faculty members' promotion and tenure process as well as their review after tenure. Many departments require a teaching demonstration as part of their hiring process.

Not only is excellence in teaching rewarded in the normal progress of a faculty member's career, but yearly awards also reflect this value. The committee that reviews faculty for the yearly Outstanding Professor Award, for example, considers

good teaching to be an essential criterion, as do the faculty committees and administrators who review applications for the new Performance Salary Increases for faculty (PSIs). Accredited programs within the University also place considerable emphasis upon teaching excellence. Standards for accrediting bodies such as the California Commission on Teacher Credentialing and NCATE, as well as for accrediting bodies in areas such as Social Work and Art, stress commitment to fine teaching and to student learning. The School of Business Administration, in its final year for accreditation, emphasizes teaching in light of the importance placed on it by the AACSB.

The institution promotes a variety of teaching strategies, methods, and activities that enhance student learning. The Faculty Development Committee conducts workshops and other events that help faculty re-think their pedagogies and curricula, and opportunities are available for faculty to go off campus to learn strategies for incorporating technology and innovative instructional strategies into their teaching. The institution has recently hired an instructional technologist who works closely with faculty to improve student learning through technology. In the strategic planning process, a Center for Excellence in Teaching and Learning has been identified as a key priority.

CSU Stanislaus faculty enrich their teaching through research in their discipline and in discipline-related pedagogy. In 1997 a Stanislaus English professor was awarded the prestigious California Association of Teachers Award for Classroom Excellence (of the five teachers honored, she was the only university professor in the group). A biology faculty member has received the largest single grant in the history of the University to facilitate endangered species recovery, and a faculty member in computer science will serve for three years on the National Science Foundation review board. Many faculty publish articles, academic books, and textbooks that enrich their teaching.

The University's teaching and learning mission extends also to extra-curricular and co-curricular activities. Students in many fields are involved in research projects, discipline-based competitions, and internships. A yearly CSU student research competition provides motivated students an opportunity to share their work with students and faculty from diverse disciplines. The arts departments involve students in the creation and performance of artistic, dramatic, and

musical events, and students have opportunities to attend such events locally and in the Bay Area.

Students within the School of Business Administration are active in a variety of formal student clubs organized around specific disciplines/professions. These include the Accounting Society, the Computer Information Systems Club, Management Club, and Human Resources Club. The clubs within the SBA provide valuable socialization pertinent to the business world in general and to the respective specialized professions, as well as developing leadership skills among their members. Activities of these student organizations include sponsoring speakers who are practicing professionals, taking field trips, hosting social functions, and, typically, producing a newsletter.

The School of Education's Student California Teachers' Association has won statewide awards for overall excellence and outstanding performance in its membership and newsletter activities. Other student groups include the P.E. Majors Club and credential program advisories for each of the licensure programs. Future teachers and other education professionals participate actively in local schools as observers, interns, student teachers, and beginning administrators, counselors, or specialists. Instruction is linked to field experience on an ongoing basis and as a requirement of the State licensing commission.

Students in the Multilingual Education graduate program co-presented with instructors from the Department of Teacher Education at the California Bilingual Education Conference during 1995-1996 and 1996-1997. Close involvement with professors in research activities is evident in other departments, as well. In particular, special educators and counselors conduct research studies in collaboration with Advanced Studies faculty.

COMMUNITY COMMITMENT AND PARTNERSHIP

Interactions and partnerships between the University and surrounding communities reflect mutual support for learning and promote the intellectual, artistic, and cultural enrichment of the region. Many faculty and students in the arts work with groups such as the Modesto Symphony, Townsend Opera, and the Merced Multicultural Arts Center and with local community colleges and public schools. Discussions are

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taking place between the CSU Stanislaus Art Department and the Art Department of Modesto Junior College to consider sharing resources such as art labs.

School of Education faculty are active community members through research and volunteer activities and special interests. For example, the Department Chair of Physical Education and Health tutors students in a local elementary school, two Teacher Education faculty are members of a large school district board of trustees, and the Chair of Advanced Studies serves on a Modesto-based Special Education Commission. Each SOE faculty member works closely with K-12 schools through the various programs that prepare teachers and other professional educators.

Students within the School of Business Administration interact regularly with the business community. These interactions include internships within local businesses, social activities joining student clubs and corresponding professionals, an annual Meet the Firms night for accounting students, and a separate annual Meet the Firms night for all business students. Furthermore, faculty have class projects in partnership with local business organizations which range from designing a home page on the Internet to preparing a marketing strategy report based on a research project conducted for a company.

DIVERSITY AND MISSION

In fulfilling their teaching mission, the College and two Schools attempt to be responsive to the learning needs of a highly diverse student body. Every discipline has students from a wide range of cultural, ethnic, and language groups as well as students of all ages and experiences and increasing numbers of students with disabilities. Faculty are helpful to these diverse students in many ways, and the campus climate continues to welcome individuals of varying backgrounds and viewpoints.

The College and the two Schools attempt to facilitate access for their diverse student population through creative scheduling and the use of distance learning technologies. Many programs, especially those for teachers and other professionals, offer late afternoon, evening, and Saturday courses and programs as well as courses in Stockton and at a variety of sites available through interactive television. The winter term (a five-week intensive program, unique in the

CSU system) enables students to take elective or required classes in a compressed format.

The College and Schools encourage the free exchange of ideas and the incorporation of learning into everyday life. The campus has its share of uncollegial exchanges, but overall, a spirit of free speech and debate prevails. On-line (on the Facnet), faculty share ideas about teaching and a multitude of issues. Increasing numbers of students work collaboratively via electronic mail, chat rooms, and other on-line forums. Students have opportunities to participate in student groups and activities, and the physical environment of the campus, with its lakes, grassy areas, and large student union, encourages conversation and socializing.

International and global education are also growing on campus. The Institute for International Studies, located within ALS, provides coordination and support for a multitude of projects including study-abroad programs, foreign language programs, overseas development initiatives (Ethiopia, Palestinian Authority, Thailand, and Ukraine), assistance to faculty in matters of language and culture, and outreach to local refugee populations. For example, with grant funds, a Critical Foreign Languages Program was initiated in 1993 in response to the needs of relatively small numbers of students in languages such as Hmong, Chinese, Japanese, and Russian, which are important locally. The Institute facilitates faculty and curriculum development to ensure two kinds of global education preparation before graduates enter the California work force: first, substantive cross-cultural experience related to students' majors (either through overseas study or service learning in local ethnic communities) and, second, an understanding of the global issues relevant to students' majors.

The number of foreign students on campus has been steadily increasing since the opening in 1995 of the American Language and Culture Program, an intensive pre-academic English program administered by the Office of Extended Education in consultation with the Department of English.

Several new academic programs prepare teachers for bilingual education, ESL, and teaching in multicultural settings. The Master's in Multilingual-Multicultural Education, established in 1992, has over 100 students enrolled and has graduated over 30 students. The Master's in Teaching English to Speakers of Other Languages

(TESOL), established in 1995, has over 30 graduate students enrolled. A Cross-cultural Language and Academic Development (CLAD) certificate has been awarded to over 200 credentialed teachers since 1994, and there are currently 230 students enrolled in the CLAD and Bilingual CLAD credential programs.

EDUCATIONAL STANDARDS AND ASSESSMENT MEASURES

Educational standards are established and maintained within programs and departments and by the curriculum committees within the College/Schools; accredited programs are also responsible for adhering to the guidelines and standards of accrediting bodies. While deans, chairs, and directors maintain ongoing oversight of programs, standards are also examined and evaluated by a five-year program review process conducted by faculty governance structures together with academic administrators.

Programs are developed and modified within departments and then reviewed by College/School curricular committees. The School of Business develops programs and standards in part as a result of curricular expectations of the AACSB, employers, and community members, while the School of Education uses NCATE conceptual frameworks as a main basis for program development. The process of program development in ALS varies considerably among disciplines, ranging from more applied programs such as Social Work and Nursing, which rely upon accreditation standards and industry needs as they consider course work and curriculum, to more traditional liberal arts programs such as English and History, which rely on national norms and discussion among faculty and current and former students as they develop and restructure courses and programs.

Student Learning Outcomes

Fundamental learning expectations for undergraduate, graduate, and credential students are assessed in a variety of ways. In many professional programs, such as Social Work and Nursing, students are held to specific and concrete standards in terms of what they must know and be able to do upon completion of their degree. Many programs have established capstone experiences that help students assimilate and communicate what they have learned.

Individual faculty are increasingly putting learning goals on their syllabi so that students know the expectations for the class.

However, fundamental expectations for General Education and for many majors are stated only in the most general terms. While Stanislaus does have a writing proficiency standard for all students, the standards for proficiency are not as uniform or as high as they should be; other areas such as computational literacy, critical thinking, and information literacy are not assessed in a uniform way; different disciplines place varying amounts of emphasis upon student expertise in these areas.

Assessment of student competencies and student learning outcomes is growing in importance in the CSU system and on this campus. Since the late 1980s the CSU has devoted considerable attention to assessment of student learning, a topic that is prominent in the CSU Cornerstones report and has been named “the highest priority” of the CSU Institute for Teaching and Learning (ITL). Although progress in this area is uneven at Stanislaus, some departments can boast of models of student learning objectives. As part of a system-wide review of “best practices” in student learning outcomes (1997-98), the Chancellor’s Office chose Stanislaus Communication Studies as a “model design” of student learning outcomes along with Anthropology and Chemistry as good examples of stated learning objectives.

In accordance with the CSU requirement for a five-year review of all programs, the campus has established a sixteen-step procedure for the review of academic programs. The information related to assessment of student learning has been scrutinized more aggressively over the past few years, with language added to the policy that requires the faculty to specify student learning outcomes and provide a critical, evaluative description of the evidence for learning, as well as an explicit five-year assessment plan.

There will be continuing emphasis on outcomes assessment as the CSU has committed itself to a multi-year program to identify and assess what students should know and be able to do when they graduate. For example, funding from the Chancellor’s Office enabled three CSU Stanislaus departments (Communication Studies, English, and Psychology) to participate in a week-long workshop on campus in June 1998; participating faculty worked with an

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assessment specialist from Alverno College in redesigning upper-division General Education and Liberal Studies classes in their disciplines with an emphasis on student learning outcomes. A number of these workshop participants accompanied a CSU Stanislaus team to Vail, Colorado, to attend an AAHE Summer Institute at which the focus will again be on the assessment of student learning.

Entrance Standards

In addition to progress in student learning outcomes, the CSU is increasing efforts to help ensure that students enter the University and individual programs with the ability to succeed. Admissions and advising are working with increasing energy and precision in concert with the College

and Schools. This is a major emphasis at the moment, since the state is calling for the elimination of remedial programs within the next five years. In the past, significant numbers of CSU students have been admitted without adequate collegiate preparation in math and/or English, and these efforts to increase access have led to accommodations being made for under-prepared students, resulting in growth of remedial programs at Stanislaus and across the CSU.

Stanislaus is currently making substantial efforts to connect with high schools and community colleges so that CSU standards will be understood in advance and students can be better prepared before they apply for admission. Moreover, under-prepared students who are admitted to Stanislaus are now mandated to take remediation in English and mathematics as soon as they enter the University.

CONCLUSIONS

Educational programs lie at the heart of the University, and both administration and faculty at CSU Stanislaus work hard to ensure that student learning is the paramount concern. However, while the University strives to be learning-centered, it has not, prior to this self-study, reflected consciously and methodically on its areas of strengths and weaknesses regarding this major goal. Consequently, some of the following chapters may tend to be more descriptive than analytical.

This introductory chapter has provided a broad overview of Standard 4 (Academic Programs). The following sections, 4-B through 4-J, present more in-depth descriptions and analyses of each key area in academic affairs. A comprehensive analysis of the extent to which the University's academic programs and the educational endeavor as a whole attain the goals and reflect the values of a learning-centered institution is provided in the summary/integrative chapter.



WORK GROUP MEMBERS FOR STANDARD 4-A

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STANDARD 4-B: UNDERGRADUATE PROGRAMS

DESCRIPTION AND ANALYSIS

CSU Stanislaus undergraduate students are full- and part-time students, first-time freshmen, continuing students, transfer students, and re-entry students of diverse ages, economic levels, and ethnic backgrounds. To meet the needs of this diverse group, undergraduate programs endeavor to provide breadth through the General Education Program, Liberal Studies Program, University Honors Program, and through the majors. Our undergraduate programs endeavor to guide our students to become critical thinkers and to create a learning environment that facilitates and safeguards the open exchange of ideas. Undergraduate courses use a wide array of pedagogies and activities to help students expand their intellectual, creative, and social horizons.

BREADTH PROGRAMS

Undergraduates have three possible avenues for the completion of the breadth component: the traditional General Education (GE) program, the Liberal Studies Program, and Honors General Education. Most of the course work for these programs is offered in the College of Arts, Letters, and Sciences.

In general, classes fulfilling breadth requirements are small. CSU Stanislaus currently has only 3 classrooms that seat over 100 students. While a number of GE classes fill these rooms, the majority of classes are much smaller. The overall student/faculty ratio within the College of Arts, Letters, and Sciences is approximately 20:1.

Courses are offered throughout the day and evening, and several departments are starting to offer

Saturday classes. Many programs have service learning components or extra-curricular and co-curricular activities that help support partnerships between schools, agencies, and programs in surrounding communities. Student scholarship, research, and creative activity are encouraged in many of these classes.

The use of technology in most curricula is expanding. More classrooms with Ethernet connections will provide more opportunities for computer use in classes. The opening of the Professional Schools Building in Fall 1998 will improve the situation. However, the retrofitting of the remaining two classroom buildings (the Classroom and Science Buildings) must occur in order to facilitate campus-wide increase in the use of classroom technology.

The GE, Liberal Studies, and Honors programs identify and include core competencies (oral, written, and critical thinking skills) and incorporate global and multicultural perspectives in their programs. Both the GE program and the Liberal Studies program have a multicultural requirement, and the

Honors program has a course (HONS 4965-Honors Seminar VI: Self and Community) that examines, from a multicultural perspective, the relationships between ideas and theories and the realities of the social community.

One recurring problem within both the breadth programs and the majors has been poor student preparation, particularly with regard to mathematics and English skills. This issue is being addressed by both the CSU system and our campus. With a CSU pre-collegiate skills mandate before us, the University set aside additional funding for pre-collegiate

ENROLLMENT IN THE 20 MOST POPULAR UNDERGRADUATE ACADEMIC PROGRAMS - 1997

<i>Academic Programs</i>	<i>Number</i>	<i>Percent</i>
Liberal Studies	961	19.8
Psychology	301	6.2
General Business	292	6.0
Accounting	289	5.9
Criminal Justice	263	5.4
Biological Sciences	217	4.5
Sociology	170	3.5
English	159	3.3
Physical Education	138	2.8
Organizational Communication	137	2.8
Bilingual/Cross Cultural	131	2.7
Management	127	2.6
Computer Science	106	2.2
Social Science	106	2.2
Computer Information Systems	105	2.2
Nursing	102	2.1
History	87	1.8
Marketing	85	1.7
Music	83	1.7
Child Development	66	1.4

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mathematics and English classes for 1997-98. The mathematics and English departments have established web sites that contain information about the skills entering freshmen need, and availability of practice tests. Work is proceeding on web-related pre-collegiate course work, and more pre-collegiate classes are offered in summer school.

As part of this effort to raise students' entrance skills, area high schools have been blanketed with pre-collegiate skills information. The University has also held several forums for area K-12 administrators and teachers to discuss pre-collegiate skills and the ways in which all levels can work together on this issue. In early 1998 University leaders met with district leaders to work collaboratively on a pre-collegiate skills grant proposal to be submitted in Fall 1998.

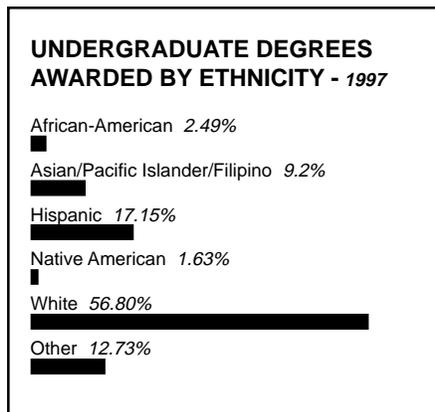
A major program objective of the campus Tutoring/Writing Center is to provide adequate support for developmental and remedial students, especially those from under-represented groups and those for whom English is not the first language. The Pre-collegiate Academic Assistance Program has placed five Macintosh Power PCs in the Center. These computers are equipped with Internet capabilities and with Common Space, a software program that allows tutors and writers to work interactively with texts on-line.

GENERAL EDUCATION

All CSU Stanislaus undergraduate students who are not Liberal Studies majors or enrolled in the University Honors Program fulfill the General Education breadth requirements. Because a large number of students at CSU Stanislaus begin their breadth requirements at community colleges or other universities, the institution has articulated policies for the transfer of GE credit. According to CSU regulations, the University accepts certification of GE requirements by California community colleges and other CSU campuses.

The GE subcommittee of the University Educational Policies Committee (UEPC) has primary responsibility for developing

and implementing the GE program. The GE subcommittee reviews requests from departments and programs for courses to be included in the GE program, assigns GE designation as appropriate, makes recommendations to UEPC for changes in GE policies and procedures, and provides support for the articulation of courses from community colleges. Starting Fall 1997, the subcommittee began reviewing each department and program GE courses on a five-year cycle in coordination with academic program review by UEPC.



The GE Program is being carefully assessed in terms both of its current contributions to student learning and of increasing its effectiveness for students. The very large number of GE courses available provides students with many options for taking classes of interest to them at times and locations suiting their schedules; however, this broad array of courses does not provide a common knowledge base or core group of skills that all CSU Stanislaus students should

acquire. Moreover, the committee-based review structure and the numerous choices of GE classes preclude careful supervision of connections among pedagogies, course content, assessment strategies, and the learning goals of the GE program as a whole.

To address these concerns, a General Education Review Task Force was established in Fall 1997. This Task Force has (1) initiated discussion about GE among all segments of the University community and with community members external to the University, (2) researched successful models at other institutions through the United States and other English-speaking countries, and (3) collaborated with appropriate bodies across campus to design proposals for GE curricula and administration. In April 1998 the task force organized an all-university workshop entitled, "Coming to Consensus on General Education." Sixty-five participants from many disciplines joined in a discussion of the questions: "What do we expect lower division GE to accomplish?" "What do we expect the major to accomplish?" and "What do we expect upper division GE to accomplish?" Some of the suggestions to emerge from that meeting were team teaching ("teams and themes"), learning communities,

service learning, and capstone courses. This process will continue into the next academic year, at the end of which time specific recommendations for the General Education program redesign will be made.

GE TEACHING AND LEARNING

Faculty teaching courses use a variety of methodologies and pedagogies and a variety of techniques to assess student learning (multiple-choice, essay, combination multiple-choice/essay; oral presentations; in-class discussions; portfolios; journals/notebooks; and papers). Writing is especially emphasized. Almost 50% of the 140 GE course syllabi reviewed listed papers in some form or another as a course requirement. Almost 80% of the syllabi describe extensive writing (in the form of papers, essay exams, or combination multiple-choice and essay exams) as part of their class requirements.

Teaching methods vary considerably: lectures, laboratories, seminars, group discussions, field-based experiences, and technology. The use of interactive technology (web sites, electronic mail, interactive computer programs) is becoming increasingly popular. Roughly 12% of the syllabi specifically describe use of the World Wide Web—teaching students how to access materials on the web, holding electronic discussion groups, using electronic mail, and so on. Several programs have courses with assignments and projects on web sites. Some courses also have students submit assignments electronically.

GE ASSESSMENT

Each College/School Curriculum and Resources Committee reviews departmental course proposals to determine whether a proposed course meets program requirements, for example, how the course fits into the curriculum, and whether there is consistency in course workload and units. The GE subcommittee of UEPC then reviews all course proposals for GE suitability. Thus, each course proposal submitted for GE credit undergoes three levels of review: the department level, the college/school level, and the university-wide level.

Since Fall 1997 the General Education subcommittee reviews each department's and program's GE courses on a five-year cycle in coordination with the five-year academic program review by the University Educational Policies Committee.

The University recently gathered data regarding the GE program from two sources: The Noel-Levitz Student Satisfaction Inventory and the course evaluation instrument, IDEA. In Spring 1997 over 1,200 students responded to the Student Satisfaction Inventory, which included nine questions intended to measure student assessment of the General Education program. The results for questions pertinent to GE show that students are satisfied with the GE program and that they feel that the program is important to them—responses ranged from 5 to middle 6 on a 7-point Likert scale.

Over 1,000 students responded to the IDEA evaluation questions for Spring 1997. The data analysis grouped the questions in three categories: subject matter mastery, development of general skills, and personal development. The analysis shows that most means are in the high 3 to mid 4 range on a 5-point Likert scale.

Overall, the surveys indicate that Stanislaus students are relatively satisfied with their GE classes. Students perceive that the classes are helping them acquire knowledge and develop skills in communication and other areas. With a typical GE class having enrollments of 30 or fewer, students work closely with faculty, and most students feel positive about their experiences. Nonetheless, considering that GE classes are perceived as the “bread and butter” of many departments, insufficient work has been done in recent years to re-examine the program's goals compared to what is really being accomplished. This is the challenge that the GE Review Task Force currently faces.

LIBERAL STUDIES PROGRAM

Over 95% of the 1,100 students in the Liberal Studies major are preparing to become elementary school teachers. The BA degree program in Liberal Studies includes both a multidisciplinary GE curriculum and major course work, providing (1) a multidisciplinary background in liberal arts for students intending to pursue graduate study or professional

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careers in non-technical fields; (2) an approved waiver of the general subjects examinations of multiple subjects teaching credential; and (3) an opportunity for students to progress toward a degree and yet also explore a greater variety of subject areas than is possible in conventional academic majors.

LIBERAL STUDIES PROGRAMMATIC COHERENCE AND GOALS

The Liberal Studies program, the largest major in the College of Arts, Letters, and Sciences, is designed to focus on breadth, whereas other majors require 51 units of General Education, Liberal Studies requires 80. However, only a few courses actually have a Liberal Studies prefix; the vast majority of classes are in other departments and programs within the College of Arts, Letters, and Sciences, and many of them double as offerings within the traditional GE program.

More than many other majors, Liberal Studies is focused on students attaining a particular goal—to become teachers. The program shifts the responsibility for learning onto the students so that they are not learning for grades but for professional preparation. Students are asked to participate in that preparation, to evaluate themselves in terms of their goals, and then to discuss what classes and what types of learning will be of particular benefit to them. Students also participate in at least 30 hours of field experience in schools. Students must produce a portfolio, with papers based on their self-assessment and their field experience that includes research on technology in the schools and on the challenges they will face as teachers in multi-ethnic classrooms. In this way, the program tries to correlate learning with direct application and stresses to students that the best preparation for their life-goal is to become well-educated.

The program not only responds to diverse learning needs but also requires that instruction be devoted to the study of diverse learning styles. Both Introduction to Liberal Studies (LIBS 1000), and Community and Diversity (LIBS 3000) devote a section of the course to learning styles. The introductory course emphasizes self-evaluation as well as acquisition of the basic academic skills of research, written and oral presentation, and the prioritization of information. The courses provide students with a portrait of their own styles and enable them to compare themselves with their

peers, helping them to become better prepared to instruct students of all types.

While the Liberal Studies program is more goal-oriented than many other majors in the College of Arts, Letters, and Sciences, the program also suffers from weaknesses that are problematic system-wide. In a recent effort to increase the numbers of well-prepared teachers statewide, legislators and leaders in the CSU have focused on the nature of Liberal Studies programs and their relationships with teacher preparation programs in Schools of Education. Some problems have emerged: (1) Liberal Studies programs are often perceived as “stepchildren” on a campus, often with no chair, no office, and no regular faculty, (2) curriculum within Liberal Studies is often not tightly connected to teacher preparation or to the goals of the Schools of Education, and (3) curriculum often consists of a patchwork of classes, taught primarily by part-time instructors.

To some degree, these features are also characteristic of the Liberal Studies program at Stanislaus. The program is supervised by a Liberal Studies coordinator and a Liberal Studies Committee composed of faculty from the College of Arts, Letters, and Sciences and the School of Education. The Coordinator is not a faculty member within the college; there is no specific office for the program. Liberal Studies advisors are scattered throughout the College, so students must often struggle to find an advisor. While proposed Liberal Studies course work is reviewed by the Liberal Studies Committee, courses in other departments are not aimed primarily at the goals of Liberal Studies students. Courses with Liberal Studies prefixes are all taught by part-time instructors.

While students seem satisfied overall with the Liberal Studies program (as evidenced by the data gathered), the campus is committed to addressing the issues that are of concern statewide. The Dean of Arts, Letters, and Sciences has been meeting regularly with the Dean of Education, the coordinator of Liberal Studies, and the chair of the Department of Teacher Education. Planning efforts within ALS aim at appointing a Liberal Studies director who teaches in the program and at allocating space for the program. In this plan, faculty and student peer advisors will be trained and will be available in offices within a Liberal Studies office complex. (Space for this complex has been identified and will be available in January 1999.) Efforts are

also being made to connect the Liberal Studies courses more integrally with the School of Education. Curricular changes are currently underway.

Within the next two to three years, the Liberal Studies GE program as well as the major should be more coherent, more focused on what students need to be successful teachers, and more assessable in terms of meeting specific needs and goals. The College and the University as a whole are committed to maintaining the liberal arts focus of the major. The goal is not to narrow the scope of that of a vocational program but to ensure that graduates have both a solid base of knowledge and the skills to become effective classroom teachers.

UNIVERSITY HONORS PROGRAM

The University Honors Program consists of a series of interdisciplinary seminars and sections of regular courses. It is designed to be an innovative program for students of exceptional energy, dedication, and intelligence who work with selected faculty teaching in creative ways. The program provides an alternative GE curriculum tailored to encourage students to become empowered, autonomous learners. The Honors Program is currently in the process of being redesigned.

In the past, the Honors Program has been coordinated by two faculty members receiving released time. An Honors Advisory Board, composed of elected student representatives, faculty appointed by the Dean of Arts, Letters, and Sciences, and the co-directors have set policy and guided the directors in shaping the program. Starting in Fall 1998 the Dean will work directly with the Honors students and Honors Task Force to redesign the program.

HONORS PROGRAMMATIC COHERENCE AND GOALS

The current Honors Program begins with a two-course required sequence for first-year students in which collaborative learning is used via electronic media to develop and hone students' skills in critical writing and inquiry. All Honors students are required to complete a capstone sequence: "Honors Research," "Honors Individual Study," and "Honors Lecture Series." Once their research project

has been completed (in "Honors Individual Study") students make a formal presentation of their research to the campus community via the "Honors Lecture Series"—the final capstone course.

Between the first-year sequence and the capstone experiences are five optional Honors seminars that constitute the remainder of the University Honors curriculum. These seminars, which typically encourage active learning, have titles such as "Political Polemics," "Humanities," "Great Thinkers," "Science, Technology, and Human Values," and "Self and Community."

With its small interdisciplinary seminars, individual research experience (with the help of a faculty mentor), active and collaborative learning approach, and student representatives on the Honors Advisory Board, the University Honors Program has been designed to offer a student-centered, learning-centered curriculum. However, since the requisite courses for the program are only the first-year and upper-division experiences, the majority of Honors students do not take Honors classes during their second and third years.

HONORS ASSESSMENT

The Honors Program lacks a formal assessment process and no extensive formal surveys have been done. Through anonymous student feedback and informal conversations, students have spoken highly of their experiences in the University Honors Program, and IDEA evaluations tend to be high. However, the program has been struggling in recent years with insufficient resources and low enrollments (only fourteen new students entered the program in Fall 1997). Furthermore, faculty have been increasingly reluctant to teach in the program, in part because their departments are not reimbursed for their participation.

The Honors Program underwent its first five-year review in 1997-98. An external reviewer, Dr. Frank Hartigan, head of the Honors Program at University of Nevada, Reno, visited the campus in November 1997. After interviewing students, visiting classes, and speaking extensively with faculty and administrators, Dr. Hartigan affirmed that "the program is not healthy" and required a challenging curriculum that meets the needs of every major. He made a strong set of recommendations for the program that included a

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commitment from the University to provide enhanced resources and fund-raising for an effective Honors program, including scholarships. Other recommendations for improvement related to structure: placing the program outside of a college or school, with a director report directly to the Provost, and creating an Honors Board, primarily of faculty with some student representation to help shape the program and to continue as the programs's policy-making board.

Other recommendations were to exempt Honors courses from the standard FTE arrangements in order to encourage departments to participate in the program, and to recruit students from the high schools rather than waiting until after they have been accepted at Stanislaus.

To design the new Honors Program, an Honors Task Force consisting of faculty from the College and the two Schools is creating a new program entitled "Honors 2000." This group is working with students, the dean, faculty, and community members, to design a program that meets criteria for an effective Honors Program for this campus, preferably one with strong external support. The program envisioned is one in which a cohort of students will work closely with one another and with faculty both in and outside the classroom to create a cohesive learning community.

MAJORS

The major provides students with the opportunity to study a discipline in depth. Stanislaus offers 47 undergraduate degree programs (34 majors and 13 minors), and tries to address the diverse educational needs of its students by making courses and majors available to students both on and off campus.

Departments also are starting to offer more flexible schedules for their programs. For example, in Fall 1996, only one or two Saturday classes were offered; in Fall 1997, over ten Friday evening and Saturday classes were offered. Program courses are available throughout the day and evening hours, and many are offered using instructional television.

One question asked of programs as part of their five-year reviews is whether students can complete the major in four

years. Almost every department makes a strong effort to provide access to courses that will enable students to complete the major in four years.

As indicated by five-year reviews and departmental reports prepared for this self-study, most programs respond to the different learning needs of their diverse student body by using a variety of teaching strategies. Additionally, students with certified learning and physical disabilities are accommodated by note takers, extended test time, special laboratory work spaces, and other options.

Departments also support an encourage faculty and student scholarship, research, and creative activity. For example, Psychology has a Student Poster Session each semester which draws entries not only from Stanislaus psychology majors but also from community college psychology students. The Biological Sciences call attention to faculty and student achievements by exhibiting posters in the hallways of research that faculty or students have prepared for presentation at professional meetings.

While it is difficult to summarize the disparate attributes of so many majors, the data from IDEA surveys, departmental reports, and five-year reviews indicate that Stanislaus major departments are becoming increasingly effective in designing curricula, schedules, and pedagogies that meet the needs of diverse students.

WRITING PROFICIENCY COURSES IN THE MAJORS

Recognizing that the ability to write effectively is a core competency required in an academic program, all students at CSU Stanislaus are required to pass a Writing Proficiency Screening Test (WPST) and, subsequently, to take a Writing Proficiency (WP) course. The Writing Proficiency Program has been a requirement for graduation since Spring 1992. This program is based on the assumptions that writing is essential across the curriculum in general, that forms and standards of writing vary by discipline, and that students improve as writers through guided practice in writing within the context of a specific discipline.

Each department has identified one or more upper-division courses as Writing Proficiency courses—courses in which intensive practice in discipline-specific writing is integrated into course content. For example, in a biochemistry WP

course, students write and publish an on-line journal; the class handles a process of selection and revision similar to that of a refereed journal in the field.

There are currently 42 WP courses offered in over 25 departments. The WP courses are monitored and assessed on an ongoing basis by the University Writing Committee (UWC). The UWC approves and reviews all WP courses to ensure adherence to specific criteria concerning limited class size, curricular content, writing components, developmental responses and assessment procedures.

As a part of this self-study, the UWC expressed concern that the above criteria are not always met satisfactorily. Due to institutional pressures to maximize enrollments, instructors sometimes admit students whose WPST scores are deficient, and WP courses often enroll more than the maximum number of students appropriate. Moreover, instructors of WP courses are often not trained in techniques for effectively incorporating writing into their classes and to respond effectively to students writing.

Assessment of the WP program and its relationship to the campus Writing Center is the topic of a study begun in 1994 by a team of faculty and graduate students in the Department of English. Preliminary findings indicate that the writing program would be enhanced by (1) clear yet flexible definitions of what constitutes "proficiency" and what types of writing assignments, facilitation, and evaluation best help students achieve such goals, (2) a determination of whether the Tutorial/Writing Center should place more emphasis on the needs of the WP courses, (3) adequate allocation of space, funds, and time to meet the goals determined, including released or assigned time for faculty to further acquaint themselves with the kinds of writing in their fields and with more sophisticated pedagogies of teaching writing, and (4) fuller integration of the competencies taught in lower-division writing classes with the demands placed on students by the WPST and by WP courses.

EXPERIENTIAL LEARNING AND COMMUNITY INTERACTION IN THE MAJORS

Many Stanislaus major departments encourage active learning through experiences on and off campus. For example, many programs sponsor student clubs and

organizations. The campus has an active Science Club, Art Club Economics Club, History Club, and Nursing Honor Society. Many of these organizations are affiliated with national organizations such as Psi Chi in Psychology, the Association for Computing Machinery in Computer Science, and Phi Alpha Theta in History.

These organizations often sponsor guest lectures, organize workshops, and distribute information about graduate schools. For example the Art Club has organized exhibitions, film series, and field trips. Biological Sciences supports a Pre-Medical and Health Professions Club, which brings professionals to campus for seminars and visits medical schools—activities which enrich the experience of students and present options for their future careers.

Some programs augment student learning through group field trips and individually paced self-guided field trips. Child Development, for instance, takes students to Sacramento each spring to meet with politicians regarding current child development legislation. This field trip helps Child Development students better understand the relationship between theory, research, and law, and also helps them establish professional networks.

Some programs have internships that expose students to the practical side of a discipline. For example, Geography has internships with the Corps of Engineers at Knights Ferry and the U.S. Forest Service in the Stanislaus National Forest. Communication Studies has internships at the campus radio station, KCSS, where students acquire experience in management and production in a non-commercial radio station. Through internships at the campus newspaper, *The Signal*, students develop news writing and newspaper production skills. Politics and Public Administration provides a program in which students are assisted in locating internship positions with city, county, state, and federal administrative agencies.

Some programs have strong community service learning components, such as Geography's "Bridge" program, Child Development's "Community Connection," and Chemistry's "Magic Show." As reflected in the 1997 CSU Cornerstones document, there is a growing emphasis across the CSU system on service learning programs, seen as a means to tie the University closer to the community, while enhancing student learning and preparation.

ASSESSMENT IN THE MAJORS

The ways in which fundamental learning expectations are stated and assessed vary dramatically among the majors. Some programs have assessment techniques in place or are beginning to implement comprehensive assessment; however, a number of programs still rely solely on exams and final papers. Some programs have developed or will soon have capstone courses as a means of assessing student learning in the major: for example, English has a capstone "Senior Seminar," Child Development, Mathematics, and Communication Studies will each have capstone sources by 1998-99. Some programs use alumni surveys to assess their programs: for example, Communication Studies randomly assesses graduates one, five, and ten years after graduation regarding how the program career progress. Some departments, such as Biological Sciences, track student employment and graduate admission information.

Class projects and portfolio evaluations are becoming more common. For example, Communication Studies has initiated a portfolio system. Starting Spring 1997 faculty began documenting how well learning objectives have been reached by using the course learning objectives to evaluate student portfolios. These techniques help assess the appropriateness of program learning objectives and success in achieving those objectives. Those programs that have yet to initiate assessment techniques are being encouraged, through the five-year review process, to start learning and program assessments as soon as possible. The current format for the five-year review places emphasis on assessment of students learning outcomes and program effectiveness.

Establishing and maintaining standards varies throughout the majors. Many programs use departmental curriculum review to set standards; others apply national standards. For instance, Chemistry assesses student progress using

American Chemical Society standardized exams for two of its one-year sequence courses, and results are compared to national norms.

Several programs are nationally accredited: Art, Chemistry, Drama, Music, Nursing, Social Work Public Administration, and the School of Education. The School of Business Administration is in candidacy status. A primary focus for accrediting agencies is maintaining high standards for student academic achievement, so these departments work hard to ensure that their graduates meet and exceed national norms for their discipline.

Liberal Studies does some assessment through LIBS 1000 and LIBS 3000. Both courses require portfolios that include researched papers on multiculturalism in the area schools and that demonstrate the academic skills required of teachers in the classroom. The students must also self-assess their personal competency levels and develop a personal plan for becoming the kind of teacher that they want to be. LIBS 4960, the Senior Seminar, requires a 30-40 minute demonstration by each student on some integrated topic. Learning expectations, specified in the syllabi, have been established in accordance with standards required by the California Commission on Teacher Credentialing.

The assessment of student learning and of program effectiveness will continue to vary according to programmatic characteristics, student needs, and other variables. However, all academic program directors are aware that assessment efforts in their department must be ongoing and consistent. Resistance on campus to "outcomes assessment" still exists, but resistance has waned as faculty and administrators become more aware of the benefits of good assessment and the multitude of ways in which it can be carried out.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

REORGANIZATION AND REDESIGN OF BREADTH REQUIREMENTS

General Education, Liberal Studies, and the Honors Program are all under review at the present time (1997-98). Recommendations in all three areas will be forthcoming by the end of academic year 1998-99 as part of the Master Academic Planning process. This is a critical period for substantial segments of the undergraduate curriculum. Some crucial steps that need to be taken as these processes continue are:

- Ensure that all segments of the University community as well as appropriate individuals outside the University participate in the redesign of breadth programs.
- Provide curricula and scheduling that corresponds to students' interests and scheduling needs.
- Ensure that both learning outcomes and program assessment are built into each breadth program.

TEACHING AND LEARNING EFFECTIVENESS

To ensure that breadth programs and the majors meet the learning goals of students, the University needs to provide more professional development opportunities for faculty and provide stronger support for instructional technology. Two major steps already taken are the hiring in 1997 of a specialist in instructional technology and, later in 1998, the establishment of a faculty center for teaching and learning on campus. Additional steps that need to be taken:

- Retrofit and update the classrooms in both the Classroom and Science Buildings.

- Accelerate updating computers and computing skills for faculty, staff, and students.
- Implement the recommendations of the University Writing Committee regarding the WPST and WP courses.

ASSESSMENT

More consistent and thorough assessment procedures are needed for breadth programs majors, and other programs on campus. All majors and programs need to have formal assessment methods in place. Additional steps that need to be taken:

- Make assessment of student learning and program effectiveness top budget priorities, as called for in the Strategic Plan.
- Ensure that the Five-Year Program Reviews are used more effectively for program assessment. All department must be encouraged to use the new program review guidelines and take seriously the recommendations and suggestions made by the various levels of review. A suggested strategy is to give assigned time to the Department Program Review Coordinator one year in advance and provide that person guidance and support through the Institutional Research Office and the Center for Excellence in Teaching and Learning, and from more experienced colleagues in other departments.
- Give priority to training and assisting department chairs and faculty in implementing a broad variety of learning-centered assessment strategies and techniques.

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Exhibits for Standard 4-B

- 401 Program Reports for CSU Stanislaus Undergraduate Programs
- 402 Undergraduate program syllabi
- 403 Instructional Development Effectiveness Assessment (IDEA) Evaluations and Summary, Spring 1997
- 404 Report on the University Honors Program, California State University, December 3, 1997
- 405 Student Satisfaction Inventory: Institutional Summary (Results of General Education Questions), June 1997
- 406 CSU Stanislaus GE Enrollment by Division (Fall 1991 through Fall 1996), May 7, 1997
- 407 CSU Stanislaus Enrollment in Honors Courses (Fall 1991 through Fall 1996), May 7, 1997
- 408 CSU Stanislaus Enrollment in Liberal Studies Courses (Fall 1991 through Fall 1996), May 12, 1997
- 409 General Education Grade Summary by College/School and by Course Prefix (Fall 1991 through Fall 1996), May 6, 1997
- 410 Criteria for the Approval of General Education Courses at CSU Stanislaus, April 17, 1997
- 411 General Education Course Review form, Spring 1997
- 412 Articulation of Multicultural General Education Requirement, Area G, January 15, 1996
- 413 GE Program Review at CSU Stanislaus—Recommendations for Process, April 17, 1997
- 414 General Education Subcommittee of UEPC: Draft, October 10, 1997
- 415 Liberal Studies Criteria, October 7, 1997
- 416 *Barclays California Code of Regulations*, Board of Trustees of the California State Universities: General Education Objectives, Requirements and Procedures, January 10, 1992

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Damon Polk	Student Representative
Terri Short	Lecturer, Mathematics
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STANDARD 4-C: GRADUATE DEGREES

DESCRIPTION AND ANALYSIS

CSU Stanislaus has nine graduate programs: a Master of Arts in Education with concentrations in Administration and Supervision, Physical Education, School Counseling, Special Education, and five emphases in Curriculum and Instruction; the Masters of Business Administration; a Master of Arts in English with concentrations in Literature, in Rhetoric and Teaching, and in TESOL; a Master of Arts in History; a Master of Science in Marine Science; a Master in Public Administration; a Master of Arts and Master of Science in Psychology; a Master of Social Work; and a Master of Arts and Master of Science in Interdisciplinary Studies.

Students in these programs make up 9.96% of the student headcount at CSU Stanislaus. Projections assume that graduate programs should represent about 10% of FTES enrollment through the year 2000 (currently graduate FTES is about 8%, exclusive of post-baccalaureate credential programs). When post-baccalaureate credential students are added to the headcount, graduate enrollments represent about 25% of the student body. Recruitment efforts needed to sustain growth have been discussed, and initiatives are underway for enhanced resource support for recruitment, establishment of graduate assistantships, potential growth in joint programs with the new UC Merced campus, and methods to counter aggressive advertising of graduate programs in the region by private universities with headquarters outside our region.

Since the last self-study in 1990, the University has initiated the Masters of Social Work (MSW) degree program. The

MSW program achieved accreditation by the Council for Social Work Education in June 1998. A joint Master of Science in Family Nurse Practitioner with Sonoma State is near completion.

In addition, two concentrations in existing graduate programs have been added: the concentration in Multilingual Education within the MA in Education and the concentration in Teaching English to Speakers of Other Languages within the MA in English. The Interdisciplinary Studies Subcommittee of the Graduate Council has approved guidelines for formal concentrations within the MA/MS Interdisciplinary

Studies Program. When developed, such concentrations will enhance quality control for the MA/MS programs of the majority of students in the Interdisciplinary Studies Program; such concentrations can be used by departments to evaluate the feasibility of developing regular master's programs.

Programmatic coherence, consistency of policy, academic quality, and student services for graduate studies at CSU Stanislaus are provided by an organizational structure administered by the Dean of Graduate Studies, governed by the Graduate Council, and served by the Office of Graduate Studies. While functioning within the governance structure established by the Academic Senate, the Graduate Council has delegated constitutional authority for leadership in ensuring that graduate programs are offered at the highest level of quality.

ENROLLMENT IN THE SIX MOST POPULAR GRADUATE PROGRAMS - 1997

Academic Programs Number Percent

Social Work	87	22.3
Business Administration	82	21.0
Psychology	60	15.4
Public Administration	49	12.6
Education	38	9.7
History	20	5.1

Total-top six programs 336 86.1
Total All Programs 390 100

There are, in addition, 707 credential and 200 postbaccalaureate students.

MASTER'S DEGREES AWARDED BY MAJOR/ CREDENTIALS BY TYPE 1996-97

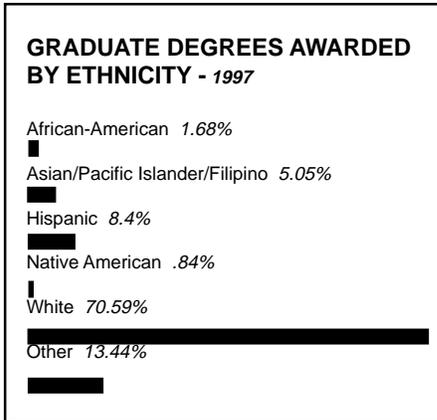
*Number
of Degrees
Awarded*

MASTER'S DEGREES

Business Administration	24
Education	25
English	5
History	3
Interdisciplinary Studies	12
Marine Science	2
Psychology	12
Public Administration	10
Social Work	45
	138

CREDENTIALS

Initial Elementary	217
Advanced Elementary	136
Initial Secondary	85
Advanced Secondary	56
Special Education	7
Counseling	5
Administration	21
Reading	3
Additional Programs	3
	530



TEACHING AND LEARNING

Program reports developed by the graduate coordinators demonstrate both the variability and the commonality of graduate programs. Descriptions include teaching methodology, conceptual and curricular design, specific educational objectives, assessment methods, research components, learning-centered aspects, off-campus programs, resource adequacy, selected course syllabi, and faculty vitas of each graduate program.

Because graduate programs tend to be small and focused on specific goals for student learning, graduate courses typically emphasize integration of knowledge, in-depth evaluation and synthesis from primary literature, and responsibility for presenting investigations primarily by students. Faculty of graduate programs stress the importance of autonomous learning, critical thinking, and problem-solving capacities. Experiential learning is stressed for programs such as social work, in which students have extensive field experience, while programs such as English offer students opportunities to tutor students and teach writing classes. Internships are available for graduate students in Business Administration, Psychology, Public Administration, and other fields.

A “culminating experience”—either a thesis or project or comprehensive examinations (or in some cases both)—is one of the most important elements of graduate programs and one that distinguishes graduate from undergraduate education. The graduate thesis and project as well as the comprehensive examinations are highly individualized, rigorous experiences designed to enhance and demonstrate student learning. High standards are established and maintained for the culminating experiences, especially

theses and projects, by the Graduate Council and the Office of Graduate Studies. The “Thesis and Project Requirements” document is used to guide students and chairs of thesis/project committees and the Dean of Graduate Studies in setting standards. Additionally, a 46-page document, “Master’s Degree Program Guidelines for Thesis or Project,” has recently been prepared to provide guidance for development and production of high quality theses and projects.

Because CSU Stanislaus is committed to the creation of a learning environment that welcomes graduate students in interactions with faculty, the faculty are concerned that the personalized learning environment and a rich intellectual exchange necessary for graduate education may be jeopardized by a high dependence on synchronous and asynchronous technological delivery systems. When definitions of learning and specification of learning outcomes are pursued, we need to consider questions of the quality of interaction, depth of learning, and connectivity with colleagues. Thus, the alliance between technology and academic goals as related to graduate education is a major theme currently under discussion within the Master Academic Planning Committee.

ASSESSMENT

The learning-centered philosophy in graduate education is more than a stated objective. The faculty do not view graduate studies as training for high paying positions, but rather contributing to students’ love of learning and of culture. In discussions of learning and student outcomes, the faculty have expressed the imperative to avoid a sterile technical approach that gains accountability but blinds us to the joy of learning.

An audit of graduate programs shows that assessment ranges from negligible in some departments to fairly comprehensive approaches in others. Graduate coordinators/directors and administrators recognize the complexity of assessment and the importance of designing measures that are multidimensional, meaningful, and oriented toward program improvement and student learning. The faculty have initiated assessment of graduate students, faculty, and programs, and the Graduate Council continues its discussion of the effectiveness of various assessment measures for improving our graduate programs.

Knowing both the importance of assessment and the uneven application of assessment by different graduate programs, the Graduate Council has endorsed a list of potential assessment goals for evaluation of all graduate programs that are designed to provide thorough assessment of student quality, faculty quality, and program quality throughout the graduate programs at CSU Stanislaus. The categories for assessment of student, faculty, and program quality are viewed as interactive rather than discrete. Each contributes to ascertaining the degree to which our graduate programs achieve their shared goal of producing competent and educated graduate students.

Examining the graduate programs from the viewpoint of learning centeredness required ascertaining how students perceived program quality and learning achievement. Students' views of their graduate education were secured in various ways, including course evaluations, a program evaluation conducted at the time of their graduation, and an alumni survey.

Course Evaluations

The analysis of IDEA course evaluation scores for 51 graduate courses taught during Fall 1997 indicated that graduate students overall had a positive assessment of the quality of the courses in terms of the courses' stated objectives. For example, 66% of the 712 surveyed rated the courses at the highest quality level and 93% at the average to highest levels.

Students' assessments of the degree to which the course improved their attitude toward the field of study yielded similar results, with 56% at the highest levels and 95% at the average to highest levels.

For items on the IDEA that assess students' perceptions of faculty quality with regard to teaching methods, the results indicated less agreement among graduate students: 45% rating the professors at the highest levels, 39% average, and 16% at the lowest levels.

When students were asked to rate their courses on a five-point scale for meeting the essential/important objectives, their overall assessment was high, with means ranging from

4.0 - 4.3 on various items (using a 5 point scale). Differences in responses based on the College/Schools of the student indicated overall ratings tended to be highest for Education (based on 283 students in 19 courses), followed closely by Arts, Letters, and Sciences (based on 328 students in 27 courses). Ratings for Business Administration (based on 101 students in 5 courses) were comparable to the other two College/School in terms of overall evaluation of achievement of course objectives, but were substantially lower in response to questions of improved attitude toward field and excellence of teaching .

Findings also included the percentage of faculty by rank who taught these graduate courses. Overall, 18% were taught by professors, 27% by associate professors, 33% by assistant professors, and 20% by visiting lecturers/instructors. Some differences were evident within the College/Schools within the lower faculty ranks but consistent in percentages for professor and associate professor ranks.

On the IDEA forms, faculty are asked to identify the key objectives for graduate courses. An analysis of their responses indicates that overall faculty tended to rate objectives related to subject matter mastery as essential or important. These included developing professional skills (88%), gaining factual knowledge (72%), and learning fundamental principles and theories (72%). One of these objectives, learning the process of the discipline's methods, was rated somewhat low in importance (39%). Two course objectives received the lowest citation for importance for graduate courses: developing effective communication skills (39%) and developing creative capacities (14%). Objectives related to the personal development of students were rated low with percentage of importance ranging from 37% to 14%.

The information generated by the IDEA provides evidence overall of students' positive perceptions of the quality of graduate instruction; however, findings with regard to who is teaching graduate courses is of concern. Moreover, it is important to examine a possible discrepancy between the professors' identification of major objectives on the IDEA forms and those cited as important student outcomes and program objectives by the Graduate Council when it reviews course syllabi and conducts its program reviews.

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Graduate Student Program Evaluation—Exit Survey

An exit survey given to graduate students at the time of their graduation includes questions related to quality of program, courses, faculty, library, laboratories, and graduate office services. These data were analyzed in the aggregate, by program, and by graduation year. This information was provided to the graduate coordinators for review and provided guidance for improvement of programs.

The responses of 110 students indicated that 78% rated the overall quality of their program as excellent or good. The highest ratings (excellent/good) were given as follows: commitment of faculty to the graduate program (84%), faculty qualifications (81%), library assistance (80%), usefulness of program for employment (76%), intellectual challenge of the program (74%), and teaching effectiveness (71%). The items in which the excellent/good quality ratings were below 50% included career information provided by faculty (38%), physical facilities (46%), and equipment (42%).

Survey of Alumni

A survey of alumni distributed three years after their receipt of a graduate degree also yielded information about quality of faculty, program, and learning. The survey asked alumni to respond to questions about the reasons and goals for their graduate degree, benefits, current employment, evaluation of program and faculty, personal feelings about the University, and suggestions for improvement. The low response rate of 48 alumni makes definitive judgments difficult but general indicators about program quality derived from these data for selected items follow. Seventy-nine percent said if they had the opportunity to begin their degree over again, they would enroll at CSU Stanislaus, and 85% said their personal feeling about the degree program was either enthusiastically supportive or generally supportive with minor reservations.

The highest ratings (excellent/good) were given for overall quality of the program (67%), commitment of faculty to the graduate program (73%), faculty qualifications (81%), usefulness of program for employment (73%), intellectual challenge of the program (74%), and teaching effectiveness (69%). The lowest quality rating (42%) was the "relationship of curriculum to the real world."

These data were analyzed in the aggregate, by program, and by graduation year. This information was provided to the graduate coordinators for review and, as appropriate, provides guidance for improvement of program. While some variability in responses to similar questions existed in the responses of graduate students in comparison to alumni 3 years after graduation, overall the responses of both groups are similar and positive.

Other Indicators

Other indicators of student and faculty quality are defined in the Assessment Goals for Graduate Programs document, but a sampling is provided:

Grade Point Average The required overall GPA (consisting of undergraduate and post-baccalaureate course work) for graduate students at time of entry into a graduate program is a minimum of 3.0. Overall graduate students' GPA at the completion of the program was 3.69 in Fall 1997. Approximately 24% of the graduate students at commencement are awarded honors which means their GPA is at or above 3.9.

Graduate Admission Examinations An analysis of scores on the Graduate Record Examination at the time of program entry indicates that the mean GRE score for graduate students is 460 verbal (national mean 479), 467 quantitative (national mean 555), and 509 analytical (national mean 543). Marine Science students exceeded campus and national averages on all three measures, English students exceeded campus and national verbal and analytical scores, and Psychology students exceeded the campus and national analytical scores. Generally, GRE scores are required as part of the admission criteria, but the faculty have insisted that no absolute minimum scores be established for program admission decisions. Instead the GRE is used as one indicator along with other criteria for making student admission decisions. For admission to the MBA, a minimum score of 450 on the Graduate Admissions Management test is required. For the past three years, these students' MAT mean scores were 460 (national average 550).

Faculty Degrees, Experience, Qualifications CSU Stanislaus does not have separate designations for graduate faculty; thus, except for Social Work which offers only a graduate program, most faculty teach both graduate and

undergraduate courses. Faculty characteristics for graduate teaching then is used for the faculty as a whole. Data indicate that 95% (203 of 213) of the faculty hold doctorates, with a mixture of senior faculty with many years of experience complemented by those hired in the 1990s (7% were hired in the 60's; 29% in the 70's; 67% in the 80's; and 37% in the 90's). Faculty diversity in terms of the variety of institutions and the region of their degree indicate that 44% received their highest degree from the Pacific West (most from California and most from the University of California), 11% from the Mountain states, 17% from the Midwest, 24% from the East Coast, and 4% from foreign universities. An analysis of the research completed by the faculty in 1996-97 indicates that 57% of the faculty (27 of 47) who taught at least one graduate course had a refereed, published scholarly work and 21% had an externally funded grant.

Academic Program Reviews One of the most systematic and effective methods of assessing program quality and student learning goals is through academic program reviews. Although the Board of Trustees mandates periodic program reviews, which have been conducted at CSU Stanislaus on a five-year rotation, the departmental reviews in the past have not always been completed with thoughtfulness and scrutiny. In 1992, however, the University's program review procedures were modified to require departments to assess their programs' stated objectives, especially with regard to student learning. Review procedures are also responsive to the CSU Board of Trustees' advocacy of the comprehensive assessment of student learning as a core value guiding academic program reviews. Statistical information from the Office of Institutional Research is sent to departments conducting program reviews. The refinement of the procedures, criteria, and format for academic program reviews has resulted in better preparation of documents, more serious discussions by program faculty, and more comprehensive scrutiny by members of the University Educational Policies Committee, the Graduate Council, the Faculty Budget Advisory Committee, and the administration.

Criteria for Evaluation of Graduate Courses Approved by the Graduate Council in 1994, this document was a milestone in the evolution of both harmonious and quality evaluation of course proposals for new graduate courses. The document lists criteria for graduate courses in general (i.e., criteria leading to greater depth, sophistication, and mastery of learning by students) and criteria for specific types of

graduate courses—graduate seminars, graduate laboratories, fieldwork and clinical practice, graduate independent study, the culminating experience, and introductory graduate courses. Faculty have access to the criteria while preparing proposals, and proposals are uniformly evaluated and approved only when members are satisfied that criteria are met.

As various assessment measures become developed and resulting data become readily available, individual programs undoubtedly will use them more and more for ongoing program adjustments. The resulting data will provide evidence upon which to base realistic program resource allocations. To date, systematic program assessment has not been linked to resource issues.

ROLE AND SCOPE OF GRADUATE EDUCATION

In the view of the graduate coordinators, defining the role and scope of graduate education within the context of the University mission is the most encompassing issue facing the future of graduate programs at CSU Stanislaus. To assist the University in its discussion of the appropriate role and scope of graduate education at CSU Stanislaus, the Dean of Graduate Studies and the Graduate Council approved a 1995 document "Planning Assumptions for the Recruitment and Retention of Graduate Students." This document recommended a profile of graduate students that provides a foundation for the development of an enrollment management plan for graduate studies including issues related to size of graduate enrollments, regional vs. national recruitment, international students, diversity, the Stockton Center, and graduate assistantships. While many of these elements were incorporated into the planning by the university-wide Enrollment Management Committee, the Master Academic Plan also will address these issues, as decisions must be made within the context of the other populations within the University's student body. In the meantime, the Graduate Dean and Graduate Council use these assumptions in establishing annual target FTES projections for graduate programs.

During University goal-setting discussions in Fall 1996, a group of faculty, including current and all former chairs of the Graduate Council, staff, and the Dean of Graduate Studies, proposed the establishment of a Graduate School as an institutional goal to promote quality graduate education. This

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proposal was addressed to the Strategic Planning Commission as a means to engage the University in a thorough discussion of the role and scope of graduate education at CSU Stanislaus. It was suggested that a Graduate School as an organizational structure would convey the importance of graduate education and could assist in serving graduate students more effectively. Campus discussion of the possible establishment of a Graduate School continues within the context of the University's strategic academic planning.

Previous University reports to WASC have described the historical overlap in authority and functions of the Graduate Council and the University Educational Policies Committee (UEPC). The confusion resulting from ambiguous and contradictory language in the Faculty Constitution has been addressed, and both bodies have agreed upon and recommended constitutional changes to the Academic Senate. The changes to the Constitution were approved by faculty vote in Spring 1997 and clarify the independent, parallel functioning of these two committees. This too is viewed as institutional recognition of the importance of graduate studies to the mission of the University.

FINANCIAL SUPPORT FOR GRADUATE EDUCATION

Another persistent issue facing graduate education at Stanislaus is financial support for graduate programs. The Graduate Dean, Graduate Studies Office, and Graduate Council recognize the special resource needs of graduate programs and have generated strategies and some revenues for graduate education. These strategies led to increased funds from fees for continuing enrollment and thesis binding and to the Development and University Relations office obtaining a funding increase of \$25,000 for graduate assistantships from private and corporate donors for the 1997-98 academic year.

Currently, a CSU system-wide budget redesign proposal is under discussion that establishes a differential fee structure and differential calculation of graduate versus undergraduate FTES that would provide a richer allocation formula for departments with graduate programs. Additionally, funding

proposals to the Instructionally Related Activities Committee and to the Student Academic Success Initiative Committee for graduate student research are underway.

Also, the academic and budget redesign processes are designed for more effective linkages of graduate education to University strategic and budget planning and to greatly increased support from the Office of Development and University Relations; such linkage would result in higher levels of resource allocations for the special needs of graduate education, i.e., library research materials, computer and other technological equipment, facilities, faculty workload adjustments, graduate student and faculty research, budgetary support for ongoing assessment, and recruitment/retention efforts.

RECRUITMENT IN GRADUATE EDUCATION

Persistent issues that relate to recruitment in graduate education include the diversity of the graduate population, perceived declining level of student preparedness for graduate work, and increased competition from institutions outside the University's service area. The document *Planning Assumptions for the Recruitment and Retention of Graduate Students* addresses these recruitment challenges.

The gender distribution of graduate students has been constant over the past four years; approximately sixty-six percent of graduate students are female. During this time, ethnic distribution has become slightly more diverse, with under represented students about thirty-three percent of the graduate population, an increase of eight percent. Recruitment efforts have resulted in the development of professional recruiting brochures for each of our graduate programs. Increased recruitment efforts, combined with increasing levels of financial support, should lead to attracting better-prepared, more qualified, and more diverse graduate students. Increased numbers of applicants will enable more stringent selection of students. Both of these results should help solve problems of under-preparedness and competition from other institutions.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

IDEA forms, exit interviews, accreditation reports, and other indicators show that students are generally satisfied with Stanislaus graduate programs. Many indicators show that graduate education at Stanislaus is strongly centered on students and student learning. On the whole, graduate students, many of whom are mature “returning” students, can be characterized as self-motivated adult learners. Graduate programs aim to build upon these characteristics and further develop students’ knowledge base, critical thinking, and problem-solving skills. To enhance the recognized strengths of graduate programs, the following areas of concern, highlighted in the previous analysis, need to be addressed.

ROLE AND SCOPE OF GRADUATE EDUCATION

Given the changes in graduate education envisioned throughout the CSU, it is especially important that the role and scope of graduate education be thoroughly discussed and defined at CSU Stanislaus; thus, the following step is recommended:

- Incorporate discussion of the possible establishment of a Graduate School into planning discussions taking place within the College and Schools and in the Master Academic Planning process.

FINANCIAL SUPPORT FOR GRADUATE EDUCATION

If the academic planning processes establish that high quality graduate education is a priority, then sufficient resources should be available for the programs. Steps needed to be taken:

- Ensure adequate funding for staffing and graduate programs consistent with master academic planning.
- Build stronger linkages between graduate programs and the strategic and budget planning processes.
- Continue searching for external funding to support areas such as library research materials, graduate student and faculty research, student fellowships, scholarships, and faculty workload adjustments.

RECRUITMENT IN GRADUATE EDUCATION

Some graduate programs, such as History and Education, would benefit from higher enrollments while other programs, such as Psychology and Social Work, attract substantial numbers of students and would benefit from increased funding to support qualified students who cannot currently be accommodated. Furthermore, all programs would benefit from a more ethnically and linguistically diverse student body. Steps needed to be taken:

- Support more aggressive recruitment of students within and outside of the region through the distribution of the new professionally-developed recruitment brochures for graduate programs and through greater involvement of the faculty in graduate recruitment.
- Increase the visibility and quality of graduate programs by encouraging the development of cooperative programs with doctoral degree-granting institutions that would assist the admission and transfer of our master degree students.

TEACHING AND LEARNING OUTCOMES

Now that groundwork for more thorough assessment of graduate students, faculty, and programs has been accomplished, the graduate directors and faculty need to demonstrate that appropriate learning outcomes are achieved. Steps needed to be taken:

- Encourage all graduate programs to participate in assessment measures, identifying and assessing student learning outcomes that have been approved by the Graduate Council.
- Develop longitudinal databases and data analyses to help guide program redesign and modification.
- Provide resources to departments starting one year prior to their five-year reviews to enable them to conduct comprehensive, assessment-based, in-depth analysis, rather than merely descriptive reports.
- Reduce graduate faculty workloads and ensure continuing workload credit for thesis/project supervision.

EXHIBITS FOR STANDARD 4-C

- 417 Complete first draft of self-study, Standard 4C: Graduate Programs
- 418 Program Statistics: Number of students in graduate programs and number of degrees granted in each program for the last five years
- 419 Program Report for self-study
- 420 Graduate Student Portfolio information
- 421 Graduate Record Examination Summary 1996-97
- 422 GMAT Summary Statistics, 1994-1997
- 423 Grade Point Averages for Graduate Level Courses, 1993-1996
- 424 IDEA Evaluation and Divisional Summary, Fall 1997-98
- 425 Graduate Student Program Evaluation and analyses of exit surveys
- 426 Alumnus Graduate Study Experiences and analyses of alumnus surveys
- 427 Five-year Program Reviews, including examples of recent reviews (available upon request from the Office of Graduate Studies)
- 428 Examples of recent program accreditation reviews (available upon request from the Office of Graduate Studies)
- 429 Criteria for Evaluation of Graduate Courses (Graduate Council), September 1996
- 430 Thesis and Project Requirements, July 1996
- 431 Masters Degree Program Guidelines for Thesis or Project
- 432 Planning Assumptions for the Recruitment and Retention of Graduate Students, 1995
- 433 Enrollment Management Plan for Graduate Studies, 1994
- 210 Graduate Studies: Proposal to Master Planning Committee, April 20, 1998
- 434 California State University , Stanislaus Survey of Graduate Deans, April 1996
- 122 Graduate Program brochures
- 435 Graduate Program Comprehensive Examination Policies
- 436 Constructions of the Human: Conflicts in Culture, Identity, Technology. Annual Interdisciplinary Graduate Student Conference Program, 1997

WORK GROUP MEMBERS FOR STANDARD 4-C

Pamela Roe (chair)	Professor, Biological Sciences
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STANDARD 4-D: RESEARCH

DESCRIPTION AND ANALYSIS

The University mission statement affirms the commitment to creating a learning environment that encourages all members of the campus community to expand their intellectual, creative, and social horizons. A key means to accomplish this is to facilitate the promotion of academic excellence in the teaching and scholarly activities of faculty. Research, scholarly, and creative activities are of central importance in keeping faculty members current in their fields of expertise and in enhancing their passion for learning, both of which are necessary for excellence and vigor in university-level teaching and learning.

The University has the responsibility to enable faculty members to be involved in research, scholarship, or creative activities so that students may understand that knowledge is not a completed project but an ongoing process of learning within a community of peers. This connection between teaching and research makes a learning-centered university possible and underscores the central role of scholarship on a university campus.

The role of research, scholarship, and creative activities at CSU Stanislaus has evolved during the past five years from one that was relatively unnoticed to one that is visible and more significant despite the fact that Stanislaus is not primarily a research institution. The most tangible evidence of this is the increased number and quality presentations and workshops, the inauguration and publication of the *CSU Journal of Research*, and an increase in the volume of grant proposals submitted and awarded. As a result of more focused attention on student research in the past few years there has been greater student participation in the CSU Student Research Conference, expanded student participation in collaborative faculty research projects, an increase in students selected as pre-doctoral scholars, and more presentations at professional conferences.

The campus climate has undergone some change. Not only has the importance of research, scholarship, and creative activities been reaffirmed in the University mission statement but clearer and firmer statements about them have appeared

in departmental elaborations for Retention, Promotion, and Tenure and in recruitment policies. The Academic Senate appointed the Task Force on Research, Scholarship, and Creative Activities (RSCA) to review institutional policies regarding research, including a definition of research consistent with the University mission, the role of research in hiring and promotion, the extent and kinds of research being done, and changes needed to enhance institutional support for research. The most significant result of the deliberations of this Task Force is how vague notions about the role of research evolved to acknowledgments of the integral part which research, scholarship, and creative activities play in the academic community. They have also become issues on the agenda of several key committees within the University—the University Educational Policies Committee, the Graduate Council, the Faculty Development Committee, the Faculty Affairs Committee, and the University Retention, Promotion, and Tenure Committee. Consequently, the importance of research, scholarship, and creative activities is being felt throughout the academy, rather than being something noted on special occasions. This important change has been achieved through some collaborative effort of the faculty and the administration.

Only within the past two years has systematic reporting of faculty scholarship been requested as part of the deans' annual reports. This is undertaken as a means for displaying the quantity and diverse forms of faculty research, even though Stanislaus remains primarily a teaching, rather than a research, institution.

In 1995-96, the creative output of the campus included, among other forms of scholarship, 74 publications, 56 exhibits and performances, 101 conference presentations, and 29 consultantships. Using the full range of creative activities indicated on the deans' survey of faculty, 30% of the faculty overall and 57% of the faculty who taught at least one graduate course were engaged in research that resulted in a refereed, published product.

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The total value of grants submitted over the past three years has averaged \$10.6 million annually, with awards averaging \$6 million annually. This is in contrast to prior years in which the average awards averaged about \$1 million. Our total award rate is about 50%, and approximately 38% of our full-time faculty have participated in grants scholarship to date.

CONCERNS REGARDING RESEARCH

Attitudes and Perceptions

A number of surveys have been conducted on campus in the last few years, notably by the Academic Senate, the Strategic Planning Commission, and the RSCA Task Force. These surveys indicate that despite a measure of change, the faculty, particularly the newer faculty, are frustrated by the lack of clarity regarding research on campus. While 58% of those surveyed by the Task Force thought that “adequate attention” was given research in the RPT process, only 10% thought that they had the resources needed to do their research, and less than 20% thought the library was adequate for their scholarship needs. The Strategic Planning Commission’s survey also showed high levels of dissatisfaction with the lack of library funding. Other surveys indicate that while there was universal praise for the library faculty, there was strong agreement that the library is inadequate for the needs of both students and faculty.

Retention, Promotion, and Tenure Decisions

During focus group sessions conducted by the Task Force, a recurring issue was the research expectations for probationary faculty. The Task Force concluded that the value of research, scholarship, and creative activities can best be judged within a discipline and that cross-disciplinary comparisons are impractical, misleading, and intellectually difficult to defend. Consequently, it recommended that research expectations be defined at the department level rather than the university level. The Task Force also felt that research expectations should be described and evaluated for all faculty, not just for probationary faculty. These recommendations were recently approved by the Academic Senate.

Institutional Support

Support for research, scholarship, and creative activities is provided by the CSU system, the Office of Grants and Sponsored Programs, the Office of Development and University Relations, the RSCA and Affirmative Action internal grants, the Grants Incentive Program, and through information sessions on topics such as research policies, departmental review committees, and grants writing.

In 1997 the relationships between the Offices of Grants and Sponsored Programs and Development and University Relations were formalized in order to strengthen the potential for expanding available resources. The Office of Grants and Sponsored Programs seeks public and private funding, supports faculty and student research, provides communications and information regarding research opportunities to the faculty, and works with the Graduate Council, especially with regard to student research. This office received a full-time director for the first time in 1991, and its importance was further recognized in 1997, at which time the research and grants functions were separated, creating an additional half-time position. Working with the Office of Grants and Sponsored Programs, the Office of Development and University Relations seeks private funding for sponsored research, supports faculty and student research, and promotes faculty fellowships and scholarships.

The campus administration and the University Foundation greatly need to supply seed money for research activities. Matching fund budget lines need to be developed to help support grants in the sciences and other equipment-dependent projects. At present, the institution is relying heavily on external funding to support research. In order for institutional support to continue and expand, the dollars committed to research need to be increased.

The problematic role of research on this campus derives from a perception that this is not a research institution. The shift in paradigms from teaching-centered to learning-centered will help correct the misapprehension somewhat, but hiring and budgetary decisions are still made on the basis of a teaching-centered image of the University. If research is to be recognized as an integral part of professorship, then this recognition must be reflected in the budget in terms of money allocated, workload decisions, and departmental control of both monetary resources and faculty time.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

Research, scholarship, and creative activities enable faculty to stay current in their fields, to test their ideas in discipline-defined contexts, and to serve as role models for students. Participation in research provides valuable learning opportunities and experiences for students. Furthermore, these activities enhance the prestige of CSU Stanislaus, as our faculty members are recognized for their expertise and originality in their respective fields.

RETENTION, PROMOTION, AND TENURE

All departments are now required to develop RPT elaborations. Departmental elaborations will be designed to define the research, teaching, and service expectations of faculty members and, as such, should articulate the roles and expectations for both non-tenured and tenured faculty. The following list of scholarly activities, derived from the 1997-98 Deans' Annual Report, will serve as a model for a flexible, yet comprehensive framework for activities recognized in the RPT process:

- | | |
|--------------------------------------|-------------------------------------|
| books and monographs | book chapters |
| published articles | grants/contracts |
| published case studies | conference participation |
| editorial board memberships | conference proceedings |
| published curriculum material | literature citations |
| published computer software | servicing as editor |
| published reviews | servicing as reviewer |
| exhibitions and performances | conference presentations |
| non-refereed publications | consultantships |
| educational media production | K-12 school-based activities |

Additional steps that need to be taken:

- New faculty members should not be required to participate in the RPT process until the fall semester of their second year of employment at this campus, rather than in the first year, as is currently the policy.
- New faculty members should be able to make individual professional development contracts within their departments (along the lines of a model at Fresno State).

INSTITUTIONAL SUPPORT FOR RESEARCH

Additional steps that need to be taken:

- Provide released time for research campus-wide in an amount equal to one faculty position (30 units). The University should develop modes of workload flexibility so that departments can reach FTE targets in various ways. Furthermore, the University should provide 3 units of release time for new faculty members during their first year.
- Revise the Foundation Board policy on indirect costs in order to provide increased support to academic units for research and grants development.
- Provide a process by which available matching funds can be identified for research grants that require them.
- Establish a campus "Outstanding Faculty Research Award" with a monetary prize.

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EXHIBITS FOR STANDARD 4-D

- 437 Task Force on Research, Scholarship, and Creative Activities (RSCA) Report to the Academic Senate, May 15, 1997
- 438 Scholarship and Research Calendar 1996-97
- 439 Grants and Sponsored Programs 1996-97 Annual Report
- 109 *The CSU Stanislaus Journal of Research*
- 440 1995-96 Faculty Research, Scholarship, and Creative Activity
- 441 RSCA (Research, Scholarship, and Creative Activities) 1998/99 Call for Proposals
- 442 Affirmative Action Grants: 1998/99 Call for Proposals

WORK GROUP MEMBERS FOR STANDARD 4-D

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Tammy Giannini	Student Representative
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Deborah Kavasch	Professor, Music
Isaias Rumayor	Student Representative
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Janey Youngblom	Associate Professor, Biological Sciences

STANDARD 4-E: SPECIAL PROGRAMS AND COURSES FOR CREDIT

DESCRIPTION AND ANALYSIS

Special programs and courses for credit at CSU Stanislaus include University Extended Education (UEE), special sessions and extension credit programs, and off-campus programs. Most off-campus programs are offered at the Stockton Center, which is in the process of being expanded, moved into a new facility, and renamed the Multi-Campus Regional Center (MCRC).

EXTENDED EDUCATION PROGRAMS

Programs for academic credit offered through University Extended Education include special sessions, extension credit programs (which primarily serve teachers in the region), and Open University.

Special Sessions include credit programs through which credit is applicable for degree residence requirements. The purpose of Special Sessions is to provide access to instructional programs of the CSU at times and in locations that are not supportable by the State General Fund appropriation. At Stanislaus, the two strongest examples of Special Session offerings are Summer Session and the Bachelor of Science in Applied Studies via Distance Learning.

Summer Session

The Summer Session program offers residence academic credit and fills an important need for matriculated students who wish to continue their studies during the summer break. It also provides an opportunity to students who are unable to attend classes during the normal semester schedule. University students from other institutions who are home for the summer may enroll in Summer Session and individuals from the local community may also choose to take advantage of summer course offerings. The number of classes offered each summer at Stanislaus has been gradually increasing over the years; Summer 1998 included just over 180 classes and about 1,400 enrollments.

Applied Studies via Distance Learning

A special session program being prepared for offering in August 1998 is the Bachelor of Science in Applied Studies via Distance Learning, a unique undergraduate degree program for students who have already begun their careers and have a mix of previous education and work experience. The courses are drawn from many different disciplines, including accounting, communication studies, political science, psychology, and sociology. Each course in the program provides direct application of the knowledge of its discipline to common problems encountered by individuals preparing for leadership roles in their fields. The format for this program provides course work through a combination of videotapes, workbooks, texts, and study group interaction via electronic mail and electronic chat rooms. Students enrolled in the program will be able to complete each course in an eight-week module, so five or six courses can be completed in a calendar year.

Open University

Open University is a program that allows extension students to enroll for academic credit in regular curriculum offerings. Students must meet course prerequisites, and extension enrollment must not increase the class size beyond the maximum ordinarily set for the particular course. Open University enrollments are fairly small, about 200 to 300 students per year, mainly in courses offered through the College of Arts, Letters, and Sciences. Students may choose to enroll through Open University because they have been academically disqualified and are trying to improve their GPAs. They may be transfer students getting an early start on their upper-division course work, students needing a single course to complete their baccalaureate degree, or students from the business community who are interested in a specific work-related course.

Concerns Regarding University Extended Education

A fundamental issue in program planning and management for University Extended Education is facilitating student access to (1) courses that apply toward the baccalaureate and master's degrees in off-campus locations, (2) extension credit course work that can be applied toward promotion and professional advancement and salary increases, and (3) regular University courses during the summer break in order to proceed more quickly to graduation and employment.

To fulfill its commitment to students who need these special programs, UEE needs to develop a programmatic approach to scheduling summer session and other special session offerings. It can only be effective in this effort by working in cooperation with the two Schools, the College, and departments. Summer classes, when planned early, can be part of a year-round schedule for faculty and students, duplication of similar courses offered by different academic departments can be avoided, and full enrollments ensured.

Special sessions not only offer an opportunity to serve students better, they also provide an opportunity for creativity in problem-solving for departments experiencing budget shortfalls or impacted programs. Working more closely together, departments and UEE could use special sessions programs to help students complete their degree or credential programs more efficiently. Furthermore, special sessions could serve whole cohorts of students who might not otherwise be able to matriculate due to resource constraints in the departments.

OFF-CAMPUS PROGRAMS

Off-campus programs enable students to complete Bachelor's and Master's degrees as well as many teaching credentials without attending classes in Turlock. Through instructional one- and two-way audio/video technology and staffed classes at the Stockton Center, approximately 1,000 undergraduate, graduate, and credential students attended off-campus classes in Spring 1998.

Off-campus programs enable students to choose from eight Bachelor's degree programs, five Master's degree programs, and eight credential or certificate professional programs. Since 1990 the CSU Stanislaus Stockton Center has added

the Criminal Justice baccalaureate, Multilingual Master's in Education, the Multiple Subjects Credential Program, the Cross-cultural Language and Academic Development (CLAD) credential, the Bilingual-CLAD credential, and the CLAD certificate. Career Ladder programs have also been added, including a baccalaureate in Applied Studies, and programs for Fire Science Professionals and the California National Guard. Such programs create opportunities for professionals to move forward in their careers and use current experiences in new leadership roles.

Courses from television (ITFS), compressed video (CODEC), and on-site programs are offered on flexible schedules. Graduate courses and Teacher Education courses are primarily held in the evenings and on weekends. A number of classes, such as Education Administration courses, are offered both at the Stockton Center and at K-12 school district sites. Recent courses have also been delivered in a concentrated format, such as over a seven-week period, rather than during the traditional fourteen-week semester. This scheduling flexibility has contributed to a steady increase in enrollment over the past five years, from 665 students in Fall 1992 to 1,000 students in Fall 1998. Enrollment has increased in all areas, and ethnically under-represented students have increased from 43% in Spring 1992 to 52% in Spring 1996.

Approximately one-third of Stanislaus classes in Stockton are offered through distance learning; the other courses are regular on-site courses. The Stockton Center provides advising and other student support services. The Center currently offers approximately 100 courses annually to students at various locations around the CSU Stanislaus service region. In Fall 1998, the facility will move from the Stockton Center into the new CSU Stanislaus Multi-Campus Regional Center (MCRC). All current degree offerings will be continued, and new offerings, including the Master's in Social Work, will become available. This unique collaboration among a private university (University of the Pacific), three other California State Universities (Fresno, Chico, and Sacramento), and San Joaquin Delta Community College, and CSU Stanislaus will create both great opportunities and great challenges.

The University undertakes expansion into the MCRC with the expectation that, over the years, it will greatly improve educational services to San Joaquin County, in which reside over 40% of the students in our six-county service area. Our

sister institutions, over time, will provide educational offerings that CSU Stanislaus cannot provide and will also lead to offerings in which two or more campuses will cooperatively work to help students meet their educational goals. Most of the courses provided to the MCRC by our sister CSU institutions will be via instructional television—both microwave and compressed video. The MCRC will have one instructional television classroom dedicated to each of the CSU campuses for its instructional television offerings to the MCRC.

In addition to our major off-campus center in Stockton, the University offers microwave instructional courses to distance learning sites in Dos Palos, Manteca, and Tracy, and service will expand in 1998/99 to Merced. Each of these locations receives between 50 and 65 courses per year, covering a wide range of disciplines and upper-division General Education Courses. All but one course in the upper-division Communications Studies and History BA degrees can be taken via this one-way video, two-way audio technology. Students in numerous other disciplines can take part of their upper-division major and most of their upper-division GE on this system, which provides them a great savings in time and money.

The University expects to expand its Instructional Television System. A third channel of microwave is due to begin operation in 2000-01, and a fourth channel by 2005-06. These, added to the current two channels of microwave and one of compressed video (two-way video and two-way audio), will increase educational opportunities for our students in all locations.

Programmatic Coherence and Goals for Off-Campus Programs

The Stockton Administrative Council was formed in May 1993 to help achieve the goals of the Stockton Center in consultation with appropriate faculty governance committees and administrative bodies. The Stockton Center planning document, written by this Council, was approved by the Academic Senate in March 1995. Intended to provide direction through the year 2000, the plan was developed to help integrate the Stockton Center into on-campus processes for short- and long-term academic and fiscal planning, for budgetary allocations, and for assessment. The plan was also intended to provide a basis for the development of an

assessment plan for the Stockton Center and to meet national, regional, and state accreditation standards for programs at off-campus sites.

Maintaining strong and coherent academic programs is the fundamental challenge for any university; questions of course offerings, use of resources, teaching schedules, and other issues become even more complex when courses and degree programs are being offered at more than one site. Such problems have arisen regarding the Stockton Center, especially when deans and departments believe their resources are being used to lesser effect in Stockton than they would have been in Turlock. However, long experience using distance learning technologies and administering programs in Stockton, combined with a thoughtful academic plan and good support from the Stockton Administrative Council, has helped CSU Stanislaus minimize many of the more difficult problems typical of off-campus sites.

Teaching and Learning

Designed to meet the University's goals for both student access and academic quality, off-campus programs offer courses with highly flexible scheduling. Students are able, for instance, to complete credential programs without driving to Turlock. Off-campus programs strive as much as possible to promote learning-centered environments for students. The Stockton Center accommodates students by providing full-time instructors who deliver regular courses through television or in person. Instructors attempt to make students feel that they are part of a class, even if a class meets at four sites simultaneously. Examples of learning-centered instruction include:

- a. An instructor who regularly uses televised instruction requests that proctors at each site take photos of students on the first day of class. These photos are then sent to the instructor on the Turlock campus and arranged so that the instructor can identify the students as they carry on class discussion.
- b. An English instructor who uses televised instruction creates a master electronic mail list so that students at all sites can converse outside of class on issues brought up by the readings and course work.

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- c. A Stockton Center-based instructor has developed extensive course work on the web so that Teacher Education credential students may review lessons and connect to complementary web sites from home to enhance learning between class meetings.
- d. Two new programs developed by the Modern Languages and Teacher Education departments enable students and instructors to travel to sites in Guatemala and Mexico to improve culture and language skills.
- e. Many instructors who teach courses on the compressed two-way video system originating in Turlock teach some of their classes each term from the Stockton Center as well. This permits the Stockton students to see their instructors “live” and on-site during the term, and it permits the instructor to get a better feel for the overall instructional television program.

The Stockton Center distance education program has been enhanced by the purchase of large screen, 40-inch (up from 25-inch) television monitors and new microphones. These technological improvements have improved the learning environment for students. In addition, the upgrade of a computer laboratory for student use in completing class assignments and for access to the electronic services of the library at the main campus was accomplished in Summer 1995. Computers were also purchased at that time to assist professors who use technology during instruction at off-campus locations.

Library services in Stockton include daily document delivery from the Turlock campus and on-line access to the CSU Stanislaus library catalog as well as to the catalogs of many other institutions of higher education. Student access to library resources is enhanced by a contractual agreement for all library services of the University of the Pacific. Librarians from the Turlock campus travel to the Stockton Center to provide in-class library instruction at the request of faculty. Interlibrary loan service and on-line database searching is provided for Stockton Center students and faculty. This information is accessible through computers at the Stockton Center and from students' homes using a modem to access the Stockton server. The University's strategy is to overcome the limitations of time and space by distributing electronic resources via the campus network.

Since its inception in 1974, the Stockton Center has endeavored to provide students with the quality programs and quality experiences available on the Turlock campus. Students in the Stockton Center must meet both the admission and retention standards of their department and those of the University. The grade point averages of students at the Stockton Center have remained stable for the past five years and are similar to those for Turlock-based students. (The average GPA for undergraduates is approximately 2.9; the average GPA for graduate and credential students is 3.6.) In order to maintain standards consistent with those of the main campus, the departments and college/schools regularly assign tenured and tenure-track professors to teach courses, and seven regular faculty are based in Stockton.

Despite similarities with the Turlock curriculum, the availability of increased access in Stockton does not come without disadvantages: students do not experience the collegiality of a campus setting; many faculty are not as available in person outside of class as they are in Turlock, and while many student services are provided, the array of student organizations and support systems is not as broad as it is on the main campus. On the other hand, the advisors and other staff based in Stockton work with smaller numbers of students, and both faculty and staff strive to create personal bonds with students. With the opening of the MCRC and expanded student and academic support sources, many of these differences will be eliminated.

In terms of enhancing student learning, the use of technology for extensive off-campus instruction is always a concern. Research has shown that certain types of students benefit more from technology-mediated instruction; however, others do not. Less motivated students, for instance, are less apt to become engaged in classwork when they cannot communicate directly with an instructor or cannot be seen by an instructor. ITFS and CODEC classes make collaborative learning and group work more difficult to organize; moreover, equipment glitches, particularly with CODEC, create more “down time” than occurs in a traditional classroom.

The University provides both technological and pedagogical training for those who teach distance learning courses. New instructors on the microwave system are given a videotape which provides tips on how to teach on the ITFS system. Those who teach on compressed video (where there is no person in a control room) are required to undergo sufficient training so that they know how to operate the system properly.

The Faculty Development Committee provides a number of programs in which faculty members experienced in distance learning serve as mentors for other faculty sharing their expertise in the pedagogy of distance learning. In addition, the University subscribes to a number of distance learning journals as resources for interested faculty.

Student Support Services

The Stockton Center operates as a “one-stop shopping” facility—the Center provides admissions, registration, financial aid, advising, cashiering, recruitment, and testing information at one central location. Although the Center provides services that it can ensure will be delivered with quality, reliability, and effectiveness, it should be recognized that the University is not able to duplicate all of the student services available at the Turlock campus.

Assessment

Faculty, department chairs, and deans are responsible for programmatic and instructional quality of the programs and courses offered at the Stockton Center, just as they are on the Turlock campus. This responsibility includes development, scheduling, delivery, and evaluation of the instructional programs.

The University regularly assesses its distance learning program, and the results over the years have been uniformly positive. In Spring 1996 a survey of all students taking one or more ITV courses showed that 27% said the quality was excellent, 58% rated it above average, and 15% said it was average. All respondents rated the quality of ITV the same as on-site, live courses. Furthermore, students perceived no grade difference in ITV versus live courses.

In general, surveys to assess student and faculty responses to the classes offered in Stockton have shown that Stockton Center course work, particularly the ITFS and CODEC televised courses, are viewed favorably. However, the assessment of academic programs and student learning outcomes in Stockton reveals the same unevenness seen in the undergraduate and graduate programs on the main campus. While some programs, such as Nursing and Communication Studies, provide varied and ongoing assessment measures for students, the majority of programs

are in only the initial stages of developing and implementing assessment plans.

With the opening of the MCRC, programs will be offered by several campuses through a variety of media; the need for thorough, comprehensive assessment has become critical. While off-campus course offerings clearly provide students with an array of opportunities that would be otherwise unavailable, it is vital that assessment processes be developed to determine not only the strengths and weaknesses of programs and pedagogies but also the learning outcomes of students.

CONCERNS REGARDING CSU STANISLAUS OFF-CAMPUS PROGRAMS

The conversion of the Stockton Development Center into the MCRC offers an innovative approach to learning and to meeting the challenge of expanding student access in an era of fiscal limits. The new center is designed to promote the integration of education, training, social services, and health services with the City of Stockton, San Joaquin County, the State of California, and various K-higher education entities. Through creative re-use of existing facilities, management of property assets, and creation of partnerships, this new higher educational opportunity will be available to San Joaquin Valley residents at a comparatively modest cost to the state. However, concerns regarding the MCRC fall into three major areas: (1) funding for the academic plan and outreach, (2) academic leadership, and (3) College/School, department, and faculty priorities.

Funding for Academic Plan and Outreach

The Stockton Center Initiative provided three years (1995-98) of one-time funding for the enhancement of distance education programs, with the Stockton Center as its primary regional effort. Initiative funds were supplemental resources that enabled Stanislaus to serve a larger number of students, offer more programs, expand recruitment efforts, enhance instructional equipment, and increase the overall quality of instruction at the Stockton Center. The Initiative also funded a third channel of television instruction using compressed video (CODEC) that became operational in Spring 1996. With this initiative money, Stockton enrollments grew by 30%.

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Funding for the new MCRC consists primarily of support for renovation and the physical plant. Limited funding is currently available for designing or implementing new programs, expanding current offerings, or continued marketing in Stockton. Thus, new funding sources are needed in order to maintain the integrity of programs and promote continued enrollment growth. Some of the strategies being used to respond to these concerns are budget augmentation, external grant funding, private donors, FTES targets, and partnership revenues.

Academic Leadership

The administrative structure of the Stockton Center ensures shared leadership among the Director of the Stockton Center, the Provost, the deans, and the Stockton Administrative Council. The MCRC, however, poses new challenges since it involves partnerships with other universities, schools, and agencies as well as expanded curricular offerings in a variety of forms. For example, a concern that might arise with this kind of multi-campus participation is the possibility of duplication of programs or of competition among campuses for students in particular programs. In order to avoid any possibility of duplication, competition, or confusion, the Administrative Council will establish clear policies to ensure that there is centralized coordination.

Discussions have begun among faculty and administrators at Stanislaus and with the partner campuses concerning how the MCRC will be administered. Strong academic leadership at the MCRC is critical.

College/School, Department, and Faculty Priorities

As an off-campus site, the Stockton Center has been perceived by some as peripheral to the Turlock campus. In a 1997 survey conducted by the Academic Senate, faculty viewed teaching in Stockton with ambivalence. Some recognized its importance in serving our region, while others perceived it as diminishing resources needed at the Turlock campus. To teach in Stockton, a Turlock-based teacher must budget up to three extra hours of time for travel. Additionally, Stockton Center faculty must maintain a profile on the main campus in order to be fully involved in the daily life of the University and to proceed successfully through the retention, promotion, and tenure process. Similar concerns exist at the department and college/school levels in terms of course offerings. When commitments have been made to offer certain classes in Stockton, and resources are scarce, the decision may be to close a small course section in Stockton in order to open a larger one in Turlock. To alleviate this problem, the campus has developed 3-year schedules of program offerings for Stockton and enhanced marketing and recruitment in support of building student enrollments.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

UNIVERSITY EXTENDED EDUCATION

The Strategic Plan (Strategic Agenda #4 of Planning Theme 1) recognizes the need for a comprehensive plan for Extended Education:

“Develop a campus plan for Extended Education that supports the academic mission and is responsive to the life-long learning needs of the region. Include in this plan a provision for using funds generated by faculty teaching in Extended Education for instructionally-related purposes.”

Some specific steps that might help to guide such a plan are the following:

- Develop a more programmatic and coordinated approach to summer session courses: UEE should work with the college, schools, and the departments in scheduling courses to ensure that redundancy is avoided and that the courses meet students' needs, and have full enrollments.
- Use special sessions to provide remediation classes in mathematics and English in response to the new CSU initiative.
- Expand the offerings of teacher credential programs and teacher education courses to more distant locations in the region.

STOCKTON AND OFF-CAMPUS PROGRAMS

The University believes that its multi-campus approach will provide a model of educational cooperation from which other systems can learn. In order for it to achieve that goal the following steps need to be taken:

Program and Faculty Development

- Implement a distance learning plan as part of the Master Academic Plan.
- Provide continuing and advanced training in both equipment and pedagogy for all faculty who are planning to use ITFS and CODEC classes. The University Deans Council has approved a Faculty Incentives Policy for those who teach on instructional television. Its implementation not only will provide incentives to faculty and to departments, but will also require regular continuing education for those engaged in distance education.
- Provide adequate support for all technology-based instruction. A computer technician should be available on-site full-time. Currently, technicians are available on a part-time basis. For the MCRC such support will be needed across a variety of forms of technology provided by each campus in the partnership.

Assessment

- Continue the periodic reviews that exist and expand the assessment, as appropriate, to evaluate the additional courses and programs provided by the various educational institutions involved.
- Develop in the Institutional Research Office longitudinal databases and data analyses processes for off-campus programs.

Funding and Academic Leadership for the MCRC

- Work actively with agencies, foundations, and other institutions to locate external funds for support of the critical academic needs at the MCRC.
- Create more self-supporting instructional programs. Through the use of space leasing to other partners and the creation of programs that provide their own course work and instructors programs can be created which do not utilize CSU Stanislaus general or college/schools funds.
- Provide strong on-site academic leadership for the MCRC. Ensure through the leadership and Stockton Administrative Council that duplication of programs and competition for students among the participating campuses is avoided.

College/School Department, and Faculty Priorities

- Create clear guidelines for all Stanislaus faculty on their roles and expectations regarding off-campus sites. Guidelines should pertain to issues such as travel funding, advising, departmental and committee responsibilities, and the retention, promotion, and tenure process.
- Provide appropriate incentives as well as training for faculty who use instructional technology to teach at off-campus sites. For example, for every 30 units, (equivalent of one FTE) that a faculty member generates either through enrollment at distance sites, in ITFS, or CODEC classes, the University would allocate \$300 to the department in funds transferred to the unit following the completion of the term of the courses. Furthermore, in order to participate in this incentive program, a faculty member should agree to attend relevant faculty development seminars.

■ ■ ■

EXHIBITS FOR STANDARD 4-E

- 443 CSU Stanislaus Stockton Center—Statistical Data for G.P.A., Enrollment, Major, Gender, and Ethnicity of Undergraduate and Graduate Students, 1992-97
- 444 California State University, Stanislaus—Assessment of Instructional Television, July 30, 1997
- 445 California State University, Stanislaus: Multi-Campus Regional Center—Program and Business Plan
- 212 Building a Community: Conversion of the Stockton Developmental Center to California State University, Stanislaus Regional Center for Education and Human Services—The Academic Plan, November 1996
- 213 Stockton Center Planning Document, Academic Years 1995-2000
- 446 Distance Learning/Technology Mediated Instruction at California State University: The Vision, June 3, 1998
- 447 The Stockton Center Initiative: Strengthening Our Commitment to the Region
- 448 Creating Awareness Among Potential Students: The Stockton Center Marketing Plan for 1995-98
- 449 Preparing Students for Transfer: The Stockton Center Outreach and Recruitment Plan for 1995-98
- 450 Instructional Television and Faculty Incentives, April 2, 1996
- 451 A Summary: Instructional Television at California State University, Stanislaus, July 17, 1996
- 452 Introduction to Distance Learning at California State University, Stanislaus, July 17, 1996
- 453 California State University, Stanislaus Courses on Instructional Television by Discipline, Fall 1981-Spring 1997
- 454 University Extended Education Summer 1998 Catalog: "Summertime Sizzles at California State University, Stanislaus"
- 455 Open University brochure

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STANDARD 4-F: ACADEMIC PLANNING

DESCRIPTION AND ANALYSIS

Academic planning at Stanislaus is at a crossroads. A number of different planning processes, both system-wide and campus-wide, have recently produced documents for consideration in the academic planning process. The CSU's Cornerstones Report addresses the need for the CSU campuses to focus on learning outcomes and to create an environment conducive to student learning. Other system-wide initiatives on issues such as assessment and teacher preparation are creating an impetus for planning in specific areas.

CSU Stanislaus completed a university-wide Strategic Plan in Spring 1997 and undertook a master academic planning process in Fall 1997. The College of Arts, Letters, and Sciences initiated a parallel planning process in 1996. The School of Education just completed its review for NCATE accreditation, and the School of Business is currently writing a report in support of its application for AACSB accreditation. Units within Academic Affairs such as the University Library and Graduate Studies, as well as the Office of Information Technology, have also completed comprehensive plans.

In addition to these varied planning processes, a budget redesign has begun, and a task force on General Education review was appointed, charged to review the University's General Education curricular plan.

UNIVERSITY-WIDE ACADEMIC PLANNING

The University Educational Policies Committee

Implementing academic planning at CSU Stanislaus is under the purview of the University Educational Policies Committee (UEPC) in conjunction with the College/School curriculum committees and the Graduate Council. The UEPC, a standing committee of the Academic Senate, is charged with recommending to the Academic Senate undergraduate curricular policy; evaluating proposals for new undergraduate programs and courses; evaluating five-year program reviews for existing undergraduate, graduate degree, and post-

baccalaureate programs; previewing plans for academic development in both on- and off-campus undergraduate programs; preparing the academic calendar; and overseeing and evaluating the General Education program.

Through its membership, the UEPC maintains appropriate links to other areas of academic governance and the University's various constituencies. The chair-elect of UEPC is a member of the Faculty Budget Advisory Committee (FBAC). This relationship has solidified in the past few years, so now recommendations regarding resource allocations for academic program needs are made by UEPC and FBAC to the provost prior to the beginning of the budget cycle.

In the past, UEPC has not asked itself specifically learning-centered questions when addressing its charge; however, many of its recommendations have resulted in a more learning-centered environment. For example, through UEPC's recommendation, the final examination schedule was expanded to five days to ameliorate the problem of students taking multiple finals on a single day. UEPC worked to implement the option for faculty to use plus-minus grading, which gives students a better sense of how well they are progressing in their course work. UEPC is currently reviewing class time modules to try to fit in a "University Hour," requested by the Associated Students; however, a survey of the faculty by UEPC shows few faculty willing to teach classes at 7:30 or 8:00 a.m. to accommodate a class-free hour during the day.

Winter Term

As the master academic planning process progresses, recommendations may come to UEPC to reconsider the University's academic calendar. The 4-1-4 calendar, in place since Fall 1973, was broadly supported by the faculty and students in two studies (in 1985-86 and 1990-91). The original purpose of "Winter Term" was to allow faculty to create intense, innovative, highly student-centered courses, such as the course in biology which includes a trip to Belize to study tropical flora.

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Winter Term has now lost much of its innovation. Most of the courses offered are part of the regular program offerings. A major argument in its favor is that it expedites student graduation rates. However, many faculty believe that many of the regular courses taught in this intensive format in Winter do not enable students to master material as fully as they would in a regular semester. Moreover, many believe that a traditional semester system allowing courses to start earlier and end later could enhance the learning environment for some programs. Furthermore, with the collaborations resulting from the new MCRC, it would be useful to have a calendar comparable to that of other university semester systems.

Academic Program Reviews

Another major task clearly awaiting the attention of UEPC is program assessment. Program assessment has been inconsistent. The revised format and criteria for preparing five-year academic program reviews give programs clear guidelines to guide assessment. Since 1993, each program at CSU Stanislaus has been charged with development of an assessment plan. However, actual development and implementation of plans incorporating data analysis into program review documents have not proved uniformly successful. Some departments, seeing the review as a way to improve through self-study, provide outstanding program reviews. Other programs seem only to dust off prior five-year reviews and adjust them without serious reflection or analysis. One of the most glaring needs is to require the departments to respond to the comments, suggestions, and recommendations of the UEPC (or Graduate Council) within a specific time, perhaps by the end of the following semester.

A related issue that UEPC should address is the time frame for submitting program reviews. Ideally, reviews should be staggered throughout the academic year. Currently, departments are notified during the spring of the year prior to the review, but most departments do not undertake the task until well into Fall or even Winter term. The result is often a lower-quality document and an end-of-year accumulation that the UEPC and/or the Graduate Council is hard-pressed to review.

Spring Planning Initiatives

Since Fall 1995 the University has initiated an array of planning processes to guide the institution into the next

century. In 1997 the Strategic Planning Commission produced a framework identifying goals and objectives for all segments of the University and stressing many priorities. One outcome of the strategic planning process was recognizing the need to evaluate and support the overall curricular priorities of the University and to establish a master academic plan.

Master Academic Plan

To begin the master academic planning process, the provost led a small team of administrators and faculty to the 1997 AAHE Summer Academy, which focused on helping universities develop and implement various types of academic plans. This small group outlined major initiatives that need to be addressed and recommended that a Master Academic Planning (MAP) Committee be established in Fall 1997.

MAP membership includes the Speaker of the Faculty, the Speaker-Elect, who also chairs the committee, and the chairs of the Faculty Budget Advisory and University Educational Policies committees. Also included are the Chair of the Graduate Council and the chairs of five departments, as well as the academic deans, the Associate Vice-President for Student Affairs, the Office of Instructional Technology, and the Foundation Board.

Advisory to the provost, MAP is discussing issues that cross College/School boundaries, such as budget redesign, faculty development, technology, service learning, distance learning, and the Multi-Campus Regional Center. Appropriate links are being made to other committees, subcommittees, and task forces currently involved in related curricular planning and policy-making. MAP has identified key initiatives and developed guidelines for evaluating curricular priorities and academically related proposals such as the recent proposal by the Faculty Development Committee for a Faculty Center for Excellence in Teaching and Learning.

Budget Redesign

Another major planning effort in Academic Affairs has been budget redesign. Over the past decade, Stanislaus has had significant turnover in top administrators, including the president, provost and other vice presidents, and academic deans. In Fall 1996, with a stable administration finally in place, it became critical to examine issues connected to the

budget allocation processes in Academic Affairs and in the University as a whole.

A budget redesign group, formed principally of members of the Provost's Council and the chair of FBAC, began inspecting budget models on other campuses and defining problem areas in the current system, which is primarily based on replicating the previous year's budget. This "historical system," the group found, falters when programs grow or decrease in size or when new programs (such as the Master's in Social Work) are developed, or existing offices (such as Instructional Technology) take on increasing responsibilities.

The budget redesign group completed a draft document for budget allocations based on a model used at San Jose State and forwarded it to FBAC in Fall 1997. This is the beginning of a more open and flexible budget process that provides adequate support for our academic priorities.

Professional Schools Building and the CSU Stanislaus Multi-Campus Regional Center

In Fall 1998 the School of Business Administration, the School of Education, and five departments in the College (Communication Studies, Computer Science, Mathematics, Nursing, and Social Work) will move into the new Professional Schools Building (PSB). The University's radio station and newspaper operation will also move into the building as part of the Department of Communication Studies.

A PSB Committee composed of deans, faculty, and appropriate individuals from Facilities has worked intensively for two years to establish funding priorities for equipment and furnishings, assure that student as well as faculty needs are met in the classrooms, laboratories, and offices, and ensure that individual department/program spaces are designed according to specifications.

Other departments and programs, particularly in ALS, will benefit from having more office, laboratory, and classroom space in the Classroom and Science buildings. Planning is also underway to ensure that these spaces are used efficiently because another opportunity for such extensive expansion may not occur for decades.

COLLEGE/SCHOOL PLANNING

The College and two Schools undertake yearly planning under the direction of the deans in collaboration with department chairs. Such planning includes decisions on budget allocations, equipment purchases, and other issues of vital importance to the academic enterprise. A major part of the ongoing planning is curricular review. The College/School Curriculum and Resources Committees have the authority to review and approve requests for new courses and programs. The committees (1) review and approve changes in programs, concentrations, majors, minors, and other curricula, (2) review and approve new course proposals and new programs not for General Education credit, (3) review drafts of five-year reviews and make recommendations regarding program continuation/discontinuation, and (4) advise the dean on resource issues pertinent to curriculum. Their recommendations, in turn, are forwarded to UEPC.

The Graduate Council formulates, reviews, and recommends graduate curricular policy to the Academic Senate. The Council establishes criteria, standards, and procedures for all aspects of graduate course offerings.

In addition to these ongoing processes, the College and Schools have each begun intensive planning initiatives, both as part of the MAP process and as part of special needs within their individual areas.

College of Arts, Letters, and Sciences (ALS)

Intensive planning in ALS began in 1996-97 with the arrival of a new dean. A small group of faculty worked with the dean in 1996-97 to establish priorities and goals for the College. This group developed a questionnaire for faculty and staff to gain ideas concerning priorities and needs. In Summer 1997, a group of department chairs worked with the dean to develop a number of policies, including one for travel funding and budget priorities. This group also proposed an inclusive and collaborative planning process for 1997-98.

In Spring 1998 the ALS core planning group forwarded to MAP and the Provost a fundamental plan for the College. This planning document is visionary, outlining future directions for ALS, but also very pragmatic, providing

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procedures and guidelines for decision-making and budgeting. The document examines key values and academic programs, looking at enrollment issues and faculty development, working out better processes for budgetary allocations, and planning for new faculty and staff positions as well as equipment needs.

School of Education (SOE)

The School of Education is unique in its student population. Credential and master's degree programs account for a student enrollment primarily post-baccalaureate in composition. Licensure and advanced degree offerings require ongoing planning and evaluation due to programmatic requirements for adherence to national, state, and University standards. Continuous planning, leading to decision-making or recommendations for decisions, begins at the program level, moving upward to the dean and provost, as needed. While several layers of planning occur on an ongoing basis within the School of Education, an overall plan to coordinate goals, priorities, and allocation procedures across the SOE has been under development since Fall 1997. A master plan, based on advice from and participation by the department chairs and faculty in Advanced Studies in Education, Physical Education and Health, and Teacher Education, the SOE Curriculum and Resources Committee, and the SOE Executive Committee, was presented to the Provost during the 1998 Spring semester. It formalizes the processes through which allocations and expenditures are connected to school-wide priorities.

School of Business Administration (SBA)

The School of Business Administration has implemented many new planning initiatives as it strives for American Assembly of Collegiate Schools of Business accreditation. They focus on processes such as developing curriculum, monitoring program delivery and effectiveness, assessing learning outcomes, eliciting alumni evaluations, and reviewing student placement.

Among the most significant of the SBA initiatives are a mission statement and processes for curriculum review and program evaluation. The comprehensive mission statement, approved by SBA faculty vote, focuses not only on the School's mission but also on its stakeholders, vision, educational philosophy, core strategies, and curriculum planning process. To review curriculum, the SBA faculty voted to adopt and immediately implement a curriculum grid-based process whereby content would be examined every two years. This periodic review will focus on treatment of (1) the domestic and global economic environments, (2) political, social, and legal issues, (3) regulatory, environmental, and technological issues, (4) the impact of demographic diversity on organizations, (5) the integration of business functional areas, (6) teamwork, and (7) leadership.

The SBA also developed a process whereby programs would be systematically monitored and revised to reflect new objectives and to incorporate improvements based on contemporary theory and practice. This process will employ the existing University program review process but also include an information-gathering process concerning program effectiveness from the perspective of stakeholders such as students, alumni, and area employers. Outcomes will be evaluated through three surveys: (1) a Graduating Senior Survey mailed to seniors registered for graduation, (2) an Alumni Survey, and (3) a Recruiter Survey mailed to employers who recruit on campus. These initiatives are among others that the SBA is establishing to ensure ongoing quality control of programs as well as continuing student satisfaction.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

To create a truly student- and learning-centered university will require a change in the attitudes and commitments of faculty, staff, and administration. It will require willingness to examine critically what we do. Our planning and policy-making groups must ask themselves constantly, "How will this initiative enhance student learning?"

We are committed to coordinating our various efforts and preparing a master academic plan that, in the words of the campus Strategic Plan, "establishes and funds curricular and programmatic priorities central to the University, identifies new programs to be developed during the next five years, recognizes points of curricular excellence, and guides budgetary design, enrollment management, assessment, student services, fund-raising, and other support plans."

There are two major goals in our varied academic planning processes: (1) to provide integration and communication across many segments of the University so that the multiple

planning strands are eventually wound into a cohesive whole, and (2) to provide strong leadership that will support the priorities we identify. The decisions involved may be difficult and politically unpopular. To deal with these concerns:

- Academic leaders throughout the University will ensure that communication regarding planning extends to all constituencies and that suggestions and ideas are welcomed from all areas.
- When proposals and plans are submitted by planning groups, academic leaders will make clear decisions concerning the plans that will be supported and the time frame for their implementation. Those proposals and plans that are of less pressing need or are less in keeping with the University mission will be identified as such.



EXHIBITS FOR STANDARD 4-F

- 205 Summary of Master Academic Plan
- 206 Academic Affairs Budget Process Redesign
- 207 Planning Document: College of Arts, Letters, and Sciences, submitted to Master Academic Planning committee, Spring 1998
- 208 School of Business Administration Academic Plans and Planning Processes, March 16, 1998
- 209 Master Academic Plan (MAP): CSU Stanislaus School of Education, Academic Year 1997-98 to 2001
- 210 Graduate Studies: Proposal to Master Planning Committee, April 20, 1998
- 211 Academic Technology Vision, Presented to the MAP Committee, April 1998
- 212 Building a Community: Conversion of the Stockton Developmental Center to California State University, Stanislaus Regional Center for Education and Human Services—The Academic Plan, November 1996
- 213 Stockton Center Planning Document, Academic Years 1995-2000
- 214 University Facilities Planning Committee Document, October 28, 1997

WORK GROUP MEMBERS FOR STANDARD 4-F

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Fred Hilpert	Professor, Chair, Communication Studies
Ben Jacob	President, Associated Students
Doni Kobus	Professor, Teacher Education
Dorali Rueda	Student Representative
Stan Simmons	Student Representative
James Tuedio	Chair, Department of Philosophy, Speaker, Academic Senate (1998/99)

STANDARD 4-G: NON-CREDIT COURSES AND PROGRAMS

DESCRIPTION AND ANALYSIS

Although the primary unit responsible for non-credit programs is the office of University Extended Education (UEE), non-credit courses and programs at CSU Stanislaus are offered through three other units as well: the School of Business Administration's Professional Development Center, the Institute for International Studies (IIS), and the Department of Communication Studies' Institute for Social and Communication Research.

The mission of the UEE is to provide academic programs and services that extend University academic resources and services to the region. The University mission statement articulates a clear priority to "...foster interactions and partnerships with our surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region."

Another crucial function of UEE is to increase access to the University. Non-credit courses serve as a point of entry for many individuals in the community who have never enjoyed access to higher education. Success in non-credit courses may lead to eventual matriculation.

Important to the educational, social, and economic development of the University's service area, non-credit offerings are developed in cooperation with local businesses, schools, colleges, universities, and state, national, and international organizations. Intended to meet the educational and training needs of the region, non-credit courses and programs play an important role in the outreach and community involvement of the campus. Faculty, staff, students, and community members participate in the development of programming. Most non-credit offerings are intended to help support new business areas, professionalize existing occupations, and provide students with opportunities for academic and professional growth. Initiation of non-credit courses and professional programs are prompted by requests from local, national, and international groups, analysis of developing trends of economic or social interest, reviews of legal requirements at both state and federal levels, and the introduction of new business strategies and technologies.

The UEE must be client-serving and self-sustaining; consequently, it is especially important to provide highly learning-centered curricula, i.e., curricula that respond to manifested student needs, that are student-centered (as opposed to teacher-centered), and that are driven by learning outcomes and competencies rather than by the subject matter itself. Thus, relevant programs of high quality and value to UEE students will ultimately determine success or failure.

NON-CREDIT OFFERINGS

Since 1990 the number of programs offered through UEE has increased by approximately 20%, from total offerings of 78 classes in 1990-91 to over 100 courses in 1996-97. Offerings include certificate programs, general interest and technical courses, seminars, short courses, and televised conferences and debates.

Certificate programs are sequential sets of courses designed to provide in-depth study of a particular subject area and application. They consist of 100 to 200 hours of instruction, and require clear demonstrations of student competency, frequently in an internship or other field experience. Certificate programs include Crime and Intelligence Analysis, Paralegal Studies, Practical Brewing, and Mortgage Banking. Two ongoing certificate programs conducted by the School of Business Administration Professional Development Center are Human Resource Management and the Total Quality Management Seminar Certificate Program.

Courses offered for continuing professional education include short courses, workshops, seminars, and conferences. For example, for more than ten years the University has teamed with the City of Modesto to offer a one-day annual conference for the community entitled "Minority, Women's, and Small Business Conference and Trade Fair." At this event, participants may take more than a dozen non-credit workshops on topics ranging from writing a business plan to working with the Small Business Administration. The School of Business also has helped to organize two closed-circuit conferences on areas of interest to local business people.

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Other non-credit courses offered through UEE focus on personal enrichment and general interest in topics such as gardening and other recreational activities or computer skills and computer literacy. A popular offering is a cooking series that takes place at restaurants in the area.

In 1995 the UEE, working closely with the Department of English and a campus-wide ESL committee, launched the American Language and Culture Program (ALCP), an intensive academic English program for international students. The Center started in 1995-96 with seventeen students, and has grown to 74 students in 1997-98. Many of the international students in this program eventually register as regular students at CSU Stanislaus. The program works closely with the master's program in Teaching English to Students of Other Languages (TESOL), offering graduate students in that program experience as tutors and interns and, in many cases, employment as teachers; thus, the ALCP provides an excellent hands-on training and proving ground for future ESL teachers. The ALCP program offers a good example of what thoughtful planning and cooperation with academic departments can achieve. However, a major marketing effort on the part of UEE will be necessary if the ALCP is to continue to grow.

PROGRAMMATIC COHERENCE AND GOALS, AND ASSESSMENT

The guiding principle for the development and delivery of each new program is to respond to community needs as appropriate to the mission of CSU Stanislaus. Non-credit courses and programs are designed to meet the specific needs of intended participants. Program designers analyze the learners' needs, identify current skills and interests, and design specific learning goals and methods for achieving those goals. Program designers then develop an array of appropriate materials, including syllabi, practice exercises, experiential learning opportunities, and tests. In many cases, recognizing the need for specialized expertise, program designers request the assistance of industry experts who serve as adjunct faculty or provide faculty development. For classes aimed at international participants, the Institute for International Studies is frequently asked to assist in program design and presentation.

Certificate program proposals are reviewed by the relevant academic department, the dean of the School or College, and

approved by the dean of UEE. Whether on or off campus, certificate programs are evaluated in terms of both student achievement and effectiveness of instruction. Advisory boards composed of individuals interested in and knowledgeable about topics being offered in certificate programs provide another avenue for assessment. Advisory boards provide program oversight and, by maintaining communication with program designers, instructors, and participants, the boards offer ongoing evaluation of the teaching and learning processes.

Course and instructor evaluation data are collected on all non-credit classes. Every course currently offered through UEE requires students to complete a course evaluation that collects feedback on course organization, relevance of course content, effectiveness of the instruction, usefulness of course materials, and fulfillment of the stated learning objectives. It is important to use this information to improve instructor skills, update and revise course content, and evaluate the practice and assessment activities.

CONCERNS REGARDING NON-CREDIT COURSES AND PROGRAMS

In order to be responsive to an increasingly diverse constituency and also complement and support the regular academic programs, the University must offer a broader variety of programs. UEE must increase its capability to develop new programs, to serve new clients, and manage them effectively. Failing to expand the portfolio of current non-credit programs will damage the ability of UEE to respond to expressed community needs.

Recognition of these concerns has led to two recent administrative actions. First, following the departure of the former Director of Extended Education in 1997, the position was upgraded to that of Dean. Second, University Extended Education has been included in the campus strategic and master academic planning processes.

The new dean will have to address improving organizational infrastructure, staffing, equipment, information systems management, and associated resources. Currently, the office of UEE has no extended education specialist on the staff—an individual who would identify new program markets, develop curriculum, recruit faculty, develop and

manage program budgets, and develop marketing plans. Current program management processes are not adequately supported by data-base programming and data management systems. Registrations are in the Banner system, but few reports are generated that support effective program management of non-credit courses and certificates.

Another concern that should be addressed as part of the master academic plan is the role of Extended Education with regard to international initiatives. The University has undertaken a number of international projects, including efforts in Ethiopia and the Middle East, and the University has ongoing relationships with Korea, Thailand, and other

countries. Extended Education has participated in these initiatives in the past; however, it will be important to clarify the formal relationship between UEE and the Institute for International Studies and the role of UEE in such future efforts.

Finally, discussion needs to take place as to the respective roles and responsibilities of Extended Education and the other units on campus that offer non-credit programs. These roles and responsibilities need to be clearly defined so that all programs and initiatives are managed and coordinated effectively.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

The University, with its prominent role in the Central Valley and especially with the opening of the Multi-Campus Regional Center in Stockton, is well positioned to offer a rich array of non-credit courses and continuing education programs. One of the first priorities is to build the resource capability of University Extended Education in order to better fulfill that portion of the University mission statement that promises to “foster interactions and partnerships with our surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region.”

ROLE AND SCOPE OF EXTENDED AND REGIONAL EDUCATION

In light of changes in Extended Education envisioned throughout the CSU, combined with the recent administrative changes at CSU Stanislaus, it is vital that the role and scope of Extended Education be clearly defined. Steps that need to be taken:

- Create a master academic plan for University Extended Education. Incorporate discussion of Regional and Extended Education into planning discussions taking place within the College and Schools and in the Master Academic Planning process.
- Clarify the relationship between University Extended Education and the various units on campus that offer non-credit courses, including the Center for Professional

Development in the School of Business, the Institute for Social and Communication Research in the College of Arts, Letters, and Sciences, and the Institute for International Studies.

PROGRAM OFFERINGS, QUALITY, AND ASSESSMENT

In order to ensure the highest quality for non-credit programs, a comprehensive and systematic approach to program development, evaluation, and student assessment must be established. Steps that need to be taken:

- Recruit extended education professionals onto the UEE staff to conduct needs assessments, identify new program markets, recruit faculty, and develop and implement new curricula.
- Develop new non-credit programs: work with employers, economic development councils, professional societies, industry boards, and faculty to generate short course and certificate offerings that reflect the identified needs of the six-county region.
- Create an information systems infrastructure that will support effective program management policies and procedures: program reports that can be generated by Banner and internal data bases that will enable UEE 1) to create instructional support forms and materials,

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2) to generate student tracking and program coordination reports, 3) to link market research data and student data, and 4) to link course data to marketing materials and instructor contracts.

- Assess student learning outcomes: institutionalize the practice of requiring all courses to have clearly stated learning objectives that are observable and measurable, and include field work, internships, projects, tests, portfolios, and performances.

- Conduct regular program reviews: for all certificate programs, require a comprehensive program evaluation at three-year intervals to include a review of all course evaluation data in consultation with faculty and industry advisory board members. The review should lead to revisions and updates in content and delivery or, when appropriate, to program termination.

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EXHIBITS FOR STANDARD 4-G

- 456 University Extended Education Brochure and Fact Sheet
- 457 Certificate Programs: Proposal for the Certificate Award in Crime and Intelligence Analysis, December 1993
- 458 American Language and Culture Program brochure
- 459 A Career Ladder for Members of the California National Guard: Bachelor of Science in Applied Studies at California State University, Stanislaus
- 460 A Career Ladder for Fire Science Professionals: Applied Studies at California State University, Stanislaus
- 461 Bachelor of Science in Applied Studies via Distance Learning
- 462 University Extended Education Course Evaluation form
- 463 California State University, Stanislaus Extended Education, Bilingual/Multicultural Center: CSU Stanislaus Spanish Program at the Center for Languages and Latin American Studies, Ensenada, B.C. Mexico, October 2, 1997
- 464 Institute for International Studies Annual Report, 1996-97
- 465 Study Abroad 1998-99 Brochure
- 466 Appendix I: List of non-credit courses and programs that have been delivered through CSU Extended Education, October 28, 1997

WORK GROUP MEMBERS FOR STANDARD 4-G

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STANDARDS 4-H AND I: STUDENT ADMISSION AND RETENTION; ACADEMIC CREDIT AND RECORDS

DESCRIPTION AND ANALYSIS

The University strives to serve its region of California by assuring academically qualified undergraduates access to higher education. The quantitative assessment measures referred to in this report relating to Admission and Records programs are illustrative of those developed as institutional benchmarks and as targets for the achievement of related institutional goals. The assessment of admissions and retention issues related in this chapter were informed by surveys related to the University Strategic Plan, two student satisfaction surveys, the University retention plan, and recommendations resulting from a campus-wide retention retreat held in 1997.

The Enrollment Services Office face these managerial dilemmas: (1) enabling access to a highly diverse group of academically qualified students vs. limited resources for growth, (2) feeling pressures to recruit students to enroll beyond budget (potentially diluting program quality) vs. an inability to justify an increased state budget, and (3) providing responsive, personalized student services vs. automated, impersonal efficiency.

Student retention is a by-product of effective outreach, admission selection, orientation, and ongoing support of students within the learning community of the University. Student success in learning results in student retention and graduation. The retention of students is a priority for the President, and it is a crucial component of university-wide enrollment management. Retention of our students should be the responsibility of all members of the campus community. Faculty play a critical role in the retention of students, as do the support staff and administration.

ADMISSION PROGRAMS

The Master Plan for Higher Education in California stipulates that the CSU mission is to serve the academically qualified

upper one-third of California secondary school graduates, California Community College transfers who have satisfactorily completed the first two years of a CSU bachelor's degree, and academically qualified post-baccalaureate and graduate students. The CSU Board of Trustees has defined, as described in the admission sections of the University Catalog, the upper one-third of secondary school graduates, the required achievement levels of undergraduate transfers, and the minimum entrance qualifications of post-baccalaureate students.

Regularly Admissible Students and Admission Standards Exceptions

Approximately 90% of undergraduates who are admitted to CSU Stanislaus satisfy the standard CSU admission requirements. Approximately 8% of admitted undergraduates qualify for Honors at entrance. Seventy-four percent of undergraduate applicants qualify for admission, and 72% of those offered admission actually enroll.

About 8% of newly admitted undergraduates, after individual review based on regular and special supplementary admission criteria, are admitted as exceptions to the standard CSU eligibility requirements. Currently, 65 to 70% of these exceptions are selected through the campus Educational Opportunity Program (EOP) for economically, educationally, or environmentally disadvantaged students. The EOP has financial aid and retention service components. Generally, the special supplementary criteria used for these admissions may be viewed as allowing more flexible individual admission judgments, utilizing alternative standards that are roughly equivalent to the regular standards, and permit the matching of identified high risk students to available retention resources. At this campus nearly all regularly ineligible admission applicants are interviewed in person or via telephone by staff or an admissions professional to assess their needs, maturity,

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educational objectives, plans, educational achievement history, and viable alternatives at other educational institutions for improving their qualifications for later upper-division transfer to the University.

Small numbers of additional students are selected under special alternative CSU admission criteria, which stress maturity and entry-level English and mathematics skills. Students who qualify under these criteria are usually military service veterans, re-entry adults, and University employees with specific training needs or formal career development plans.

New Matriculation Requirements

In response to the concern that some students may be entering the University inadequately prepared for academic work, starting Fall 1998 the campus will fully enforce more stringent CSU requirements for immediate and continued attention to remediation of any identified entry-level deficiency in English and mathematics skills. Admission of upper-division transfers will be limited to those who have fulfilled all General Education breadth requirements in English and mathematics. Heretofore, remediation of these deficiencies has been postponed by some undergraduates until the term before graduation.

Good Academic Standing

Enrollment in Fall 1997 exceeded 6,200 students, including about 2,000 newly enrolled. Fewer than 200 (3%) of all students annually become subject to academic disqualification from the University under the policies stated in the Academic Standards section of the University Catalog. Academic-Administrative Probation is being used to warn students to promptly remove any identified English or mathematics deficiency.

CONCERNS REGARDING ADMISSION PROGRAMS

Validation of Admission Requirements

The uniform minimum admission requirements for California State University campuses are validated through statewide analysis periodically to ensure compatibility with the California Master Plan and to improve and appropriately adjust admission standards. The goal is access for 33% of California

high school students, but the current CSU freshmen admission standards restrict admission to 29%; in the campus primary service area the current standards restrict admission to only 26%. During the past decade, CSU undergraduate admission requirements have become much more selective, and, unfortunately, much more complex. By Fall 1998 the eligibility pool of qualified upper-division transfers will also shrink because of the additional admission requirements of four English and mathematics General Education skills courses. This is expected to result in the denial of 100 to 200 (15-20%) upper-division transfers during 1998-99.

Student Continuation, Graduation, and Persistence Rates

Past continuation rates and the transfer-out figures have caused the concern that outreach and admission efforts may not have adequately screened and selected students. Apparently, sizable numbers of entering freshmen and lower-division transfers (especially part-time students) stop-out, drop-out, or transfer to other educational institutions, because of curricular, environmental, convenience, or service alternatives. A significant portion of the student body is highly mobile. Outreach staff are concerned that about 40% of the undergraduate student body has to be replaced in fall semester before an increase in total enrollment is recorded. Outreach efforts are staffed and supported by student recruitment professionals; unfortunately, such recruitment and retention efforts are not generally perceived as a responsibility to be shared by the entire campus community.

The overall six-year graduation rate in the CSU system is about 40% (for freshmen entering 1991). CSU Stanislaus has a relatively higher graduation rate of 50%—the third highest in the system behind 59% at CSU San Luis Obispo and 54% at CSU Chico. This rate, however, is still not considered high enough by CSU Stanislaus administrators and is being addressed by an expanded and targeted retention plan. Our projection is that 60% eventually earn a degree—a rate expected at the best of state universities and colleges.

The graduation rate of transfer students, which accounts for about 15% of new undergraduates, is somewhat higher—58.3% in 1996; this rate was 11.7 points above that of other CSU campuses—a 25% better graduation rate than at comparable universities.

Graduation rates reflect the percentage of students completing their degrees in the CSU within six years. “Persistence rates”

describe those students who are still enrolled after six years and are expected to eventually finish their degree. For freshmen entering in 1990, CSU Stanislaus had a 59.6% persistence rate—the 6th highest persistence rate in the system.

Grade Inflation and Gender Disparity

Grade inflation in past years at California secondary schools and colleges, as well as at the University, has been a continuing concern to Enrollment Services. Grade inflation in high school has particularly concerned Admissions, causing questions concerning the reliability of admission selection standards. Fortunately, the negative impact of grade inflation at secondary schools has been somewhat decreased by the recent system-wide adoption of new freshman admission requirements, which include satisfactory completion of a college preparatory program of fifteen one-year courses, regardless of overall GPA.

On campus, grade inflation is also a continuing issue. The Stanislaus undergraduate mean GPA has been one of the highest in the CSU system. The grade inflation trend appears to have been further stimulated in Fall 1995 when the faculty option of plus/minus grading was adopted. For Fall 1996 the mean grade point average by course level was 2.72 for lower division, 3.10 for upper division, and 3.6 for graduate instruction. In undergraduate courses, 64% of academic grades awarded were “A’s” and “B’s” (35.7% “A’s” and 27.9% “B’s”), with significantly greater above-average grades in certain disciplines.

Another interesting finding during this self-study is that GPA’s for men and women (1997 statistics) differ considerably: for 2,988 undergraduate females, the mean GPA is 2.90; for 1,800 males it is 2.65—a .25 difference. For 156 first-time freshmen males the mean GPA is 2.34; for females it is 2.64—a difference of .3. The entrance qualifications are comparable. These data may indicate a significant difference in academic achievement between males and females; however, continued study of this phenomenon would have to include more rigorous statistical analysis. While it is not unusual for young female students to be more consistent academic achievers than young males, the GPA gap is too great to be explained that simply. We need to determine if the age and qualifications of entering males are lower than females, and if possibly our male students carry greater burdens of employment and family responsibilities. Such findings could inform our retention programs.

Honor Students

Historically, this campus has attracted many of its freshman students from approximately the top 20% of their graduating classes; however, there has been only modest success in attracting class valedictorians and the top honors and advanced placement students. In the past, Stanislaus has attracted no more than one National Merit Scholar about every ten years and less than 10% of local valedictorians (5 in 1995 and 10 in 1997). Special recruitment actions are warranted, and are being addressed in the 1997/98 review of the Honors program.

Enrollment Services

The 1995 and 1997 National Association of Colleges and University Business Officers Benchmark studies reveal that campus per capita operational costs of enrollment services are in the top third of costs at CSU campuses and comparable larger institutions. Almost all student enrollment service surveys have placed CSU Stanislaus in the top 30% in areas such as the speed of admission notification, credit evaluation, registration, grade reports, enrollment verifications, and academic transcript issuance. This relatively good service record is especially important at this University because of the unusually high need and service expectations of area students, many of whom are returning students or the first in their family to attend college, with no one in their family to turn to for educational advice.

However, the need for improvement in campus registration/enrollment facilities is clear. Although in the Student Satisfaction Inventory, the Financial Aid staff was rated above the national mean, there were four areas rated significantly below the national mean: business office hours, billing policies, “helpfulness of registration personnel,” and “responsiveness to prospective students’ unique needs.” In response to these concerns, the University is in the process of constructing a more hospitable reception service that will provide efficient, personalized services at a “one-stop shopping” center for incoming students.

ACADEMIC CREDIT AND RECORDS

The academic evaluation of student learning and achievement and the awarding of degree credit are crucial to the fulfillment of the University’s mission. The University Admissions and

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Records staff, to some extent, view their role as “academic police” to assist in the enforcement of many key academic policies and standards within the campus community. This role extends to encouraging students to become fully accountable for their actions—or inaction—regarding their responsibilities as University students, with the hope that this responsibility will carry on into later life.

The University has relied primarily on traditional letter grades to ensure student learning, competence, and fulfillment of degree requirements. University standards and requirements for undergraduate degree programs are enforced through a centralized, uniform process that includes documentation of appropriate approvals for any substitutions or deviations. Departmental degree program requirements are reviewed and certified by discipline faculty before graduation or academic record issuance. Currently, the validation of experiential learning for degree credit is limited to satisfactory performance in discipline faculty examinations, auditions, and, in rare cases, fine art portfolio review.

Secure access to data on student academic status is available to students, staff, and faculty virtually instantaneously through the University’s integrated data system, Banner, which includes voice response modules for student access to admission status, course enrollments, and grades. Secure web access is currently under development. Access to official academic records is controlled by the Admission and Records Office for security purposes. Hard copy academic records are microfilmed for both retention and security. While faculty and staff have wide access to student data, very few individuals have the authorization and capability to change a student’s academic record, and there is thorough documentation of any changes.

Quality and Consistency of Degree Credit Allowance

Transfer credit evaluations and degree fulfillment certifications are manually performed and checked for accuracy but are subject to staff inconsistency, individual judgment, and human error. Any error which penalizes the student is likely to be reported or appealed; some of those that favor the student go undetected. An electronic degree audit system has been purchased and is in the early stages of implementation and testing. It is hoped that this audit system, called Banner Curriculum and Advisement Program Planning (CAPP), will provide more accurate, consistent, rapid, and frequent checks against most evaluation errors. Also, in 1998-99, the

Electronic Data Interchange (EDI) will be operational among the colleges in our region, which should ensure even higher levels of credit evaluation accuracy, speed, and service.

Experiential Learning, Individual Study, Service Learning, and Internships

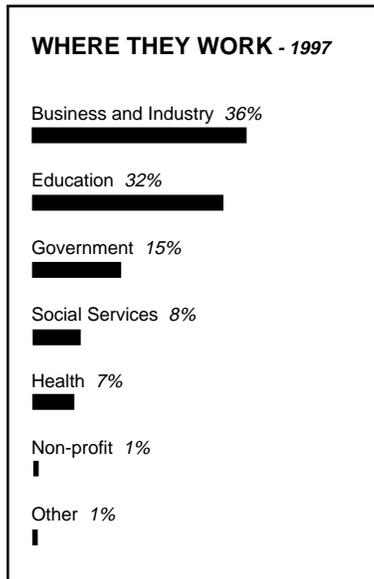
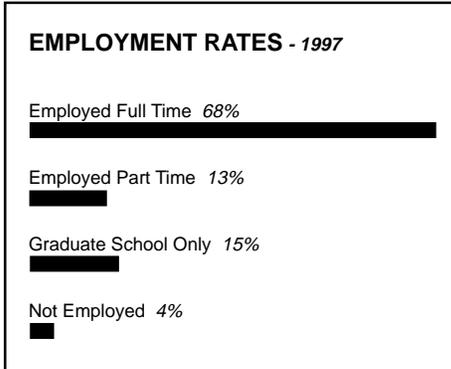
Determination of standards for independent study, service learning, study abroad, and internships rests with the discipline faculty. Under development are processes, policies, and procedures to assure other institutions that mediated instruction offerings are comparable to regular catalog offerings delivered by traditional instructional methodology.

Forty-five percent of the Stanislaus student body are age twenty-five or older. They bring rich employment and life experiences to the campus. The faculty governance system has yet to establish a comprehensive process for validation of experiential learning for degree credit beyond a catalog course challenge by examination procedure. Individual study courses are readily available to undergraduates and graduate students and annually exceed 10% of the average term enrollment—including standard catalog courses that are recorded by mode of instruction rather than course content. This has become a cost-benefit issue. As the opportunities for service learning, cooperative education, and internships for degree credit are increasing, and the area of community service learning is accruing greater prominence with the CSU Cornerstones initiative, mediated instruction should be monitored to ensure adherence to campus-wide academic standards.

As the University becomes more linked to the community through partnerships, consortia, and various kinds of internships and service learning activities, knowledge of the future employment opportunities of our students is important, and the University conducts annual surveys to track students beyond graduation.

WHERE OUR STUDENTS ARE EMPLOYED

The prompt employment placement of recent graduates, and the “real world” achievements of university alumni, provide one kind of validation of the competence of Stanislaus graduates. In early 1998, the Counseling/Career Development Center conducted an annual survey of Spring



1997 graduates. The results (with 29% return on 1,313 mail-outs) indicated that 68% were employed full-time, 13% part-time, 15% were in graduate school and 4% were not employed. Most graduates went to work in business/industry (36%), education (32%), and government (15%).

RETENTION PROGRAMS: HELPING STUDENTS TO SUCCEED

The University sponsors a wide array of programs and services designed to ensure the likelihood of student success. Traditional retention programs, located under the broad administrative umbrella of Student Affairs, are structurally organized to form a comprehensive unit.

These programs rely on the cooperation of diverse campus constituencies, and cooperation across organizational divisions is essential for their success. Individually, each of these programs can claim positive outcomes in the retention of students. Collectively, these programs and services

provide a strong framework for student academic success. The Faculty Mentor Program, for example, is recognized as one of the premiere mentoring programs in the CSU, boasting retention rates that range from 85% to 95%. Free tutoring for students is offered through the University Tutoring Center, and the Writing Center staff members offer students the opportunity to improve their written communication skills with assistance from well-trained writing tutors. The structure of the Counseling/Career Development Center has been especially inviting to many students who value confidentiality and privacy, and General Education advising through the Academic Advising Center has helped to ensure appropriate course selection and timely completion of requirements. The Intensive Learning Experience pays for tutors in ESL and remedial math. The Summer Bridge has been effective in targeting higher risk students at the time of application to the University and providing ongoing support services necessary to ensure the likelihood of academic success.

ASSESSMENT OF RETENTION PROGRAMS

An important part of a campus-wide comprehensive retention plan includes the collection and analysis of baseline data. During the past decade, dramatic demographic changes have occurred in the composition of our student population. CSU Stanislaus students have become younger, more residential, and more ethnically diverse. Because a comprehensive student satisfaction survey had not been conducted since 1985, and the need to collect current information about our students was imperative for the self-study, in Spring 1997 the Noel-Levitz Student Satisfaction Inventory (SSI) was administered to 1,200 students.

In the three summary questions that addressed students' overall satisfaction with Stanislaus as compared to a national group of four-year public institutions ("So far how has your college experience met your expectations?"; "Rate your overall satisfaction with your experience here so far," and "All in all, if you had to do it over would you enroll here again?") Stanislaus scored above the national mean (at the .001 level of significance). Students felt equally favorably about the campus climate, the safety and security of the campus, the institution concern for the individual, and the institution's commitment to serving under-represented populations, older/returning students, and students with disabilities.

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In the SSI category of Campus Support Services (library resources and staff, computer labs, tutoring services, academic support services, career services, and the bookstore staff), the two areas rated most positively were the helpfulness and approachability of the library staff and the availability of tutoring services. The only item rated significantly lower than the national group mean was in response to the statement, "There are adequate services to help me decide upon a career." This latter item probably reflects the need (expressed in other sections of the self-study) for more of an emphasis on community service learning and cooperative education programs.

In the SSI category of Service Excellence (the caring and helpfulness of the campus staff, the quality of information, and student complaint channels), four areas that rated significantly above the national norm were (1) the competence of the health services staff, (2) the helpfulness of the library staff, (3) the caring of the counseling staff, and (4) the caring and helpfulness of the campus staff in general. In this category students were least satisfied with the registration staff, and their own knowledge concerning what is happening on campus. These findings confirm the need to address registration processes and the quality of communication on campus.

In the SSI category of Academic Advising (clarity of major requirements and the concern, approachability, helpfulness of academic advisors, and their knowledge of major), no statistically significant differences were identified (i.e., we are neither significantly above nor below the national group means). However, as a campus that prides itself on providing personalized attention and strives to be a more learning-centered institution, we should aim at achieving much higher scores in this area. Both academic advisement

in the majors and the Academic Advisement Center need to be re-examined.

RETENTION PLANNING

In an effort to broaden and institutionalize retention efforts and enhance student success, representatives from

Academic and Student Affairs drafted a retention plan to be utilized for discussion in university-wide forums. The plan includes specific strategies for the improvement and enhancement of the rate of student retention. Since students tend to persist in their academic pursuits when their needs are met and when they are actively involved in their learning process, baseline assessment data are crucial to a well-organized retention plan. The development of a retention planning document during Spring Semester 1997 resulted in a five-fold approach to the improvement of student retention at California State University, Stanislaus. Targeted areas include: assessment, average time to graduation/time

to degree, first-year experience, undeclared majors, and additional strategies in the support of improved retention. (Some of the specifics of this plan are described in greater detail in Standard 7.)

To encourage a university-wide commitment to retention, a campus-wide day-long retreat was held in Fall 1997 that addressed the multiplicity of issues surrounding improved retention strategies. The retreat was facilitated by Dr. J. Herman Blake, Vice Chancellor for Undergraduate Education at Indiana University-Purdue University, Indianapolis. Student, faculty, staff, and administrative representatives shared ideas for enhancing student success and retention. The recommendations became the basis for a follow-up meeting to begin implementing retention strategies.

STUDENT RETENTION SERVICES

- Counseling/Career Development
- Disabled Student Services
- Testing (including the Writing Proficiency Screening Test)
- International Student Programs
- Educational Opportunity Program
- Student Support Services
 - Summer Bridge
 - Academic Advising
 - Re-entry Advising
 - Peer Advising
- University Tutoring (Writing) Center
- New Student Orientation
- Faculty Mentor Program
- Intensive Learning Experience
- Teacher Diversity Grant
- California Mini-Corps

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

STUDENT PREPARATION FOR LEARNING

The issue of adequate student preparation for university work is being addressed by changes system-wide: by late 1998 the CSU will strictly enforce limiting freshman admission eligibility to the top one-third of California high school graduates, and all university-bound high school students and those who plan to transfer will be expected to satisfy all English and mathematics entrance standards. Furthermore, current campus outreach activities and tutorial efforts in some local K–12 schools are addressing the problems of inadequate college preparation. These admissions changes may slow expansion of enrollment.

STUDENT CONTINUATION RATES

Through an expanded campus retention plan, retention and graduation rates will be significantly improved. Recent expansion of institutional research endeavors continue in order to provide insight concerning how to better select and serve our students. Further steps needed to be taken:

- Increase the communication between the outreach and retention staffs.
- Conduct exit and post-exit phone interviews with students who withdraw or do not return to determine if they are indeed dropouts or simply transferring to another university for curricular offerings unavailable here.

HONORS STUDENTS

While it may be difficult for this small campus to recruit more than an occasional National Merit Scholar, we are optimistic that a revised campus Honors Program will attract many more honors and advanced placement freshmen.

ENROLLMENT SERVICES

A “one-stop-shopping” approach to enrollment services is planned for opening in Fall 1998. This new enrollment center will consolidate Admissions and Records, Financial Aid, recruitment and outreach activities, and some cashiering services. Secure student, staff, and academic advisor access to student data is now available instantaneously, and secure web access is under development. Technology continues to facilitate and improve student enrollment services; thus, for the first time on this campus, the cost of enrollment services per FTE may be reduced.

ACADEMIC ADVISING

Student guidance and advising—a vital component of a learning-centered institution—must be improved. As our students struggle with decisions about deficiencies in skills, curricular choices, academic achievement, and occupational alternatives, the Academic Advising Center, peer advisors, and clerical staff combined do not provide adequate guidance to serve the unusually demanding educational advisement and career planning needs of our students. Furthermore, guidance must be a shared responsibility of the entire University community. Further steps needed to be taken:

- Enable increased student advising by reworking faculty and staff assignments and workload distribution.
- Encourage and facilitate the processes of credit allowance for mediated instruction: experiential learning, community service learning, cooperative education, internships, and individual study.

GRADE INFLATION

The impact on CSU Stanislaus of secondary school and community college grade inflation may be reduced by the new CSU admission requirements, although these new requirements also increase the complexity and cost of program administration. There is also continuing concern about grade inflation on campus. Further steps needed to be taken:

- Initiate a campus dialog on strategies for dealing with grade inflation: the academic deans and the University Educational Policies Committee should examine grading policies, policy compliance, differences among disciplines, and gender differentiation in grading.

RETENTION

A comprehensive retention plan for the University is currently under development. The University will soon establish a first-year student experience program. Research has repeatedly shown the importance of effectively addressing the transitional needs of the first-year student, and the development of this program will help to ensure student success. Student Services is also examining the implementation of “student learning communities” (in the Village, within majors, etc.) as a potentially powerful retention tool for CSU Stanislaus. One more essential step needed to be taken:

- Make ongoing, university-wide retention planning a top priority for all sections of the campus community.

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EXHIBITS FOR STANDARDS 4-H AND 4-I

- 105 Schedule of Classes, Winter/Spring 1998 and Fall 1998
- 467 Campus Curricular Articulation Agreements with Local Community Colleges
- 468 CSU Stanislaus Student Body Profile, Fall 1995-1997
- 469 Stockton Center Student Body Profile, Fall 1995-1997
- 125 Noel-Levitz Student Satisfaction Inventory (SSI), 1997
- 470 An Employment Survey Report of the 1997 CSU Stanislaus Spring Graduates
- 471 Six-Year Continuation, Graduation, and Persistence Rates by Campus, 1/26/98
- 472 Admission Applications Summary, Fall 1998 Semester
- 473 Registration Comparison: All Students, Fall 1997 and 1998

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STANDARD 4-J: PUBLIC SERVICE AND COMMUNITY SERVICE LEARNING

DESCRIPTION AND ANALYSIS

This section focuses on two aspects of “public service.” The first is the individual participation of faculty in community activities and affairs, and the second is the involvement of faculty and students in what has come to be termed “community-service learning.” Both of these activities are directly related to a commitment to community service as part of this University’s mission to “encourage personalized student learning, foster interactions and partnerships with our surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region.”

Faculty Public Service, a part of the retention, promotion, and tenure (RPT) process, has always been an important component of professorship on this campus. The concept of “community service learning,” however, is relatively new and is rapidly growing in importance as a means of both enhancing student learning and linking the University closer to its constituencies.

FACULTY PUBLIC SERVICE

The recognition of public service is part of the RPT process and again when faculty apply for a Performance Salary Increase (PSI). The PSI criteria for evaluating faculty include the three components of teaching, research, and service. Faculty members must demonstrate and document university and community services. Faculty public service also is reported in the *University Digest* (the faculty newsletter) and recognized at the annual faculty recognition dinner.

As part of this self-study, in Spring 1997 an informal survey was conducted to measure faculty involvement in public service. The results indicate a broad range of activities including holding public office, participating on school boards, leading non-profit organizations, clubs, and civic organizations, and assorted volunteering.

SERVICE LEARNING

The CSU Cornerstones Report (1997) identifies community service learning as essential to the mission of the CSU. It is defined as “academic study linked to community service through structured reflection so that each reinforces the other.” Community service learning “enhances academic learning by enabling students to apply knowledge and skills gained through academic study to real-world problem-solving and to appreciate the connections between their academic work and real-world activities.”

Several academic programs at CSU Stanislaus have a service-learning component. Since 1989, Geography’s “Bridge” Program has been an outstanding example of service learning in action. Located in an apartment complex in a low-income, ethnically diverse area of Modesto, the Bridge not only provides extensive services for a needy population but also serves as a setting for research projects for students in Geography, Psychology, and other disciplines. Over the past five years, more than 200 students from Geography have been involved in Bridge projects. Several graduate theses have also been completed from experiences at the Bridge.

In 1990 the Associated Students, Inc. (ASI) established the Associated Student Community Service Program, which was developed to generate volunteer experiences for students, sponsoring volunteer fairs and hosting “Good Neighbor Day.”

In 1992 CSU Stanislaus was awarded a “Learn and Serve America” grant. Twenty-four faculty from a wide variety of disciplines were trained in service learning and incorporated this pedagogy into their course syllabi.

Other partnerships between academic programs and surrounding communities reflect ways in which student learning extends beyond the classroom. For instance, Child Development has established partnerships with several community agencies, and the Geography program is working

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with the City of Turlock on a project that involves students in data collecting and a mapping project for the city. Biological Sciences recently hosted the Science Olympiad for Stanislaus County Schools, and a Biology faculty member coordinates a major Endangered Species Recovery Program, which provides employment for several Stanislaus graduates. The School of Education has recently established an internship program through which students can teach in schools while working toward their credential.

Such real-world experiences not only benefit students as they seek employment but contribute to their intellectual growth, thus expanding the learning-centered environment of the campus.

To facilitate strong, ongoing interaction and communication with the community, many Stanislaus faculty work with community organizations, other colleges and universities, and local schools. For example, Chemistry presents a very popular “Chemical Magic Show” at local elementary schools. Several programs, including Mathematics, Physics, Computer Science, and Chemistry, are participating in a Joint Engineering Degree program with the University of the Pacific. Mathematics has a grant-funded program, the Central California Mathematics Project, which promotes leadership and professional development of K-12 teachers of mathematics in the University’s service area. Both the Social Work and Nursing programs have advisory boards made up primarily of individuals from agencies in the University’s service area. Several members of the Music Department play in the Modesto Symphony Orchestra, and the department organizes a program entitled “Summer Music at Stanislaus—Senior High School Band.”

In comparison with even five years ago, CSU Stanislaus has developed and strengthened bonds with local communities and with many constituencies. These bonds are providing rich opportunities for students both during their academic studies and in their future careers.

In Fall 1997 the University participated in a system-wide public service survey. In this survey, the University cites the importance of annual placement of students and service learning projects, highlighting the Bridge and The Tutoring Center as exemplary projects. The goal of this participation

is to provide a wide variety of community service learning experiences for CSU Stanislaus students to comply with the statewide strategic planning for service learning. The statewide goal is to encourage students to engage in at least one community service learning experience prior to graduation. In the campus Strategic Plan and in the Master Academic Plan, the University expresses its intent to seek funding to provide more public service opportunities for students.

CONCERNS REGARDING “SERVICE”

Traditionally, the definition of “service” in the University RPT process focuses primarily on “service to the University,” nearly disregarding service to the community and totally disregarding any community service learning activities. While it is clear from the surveys for this self-study that most University faculty are deeply involved in community service, and many are already involved in service learning, the College, Schools and departments need to define clearly what “public service” means and identify appropriate means of accountability and recognition. Faculty’s participation in both public service and service learning projects should be evaluated as part of the “service” component in the RPT process. Furthermore, sufficient mechanisms for rewarding and publicly recognizing faculty service are lacking.

As the University develops a learning-centered philosophy, service learning has the potential to become an important and integral part of the curriculum. To date, the University has made a uneven commitment to service learning. Some programs (Teacher Education, Nursing and Social Work, for example) have service learning as formal, integral parts of their programs; others have none. The University provides little support to faculty and students who participate in service learning; there is inconsistent assessment across campus for service learning activities, and there is no centralized coordination. One project on campus—“Answering the Call of Service: A Service Learning Proposal for California State University, Stanislaus”—offers the potential for addressing these issues by (1) conducting needs assessment regarding service learning across the campus and (2) providing a centralized program with personnel and resource allocation. This proposal was

presented to the Master Academic Planning Committee, and the assessment component is being seriously considered. Initial efforts are under way to address the second issue as well: the Director of Campus Student Relations has been

allotted 20% workload time to serve as the Director of Service Learning, and a faculty member has been appointed to the Master Academic Planning Committee in an effort to further integrate service learning and curriculum.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

Although there are many examples at Stanislaus of successful community service learning activities, an increased commitment to community service learning would be a significant step toward creating a more learning-centered curriculum. The CSU Cornerstones planning document places a priority on service learning and a commitment is reflected in the following “strategic agenda” items in our campus Strategic Plan:

- (a) *Promote internships and other experientially based learning opportunities for undergraduate, graduate, and credential students.*
- (b) *Use University centers, institutes, and academic departments to study community and regional matters in a diversity of disciplines to inform external constituencies through the sponsorship of conferences on campus, publication of reports, and presentation of results.*
- (c) *Build mutually beneficial partnerships with a diversity of community and regional groups, businesses, and government agencies that further the mission of the University and provide opportunities to students.*

Some further steps that would help us realize these goals:

- Expand the definition of “service” in the current RPT process, which focuses mainly on a faculty member’s service to the University and the community, to include faculty involvement in community service learning such as community projects, internships, and co-operative education. The definitions of “service” should be determined at the departmental level and be fully supported by the campus-wide RPT Committee.
- Provide faculty and student incentive programs for greater participation in service learning, including aggressively pursuing national and system-wide grants.
- Develop appropriate assessment and reporting processes for service-learning activities.
- Provide coordination of service learning in one centralized office.

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EXHIBITS FOR STANDARD 4-J

- 474 Faculty Opinion Survey: Spring 1997
- 475 Strategic Plan for Community Service Learning at the California State University, September, 1997
- 476 Urban Public Service Activities Survey, Fall 1997
- 477 Answering the Call of Service: A Service Learning Proposal for California State University, Stanislaus

WORK GROUP MEMBERS FOR STANDARD 4-J

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STANDARD 5: FACULTY AND STAFF

DESCRIPTION AND ANALYSIS

FACULTY

Role in Academic Programs

As described in some detail in Standard 3, the faculty exercises central responsibility for academic programs and participates in shared governance with the administration.

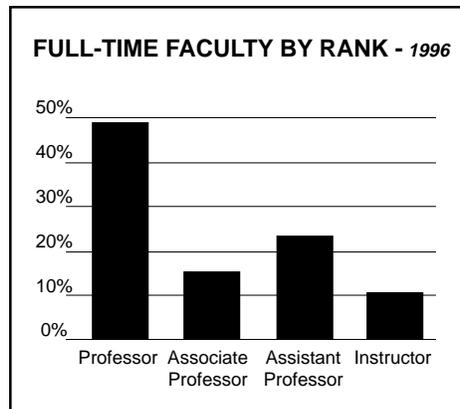
The structures which permit and encourage shared governance originate with the Academic Senate and its various committees and groups such as the University Educational Policies Committee, the Faculty Affairs Committee, the Faculty Budget Advisory Committee, the Leaves and Awards Committee, the Faculty Development Committee, and the Graduate Council. These committees provide the opportunity for faculty to participate in affairs central to the mission of the University. Faculty also have the opportunity to participate in governance through a structure of College, School, and department committees dealing with issues of personnel, curriculum, advising, and academic programs. The faculty in departments and program units are responsible for maintaining the quality of courses and programs and for establishing standards for students' academic achievement.

For example, the College of Arts, Letters, Sciences (ALS) Curriculum and Resources Committee is responsible for reviewing and approving changes in programs, concentrations, majors, minors, and other curricula; identifying potential curricular conflicts and recommending consultation between departments, disciplines, and schools when appropriate; reviewing and approving new course proposals and programs, and course discontinuance requests; reviewing drafts of five-year program reviews; and making advisory recommendations for improvements and changes in the processes themselves.

Faculty in the School of Business Administration (SBA) exercise considerable influence with regard to the SBA's academic program. They are involved in establishing the school's mission and designing and reviewing all courses. The faculty actively participated in the development of the current school mission statement that was accepted by the AACSB–The International Association for Management

Education as part of the School's five-year accreditation candidacy plan.

Similarly, the School of Education (SOE) faculty have opportunities to engage in decision-making regarding the curriculum. The SOE Curriculum and Resources Committee reviews new courses and proposals and advises the dean on curricular and budgetary policies. Within each department, program faculty develop curriculum, often in accordance with state mandates promulgated by the California Commission on Teacher Credentialing (CCTC).



Recruitment, Retention, Promotion, and Tenure

Within the framework of the CSU Collective Bargaining Agreement the recruitment and evaluation procedures delineate the process by which faculty are appointed and retained. The procedures governing retention and promotion require extensive participation at both the department and University levels. Evaluation criteria include:

1. teaching proficiency, including preparation, classroom presentation, student advising, and adherence to departmental guidelines and university-wide academic standards;
2. scholarship, research, and creative activities;

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3. extent and appropriateness of professional preparation, normally including the doctorate or equivalent attainment; and
4. participation in University and community affairs.

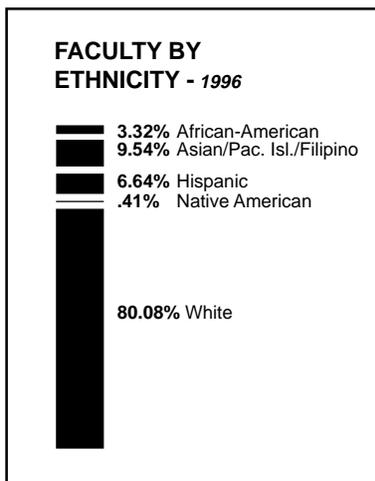
The retention of tenure-track faculty at Stanislaus has been relatively high. Of our current tenure-track faculty, 27% were hired within the past five years. Retention of these new faculty members is reflected in the fact that after one year of appointment, 96% have stayed with the University and after two years of appointment, 92% are still employed at the University.

Stanislaus has a large number of permanent faculty who are approaching retirement. Currently, 11% are age 60 or over. The retirement of senior faculty and an improved budget situation are providing an opportunity to hire a cadre of new faculty who bring a wide diversity of academic preparation and skills yet are also eager to learn and open to innovation in teaching and learning methodologies.

The University Academic Senate, concerned about the long-standing need for each department to specify its own definition of “scholarship, research, and creative activities” passed a resolution in May 1998 requiring every department to prepare written elaborations to the campus retention, promotion, and tenure policies. The Academic Senate is also considering proposals to address the need for a systematic post-tenure review process.

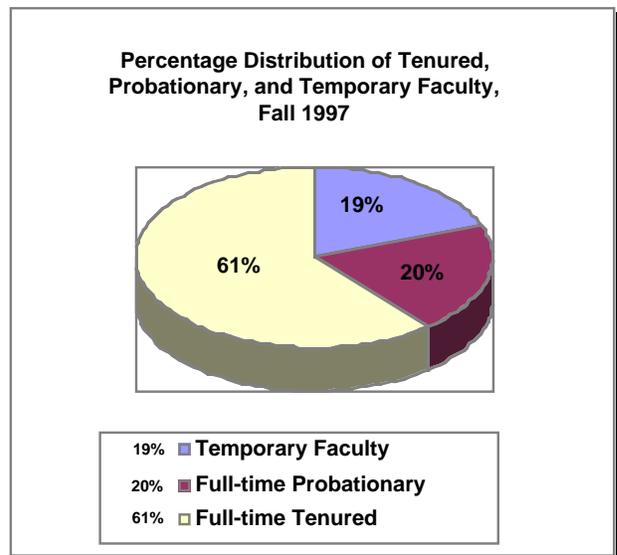
Diversity

The 1997 faculty and student surveys reflect a generally positive perception of the University’s progress in building a diverse faculty committed to serving an equally diverse student body. The numbers demonstrate progress in faculty hiring. The full-time faculty has grown 15% since 1990. Furthermore, between 1990 and 1997



more women and minorities have joined our faculty. The proportion of female full-time faculty members grew from 32% in 1990 to 42% in 1997. Similarly, the proportion of full-time faculty who are ethnic minorities grew from 15.5% in 1990 to 19% in 1997.

At Stanislaus the greatest proportion of classes are taught by faculty with doctorates or instructors with terminal master’s degrees. In contrast to larger universities, few classes are taught by graduate assistants. Of the 1,264 full-time faculty in Fall 1997, 161 (61%) were tenured and 52 (20%) were probationary tenure-track, and 29 were full-time lecturers. Of the full-time instructional faculty, 199 (82%) held the doctorate or the appropriate terminal degree. CSU Stanislaus has one of the highest ratios in the CSU system of tenure/tenure track faculty to visiting lecturers. Faculty duties and responsibilities in 1997 were shared with 17 part-time faculty, and only twelve graduate teaching assistants—ten in the Department of English and two in the Department of Communication Studies. (This low number is a reflection of the relatively small number of graduate programs, compared to larger institutions.)



Workloads: Teaching and Research

The normal annual teaching assignment is 24 teaching units (plus six units for advising and University and community service) for full-time tenured and probationary faculty. The weighting of teaching responsibilities (Weighted Teaching Units—WTUs) is controlled by a CSU formula regarding mode and level of instruction and appropriate class size.

The policy and practice at Stanislaus is to hire faculty with demonstrated instructional abilities. We are proud of the quality of instruction across the disciplines and are vigilant to include teaching effectiveness as the primary criterion in screening and evaluation. However, tenure-track faculty are also expected to be involved in research, scholastic, and creative activities as a vehicle for instructional effectiveness as well as to maintain their own “life-long learning.”

As discussed in some detail in Standard 4, while teaching and research are the two major criteria used to evaluate faculty, the University has experienced difficulties in adequately measuring teaching effectiveness and supporting research. Support for released time has been gradually increasing; however, both funding and released time remain inadequate. Funds for faculty travel are particularly scarce. Quality and quantity of research expectations are not clearly communicated to faculty, nor has the University reached a formal consensus on what the expectations should be. Administration and faculty will join others in the CSU to press for improved formulas for work load and for continued improvement in support of research, scholarship, and creative activity in the system.

As part of a significant structural change occurring throughout the CSU system, Stanislaus is in the process of delegating more responsibility from the office of the Provost/Vice President for Academic Affairs to the deans of each college and school. One of the stated goals for this decentralization is to engage faculty more actively in the key decisions that are closest to their disciplines. For example, the deans now have more budgetary autonomy and more direct responsibility for program development, faculty workload, faculty development, and assessment of student learning. The deans are working with departmental committees in determining programmatic policies and recruitment priorities. There are some concerns, however, among faculty members that this “decentralization shift” could happen at the expense of faculty, whose workloads may not be adjusted to reflect the increasing time and responsibility. Thus, it could impact negatively on one of the most sensitive issues: the tension between maintaining optimal teacher/student ratios and establishing desirable faculty workload expectations.

Faculty Development

Since 1990 the Faculty Development Committee (FDC) has become a major force on our campus for promoting activities designed to help faculty members improve their competence as teachers and scholars in the areas of (1) instructional development that improves the ability of faculty members to teach more effectively, with specific focus on improving and assessing the quality of student learning, (2) curriculum development that aims at fostering a process of curricular innovation, evaluation, and revision in response to rapidly changing student needs, and (3) professional development that supports faculty research and promotes renewal of expertise of faculty members within their primary disciplines.

In 1996-97 the FDC sponsored and coordinated sixteen campus workshops and seven off-campus seminars offered by the CSU Institute for Teaching and Learning. The FDC organized a series of orientation activities for new faculty, and in February 1998, the FDC conducted its eighth annual Instructional Institute Day, with the theme “What does it mean to teach for learning?” — a topic tied to our self-study theme and to the ongoing campus discussion of the meaning, in our mission statement, of “enhancing the learning environment.”

Some Key Concerns of the Faculty Development Committee

As part of this self-study process, the FDC has reviewed the 1997 faculty survey, the written evaluations that faculty have made of many FDC activities over the last few years, and the survey that informed the 1990 Faculty Development Plan. From this review, the following faculty development issues— as related directly to student learning— have emerged:

- a. There is a growing need to coordinate the gathering and disseminating of information concerning faculty support and development activities both on and off campus. Our campus and the CSU system offer many opportunities for faculty to participate in pedagogical, technological, learning assessment, or research-related activities. Frequently, however, these opportunities go almost unnoticed or under-attended due to the lack of coordination, publicity, and proactive recruitment.

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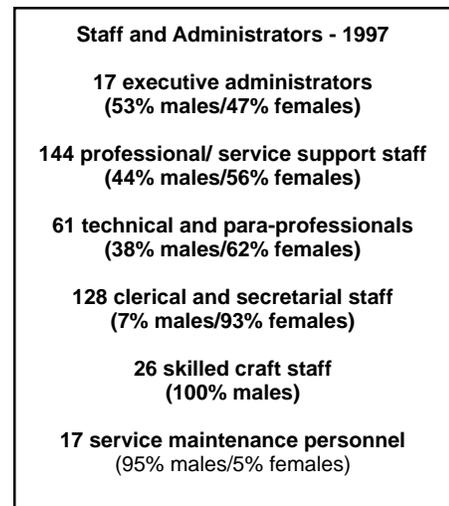
- b. Surveys have consistently revealed the need for more institutional support for individual faculty members in both their teaching and research endeavors. Two of the areas rated lowest in the 1997 faculty satisfaction survey were “support for teaching” and “support for research.” Currently, there is no single entity on campus that could serve as a focal point in addressing these concerns.
- c. The faculty morale issues reflected in the 1997 survey may be partly due to a highly ambiguous definition of what a successful tenure-track faculty member should be. The current retention, promotion, and tenure process—which does not really help to define terms and establish priorities among “teaching, research, and service”—perpetuates confusion and cynicism.
- d. The recent surveys, combined with faculty evaluations from eight annual “Instructional Institutes,” indicate general faculty support for efforts to create a stronger sense of community and collegiality.

A Teaching and Learning Center

To address these faculty issues, in Fall 1997 the FDC proposed establishing a faculty development and support center, whose mission would be to facilitate excellent teaching and learning, improve student success, build a community of learners among teachers, and promote a culture of caring. In Fall 1988 the plan was endorsed by the Academic Senate and the Master Academic Planning Committee. This center, which will become a reality in Fall 1998, combines into a central location resources and support activities currently dispersed over the campus and will function under the direction of a faculty coordinator to be recruited from campus. The center, acting under the advisement of the FDC, will coordinate faculty development and instructional support activities and act as a clearinghouse of information for both campus and system-wide activities. “The Faculty Center for Excellence in Teaching and Learning” will be a pro-active agent for innovation in teaching and learning, serve as a resource to individuals and departments in developing outcomes assessment measures, assist faculty in grant preparation, and establish a pedagogical resource center, while nurturing a collegial environment.

STAFF

In 1997 staff and administrative personnel totaled 393. The University has increased the number of staff and administrative positions by 6% since 1990, and nearly half of those new hires have been ethnic minorities. There has been a continuous trend toward hiring more women (especially at the executive and professional levels) as well as more minorities.

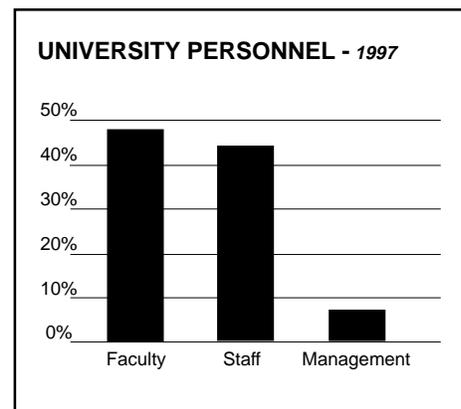


Role in Governance

Since the last accreditation review, CSU Stanislaus has made a strong commitment to ensure staff employees have opportunities to

express their perspectives and ideas. In the early nineties, a Labor Council and a Staff Council were formed to ensure on-going and open communication.

The Labor Council, consisting of appropriate staff collective bargaining representatives, meets with the Human Resources



and the executive administration on a monthly basis to discuss collective bargaining issues. The Staff Council consists of elected staff representatives who work in collaborative effort on non-collective bargaining matters.

The University President has requested staff representation on a variety of campus-wide advisory and executive search committees, and many positive steps have been made to open the lines of communication and participation for non-faculty employees. However, there is a need to embrace these values within CSU Stanislaus' cultural norms. If we are to create a truly learning centered environment the culture must fully embrace the concept that staff be automatically included when feedback is sought and recognize that staff responses provide a critical perspective needed for effective decision making. Consequently, an in-depth survey of staff opinions and perceptions on key issues will be conducted during the 1998-99 academic year.

Due process

The majority of non-faculty professional, technical, and general staff are represented by unit agreements with bargaining. There are explicit procedures and criteria for appointments, retention, evaluation, advancement, termination, and due process in each of the Memoranda of Understanding.

In staff matters there is careful adherence to due process and appeal procedures. The campus closely follows the collective bargaining provisions in administering salary, benefits, and negotiated working conditions. Monthly meetings are held with the Labor Council to ensure that open communication is maintained, and areas of concern are resolved at the lowest level. The need to file grievances, complaints, and various appeals is minimized. Since January 1995, only two grievances, from two of the five unions, have been pursued to the arbitration level.

In a 1997 CSU Customer Satisfaction Survey, 47% of the staff and administrative employees who responded stated that they were satisfied with communications regarding updates on Human Resource policies and procedures. New employees who attended employee orientations in the last year rated those activities above satisfactory. To continue to ensure employees access to needed contract information,

staff will be provided copies of their bargaining unit Memorandum of Understanding, and all relevant information will also be accessible on the University web site and updated as needed.

A related issue is that both employees and managers lack up-to-date information concerning employment contracts, policies, and procedures, and are frequently uncertain how to interpret and explain policies. Consequently, greater emphasis will be placed on training supervisors and managers in the interpretation and use of contractual agreements in dealing with employees.

Recruitment and Selection

Staff recruitment criteria and procedures are continually evaluated. An example of an internal method used to assess services is a recruitment satisfaction questionnaire. Evaluations of services are consistently rated above-to-very satisfactory. This feedback has been further supported in an externally conducted CSU Customer Satisfaction Survey of Human Resource services, which reports (with 41% response) that the employees surveyed were satisfied with the recruitment and hiring procedures, and the timeliness and quality of hiring information available. The areas rated below satisfactory, and requiring improvement, were the training of department chairs and search committee chairs regarding their human resources responsibilities.

As further evidence of the University's commitment to continually assessing the quality and effectiveness of Human Resources services for staff and faculty. Academic and Human Resources have participated in three recent reviews, described below:

1. Personnel Process Mapping Project, 1997: This internal review by an outside consultant involving Academic and Human Resources, and the campus Payroll and Budget Office outlines existing processes and identifies when and where duplication of effort occurs and how transactions may be streamlined.
2. CSU Human Resources Process Mapping and Best Practices Project, 1997-98: Academic and Human Resources is currently participating with four other CSU campuses in a process review.

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3. CSU Human Resources Benchmarking, 1997-98: Stanislaus participated in the third bi-annual system-wide Benchmarking review. This review gives Human Resources an opportunity to compare campus services with other CSU and higher education universities concerning cost effectiveness and operational efficiency.

Salary and Benefits/Retention

Salaries and benefits for all CSU employees are provided for and negotiated at the CSU system level through a “meet and confer” bargaining process with the various collective bargaining units. The local campuses have limited control over salaries and benefits. The Human Resources Office has the responsibility of ensuring that all staff are handled in accordance with consistent and equitable salary adjustments.

The CSU Human Resources Benchmark study revealed that 85% of employees working for CSU Stanislaus receive health care benefits, whereas the median average in the CSU System is 73%. The study also reported that CSU provides an excellent health care benefit package worth \$4,707 per employee at CSU Stanislaus. Comparable benefits provided nationally revealed that only 75% of employees receive health benefits, and the median health care benefit is valued at \$3,451. This national median, as reported by the National Associate of College and University Business Officers, is 36% below the value of benefits provided to CSU Stanislaus employees.

In the CSU Customer Satisfaction Survey (1997) employees reported that they were very satisfied with the assistance they received in understanding their benefits. Another indicator which supports staff’s general understanding that salaries and benefits are relatively good for our local market is that over 61% of campus employees have at least six to twenty years of service with CSU Stanislaus. The only staff positions in which salary restructuring may need to be addressed is in recruiting skilled Information Technology professionals both at CSU Stanislaus and in the CSU system. The Chancellor’s office is addressing this issue through the collective bargaining process.

Performance Evaluation

The performance evaluations are done on an annual basis for permanent employees. For probationary employees, evaluations are completed at a minimum of two to three times during an employee’s probationary period. The performance evaluation is a generic format used for all staff employees. One key issue raised during Labor Council and at the annual All Support Staff meetings is the lack of consistency in the way staff are evaluated across different work areas. Some supervisors do not assess comprehensively and may inflate ratings to minimize potential morale problems. A more flexible, yet objective, instrument for staff evaluations is needed—an instrument that can evaluate in a variety of work environments and focuses on development and potential for future success versus one which focuses on deficiencies. Human Resources has identified the redesign of the performance evaluation as one of its objectives.

In 1995 a new Performance Salary Increase (PSI) system was established for staff (as well as faculty) by the Chancellor’s office. Unfortunately, the unilateral implementation of the program within a three-month period was not accepted positively by staff members. At CSU Stanislaus a staff focus group was established that developed specific evaluative performance criteria. These criteria are used to guide supervisors in recommending specific employees for a performance-based salary increase. It is recommended that the original criteria be evaluated to determine if performance-based awards are aligned with the University’s mission and strategic plan. The criteria should be revised to clearly identify and reward staff who help move the University toward its mission of enhancing the learning-centered environment.

Staff Development

The CSU Customer Satisfactory Survey also revealed that staff were satisfied with the campus’s training and development opportunities. Each year Human Resources distributes a Training Needs Assessment Survey to all staff, and based on those results, training workshops are scheduled throughout the year. During 1996-97 approximately 137 staff received 2,205 training contact hours on topics ranging from computer training, building

communication and interpersonal skills, to health and fitness workshops. Staff Council plays a key role by sponsoring and coordinating, on a volunteer basis, a Staff Training Day. However, these activities are not adequate for a staff of almost 400. At this time, less than 5% of administrative time is devoted to staff training and only \$8,000 per year is allocated in funding to support this activity. If the University supports the concept of a learning-centered environment for staff, then adequate administrative/staff funding must be addressed to ensure quality training.

As staff support and funding are increased, employees and supervisors must recognize their responsibility to actively participate when training is offered. Unfortunately, only 34% of the staff participated in the 1996-97 workshops. On the average, there is a 25% no-show rate of registered participants per workshop. Furthermore, even though the CSU employee benefit program offers all employees a fee waiver to encourage staff to take University classes or obtain a degree, only 11% of the staff took advantage of this program during 1997.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

Overall, the University's practices are fair and equitable to applicants and employees; however, communication to employees can be improved by giving employees greater access to the various personnel policies. Providing all new employees a copy of the specific Memorandum of Understanding which outlines their salaries, benefits, work hours, and working conditions will increase their understanding of benefits and obligations, and publishing such documents on the campus web site will provide employees easier access to that information.

To the credit of the campus, many of the goals of the 1990 Faculty Development Plan have been realized: strengthening of a computer and technology support system, institutionalization of the Faculty Development Committee, creation of a full-time support person for instructional technology, expansion of new-faculty orientation activities, more numerous faculty development workshops, establishment of an annual Instructional Institute Day and a campus center for teaching and learning. These are major steps toward realizing a learning-centered agenda. In addition, we must continue to encourage the development of diverse learning environments and pedagogies and a broad variety of assessment techniques.

The University, through its faculty, administration, and staff must ensure that energies are focused primarily on learning—placing student learning before administrative expediency. We must continue to work toward improving the sense of community and belonging that we consider a hallmark of CSU Stanislaus. By improving communication among faculty, staff, and administration, by providing staff development and training, and by assisting staff in

performing their jobs more effectively we will enhance the working and learning environment. We have succeeded in many areas, but more efforts are needed. Some of the steps that need to be taken are the following:

FOR FACULTY:

- Ensure that the Center for Excellence in Teaching and Learning is fully funded and supported. The FDC, working closely with the new center, should:
 1. Encourage younger faculty to participate in workshops, symposia and other presentations on teaching and learning techniques by providing financial compensation as well as documentation that can be highlighted in their RPT files.
 2. Sponsor more discipline-specific meetings both on and off campus; programs must be better advertised and coordinated; the Provost and deans should increase funding and support.
 3. Provide more workshops on campus that address specific teaching and assessment strategies and student learning outcomes for specific disciplines (such as the workshop conducted by the consultant from Alverno College in June 1998).
 4. Use the Institutional Instruction Day as a forum to present and discuss learning-centered themes, and arrange for follow-up discussions at the department level.

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- Implement the May 1998 Academic Senate resolution that requires the departments to expand and clarify the definitions of “faculty research” through departmental elaborations in the RPT process. This should be one of the principal responsibilities of the proposed University Research Policy Committee.
- Encourage individual faculty members to define their personal priorities through individualized contracts with their departments, following models on other CSU campuses.
- Develop and implement a systematic post-tenure review process for senior faculty.
- Train department chairs and search committee chairs regarding their human resources responsibilities.
- Continue to improve communications and streamline process by making key employment information and application processes available on the web.
- Provide increased funding for administrative/staff support and training workshops with a goal by 2000–05 of increasing administrative support and training funds to the current national average of \$53.00 annually per staff employee.
- Ensure that employees and supervisors, as part of their commitment to a learning-centered campus environment, actively participate in training opportunities that are provided.

FOR STAFF:

- Develop and conduct an in-depth staff survey. The survey should be designed to elicit in-depth evaluations and recommendations (versus superficial perception survey). The survey should encourage staff to share their thoughts and ideas.
- Encourage and reward all areas to continually self-assess to obtain feedback from users and ensure processes are both customer-oriented and operationally efficient.
- Revamp the employee performance evaluation process so that it is more objective and more relevant to individual jobs. The definition of “outstanding” should lead to a pay for performance award.
- Develop an “Annual Growth and Development Plan” for staff.

■ ■ ■

EXHIBITS FOR STANDARD 5

- 501 Statistical Data on Faculty at CSU Stanislaus, 1986-1998
- 502 CSU Stanislaus Student/Faculty Ratios (SFR), 1996-97 Academic Year
- 102 Faculty Handbook, 1998
- 503 The General Faculty list, 1997
- 306 1998-99 Academic Senate/General Faculty Committees
- 504 Collective Bargaining Agreement Between the Board of Trustees of the CSU and the California Faculty Association, Unit 3—Faculty
- 505 Salary Schedule Fiscal Year 1996-97
- 506 Personnel files, located in the Library Building, suite L185
- 507 Statements or policies on academic freedom as found in the Faculty Handbook
- 508 CSU Stanislaus Staff Council Constitution and Bylaws, September 1996
- 509 CSU Benchmark Project 1997
- 510 CSU Human Resource Process Mapping Project 1997
- 511 CSU Customer Satisfaction Survey 1997
- 215 Proposal, California State University, Stanislaus Faculty Center for Teaching and Learning, November 24, 1997

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STANDARD 6: LIBRARY, COMPUTING, AND OTHER INFORMATION AND LEARNING RESOURCES

DESCRIPTION AND ANALYSIS

This assessment of the role and effectiveness of the University Library and the Office of Information Technology in building a learning-centered community responds to themes drawn from the mission statements adopted by the two organizations:

MISSION OF THE UNIVERSITY LIBRARY

The University Library supports the CSU Stanislaus teaching, research, and public service mission:

- a. by selecting, acquiring, organizing, preserving, and disseminating the records of human experience in a variety of formats, through an appropriate balance of permanent collections, “just in time” document delivery, and networked access to digital resources;
- b. by providing a welcoming environment that encourages critical thinking and lifelong learning, through instruction in effective use and evaluation of information resources;
- c. by defending intellectual freedom;
- d. by maintaining an atmosphere of respect for cultural diversity and individual differences; and
- e. by serving as an intellectual and cultural resource for the region and for the state.

MISSION OF THE OFFICE OF INFORMATION TECHNOLOGY

The role of the Office of Information Technology (OIT) is to provide professional, service-oriented technological support to the University community:

- a. by providing training, assistance, and consultation to users of information technology systems in the academic, instructional, and administrative areas;

- b. by maintaining a technological environment that encourages lifelong learning by faculty and students; and
- c. by planning and implementing appropriate technology to enhance the functionality and capabilities of information technology on campus.

Although the units are separately administered and have distinct functions, the need for coordination and mutual support is obvious. Coordination is achieved through linkages at all levels. The emphasis on consultation and coordination among key OIT and Library personnel allows the two organizations to focus their resources directly on activities that support learning, with a minimum of administrative overhead.

THE LIBRARY

Because the Vasche Library collection constitutes the University’s primary access to recorded human experience, its extent, relevance, currency, and accessibility are crucial to the success of the academic mission. Moreover, the quality of our library indicates our seriousness about being a more learning-centered community. These sentiments are clearly expressed in the University’s formally adopted goals and objectives:

Goal 6. Assure on-going development of library resources and access to emerging information and instructional technologies in support of the learning priorities of the University community.

Objective 1. To identify, prioritize, and support the library collection and other information resource needs based on their contributions to the mission and goals of the University.

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The practice of selecting publications and materials for the Library is a shared responsibility, with full participation of discipline-based faculty as well as Library faculty. Each librarian serves as a liaison to one or more of the various academic departments, which has a designated departmental Library Representative. The liaisons act as resource persons, advisors, and communication links to the departmental faculty, who in turn retain responsibility for selection in their own discipline. Liaisons may interact with departmental faculty in other collection management activities, such as evaluation of subject collections and de-selection of materials or consultation on needed reference items or electronic resources. The liaisons work closely with the Collection Development Librarian to monitor fund allocations and departmental expenditures.

Library Services, Equipment, Facilities

The Library has adopted four goals that advance its mission:

1. In collaboration with discipline-based faculty, ensure that all students leave the University with basic competency to find and evaluate recorded information and knowledge, with special emphasis on the major area of study.
2. Provide the appropriate tools for faculty, staff, and students to carry out their library research.
3. Insofar as possible, deliver electronic information to users when and where they need it.
4. Maintain a physical facility that is suitable for library activities and accessible to persons with disabilities.

By adopting these goals, the Library has clearly indicated its support of the "learning-centered community" model of the university. Insofar as the Library succeeds in achieving continuous improvement with respect to these goals, it is an indispensable component of the learning community.

The library building is a multipurpose structure which houses the Office of Information Technology, some faculty offices, and a variety of administrative functions, in addition to the University Library. Some important Library facilities in the building include several group study rooms, a leisure reading

area, and after-hours study rooms which can be open when the rest of the library is closed, a Library instruction room, and a secure, climate-controlled room for the Library's central systems hardware. Wide stack aisles, power-assisted exterior doors, and some power-assisted interior doors provide access for the physically disabled. Library faculty are available for one-on-one reference consultation and assistance during at least 75% of the hours of Library operation. A multifaceted system has been developed to promote awareness and proficiency in the use of Library resources.

The Library is equipped with several microform readers and reader-printers, audio- and videocassette players, and CD players. A number of CD-ROM workstations and networked computers, with access to the Internet and important research-oriented databases, are available to students. A Visualtek Miniviewer and a Kurzweil reading machine are available for visually impaired persons.

Library Contributions to the Region and the State

The leadership of the CSU Stanislaus Library is recognized throughout the University's service area. The dean has participated in several projects to promote regional and state library cooperation. Several CSU Stanislaus librarians serve on regional committees, and also work closely with their counterparts in the CSU system. The University Library does not attempt to take the place of public, school, and other academic libraries. It is chiefly by working with and through these other libraries that the University augments the library resources available to residents of the region and the state. For many years, the CSU Stanislaus Library has been a net lender in interlibrary loan transactions, both regionally and state-wide. Through mutual-borrowing agreements established by the Higher Education Consortium of Central California, regional community college students and faculty receive free borrowing privileges at the CSU Stanislaus Library. The general public (adults and high school students) are welcome to use the Library, with the understanding that CSU Stanislaus students, faculty, and staff have priority access to the Library's facilities, equipment, and assistance from Library staff. There is a charge for borrowing privileges for persons not currently affiliated with the University.

The University Library is a selective depository for U.S. government and California state publications. A stipulation of the depository agreement for U.S. documents requires the Library to meet the needs of the general public as well as to support the University's academic programs. Consequently, non-affiliated persons have as much right to use of and assistance with the documents collections as do CSU Stanislaus students, faculty, and staff. The Library also houses and maintains the University Archives, including a section of local history materials that are available to the public.

CONCERNS REGARDING THE LIBRARY

A careful look at the Library collection reveals significant strengths, but troubling weaknesses as well. The active participation of discipline-based faculty and reference librarians ensures that the publications that the Library purchases are highly relevant to curricular emphases and student needs. The question most often asked about a library is "How many volumes does it have?" The answer to this question results in an "A" rating for the CSU Stanislaus Library collection, according to the Association of College and Research Libraries (ACRL) standards. However, asking CSU Stanislaus students a different question elicited a less comforting response. In 1993, then again in 1997, students were asked to rate how well the CSU Stanislaus Library collection met their needs. In 1993 81% of students responding rated the Library collection "excellent" or "good"; by 1997 the percentage so responding dropped to 69%. The validity of the slide in student satisfaction is reflected by the 1994 *Student Needs and Priorities Survey* (SNAPS) in which 78% rated quality of library materials "excellent" or "good." Faculty ratings of the collection's support for their students' needs were lower than student ratings. In the 1997 faculty survey, only 20% of the faculty surveyed agreed that library and computing resources were adequate to meet faculty needs.

The apparent contradiction between the ACRL rating (which has remained high) and the increasingly negative student/faculty ratings is easily explained. During the past five years, recorded knowledge in all formats has continued to expand at an unprecedented rate, and the unit prices of some commercially sold publications have risen dramatically; however, the library acquisitions budget has

been static. As a consequence of this drastic reduction in the Library's purchasing power, the number of periodical subscriptions in June 1997 is 192 (8%) fewer than in June 1993. During this same period, the number of volumes added to the collection by purchase declined by 18%. The Library collection is adequate in size, relevant to the curriculum, but it is becoming increasingly dated.

Interlibrary Loan and Document Delivery

The Library absorbs all costs associated with the approximately 4,700 items it obtains for students and faculty from other libraries annually. In Summer 1995, the Library acquired and implemented the "Ariel" high-definition image transfer system, which has improved interlibrary loan service by providing quick access to copies of material from libraries nationwide. This system is a wonderful alternative to physical delivery of photocopies (often too slow to meet our users' needs) and conventional fax copies (inadequate resolution for scientific illustrations). The lack of financial and other barriers, together with friendly and efficient service, has earned inter-library loan an excellent reputation with students and faculty.

The Library has done relatively little business with commercial document delivery services or full-text databases. One notable exception is the Library's subscription to *Lexis/Nexis*, a collection of full-text databases that is heavily used. Another is DIALOG's "DialOrder" service, but the cost-effectiveness of this is limited by the necessity of a librarian-intermediary. Self-service document delivery programs have proven their worth elsewhere as a component of an overall collection development strategy. This approach will require more attention.

Collection Organization

How users find materials through the on-line catalog and how to enhance catalog records so that materials are easier to find are central issues for the CSU Stanislaus Library. A variety of cataloging strategies are used to improve the collection's organization and accessibility:

1. using authorized name, subject, and series headings to bring together related works which would otherwise be listed under separate headings or obsolete terminology;

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2. customizing records to meet local needs, e.g., to enable theses to be found by advisers' names, by department, and by the word "thesis" (as a title keyword); and
3. selectively re-evaluating classification to improve virtual browsing through the call number index and physical browsing on the shelves, when the Library of Congress fails to keep variant editions together by using the same call number.

LIBRARY SERVICES, FACILITIES, AND EQUIPMENT

On all recent surveys, Stanislaus students consistently rate main campus Library services well above Library collections. On the 1994 SNAPS, Library services rated higher in quality than all other academic and student services and facilities. Faculty ratings of Library services are also high, and very close to student ratings. Throughout the history of the University, the Library faculty and staff have placed a high priority on providing service that is second to none. Particular emphasis has been placed on developing student information competency. Although no outcomes assessment has been attempted, over 50% of the students on the main campus consistently report that a librarian was invited to meet with at least one class in which they were enrolled to provide library instruction.

The Vasche Library Building is well designed and adequate for present Library needs, although shelving space shortages and connectivity limitations are developing. Lack of funding for equipment (particularly electronic equipment) has become a chronic problem that has limited progress toward the Library's goal of delivering electronic information to users when and where they need it. Accommodations for disabled Library users have improved slowly (the Kurzweil reading machine and some interior power-assisted doors are recent additions). The more the Library emphasizes computer-based information sources in its overall strategy to meet the needs of its users, the less acceptable is the Library's present lack of assistive software for access to electronic information for the visually impaired.

Intellectual Freedom and Respect for Diversity

The CSU Stanislaus Library recognizes that many books and other library materials are controversial and that any given item may offend some users. Selections are not made on the basis of any anticipated approval or disapproval, but solely on the merits of the work in relation to the building of collections and to serving the interests of readers. The Library recognizes that the free access to ideas and the freedom of expression are fundamental to the educational process. Thus, the Library purchases materials that represent a wide variety of viewpoints on political, social, philosophical, scientific, religious, and moral issues.

One of the Library's goals is "to maintain an atmosphere that is responsive to the increasing cultural diversity of the student body." This goal requires sensitivity in many areas, including collection development, displays, employment practices, and interpersonal communication. The Library's defense of intellectual freedom and respect for cultural diversity remains a critical element in Stanislaus's commitment to student learning

Information Competence

The issue of information competence is addressed in the 1997 CSU Stanislaus "Baseline" Hardware/Software Access, Training, and Support Plan," as well as the OIT recommendations to the Master Academic Planning Committee. While existing curricular offerings individually and collectively address many of the core competencies identified in a 1995 system-wide report on information competency, to date no formal mechanism exists to insure that all students attain specified levels of information competence at CSU Stanislaus. Stanislaus is in the early stages of addressing this need. A "train the trainers" presentation on information competence in February 1998 called for greater collaboration between Library faculty and discipline faculty to incorporate information competence into existing courses. The larger goal of systematically incorporating information competence across the curriculum will require changes in campus-wide General Education and majors requirements.

OFFICE OF INFORMATION TECHNOLOGY (OIT)

Most of the technology-related services are provided centrally by OIT. The services include user support, maintenance of technology infrastructure and facilities, and implementation of new technology on campus. User support includes the initial setup of equipment, connecting to the network, and providing training in the use of software and instructional equipment. Assistance is also provided to all departments and some faculty in maintaining their informational as well as curricula-related web pages. The latest enhancement is the establishment of a facility for development of technology-related instructional material. A full-time Instructional Technology Consultant, working with trained students, assists faculty in the design and implementation of instructional material. Training and assistance for administrative applications are provided mainly by vendors from whom software is purchased, supplemented by customized training by OIT personnel. A help desk (staffed by students) offers first line of help to students, faculty, and staff.

Computing Facilities and Services

Based on faculty and administration requests, the University supports both Apple Macintosh—and IBM PC—compatible hardware environments. There are a few departmental laboratories in addition to two teaching and two open laboratories managed by OIT. The teaching labs are used for classes as well as training seminars. Computer Science, Computer Information Systems, and the Science departments have labs that are mainly used by their students. The number of student computers at the Stanislaus campus is one of the highest ratios in the CSU system. The centralized labs are open fifteen hours per day during the week and eight hours each day on weekends, coinciding with Library hours. Students are provided with free and unlimited printout facilities on all non-laser printers. Of all the remote sites, only the Stockton Center has computer lab facilities for students. The students at other remote sites travel to the main campus or the Stockton Center for these services.

Computer systems necessary for administrative systems, including student services and financial aid, are supported and maintained by OIT personnel, using a software system called Banner. Self-registration by students, using touch-tone telephone with voice response, has been available since 1994.

Instructional Media

The Instructional Media Center (IMC), a subdivision of OIT, is responsible for the provision and maintenance of instructional multimedia equipment in classrooms. Some classrooms have built-in television monitors and VCRs. Others share equipment that is on carts. Although every classroom has an overhead projector, only some of them are bright enough for LCD panels. At present there is one room, besides the CODEC room, that has full multimedia equipment. IMC also has video editing, tape duplication, and computer-to-slide production equipment for use by students and faculty. The personnel in IMC are responsible for the repair and maintenance of almost all electronic media equipment.

Electronic Mail and World Wide Web

OIT is responsible for maintaining electronic mail service on campus, including all student accounts and most faculty and staff accounts. There are a few other electronic mail servers on campus. The creation of student electronic mail accounts has been automated and electronic mail addresses are part of the student database. This has made possible the production of class rosters with electronic mail addresses, on demand. OIT also maintains a central web server for university-wide information. Any department or faculty member who requires the service has the capability to create and maintain web pages on this server. The web pages not only give information about a college, school, or department but also have curriculum-based material for students. Some faculty members maintain their own web servers for course syllabi, class assignments, and facilitation of electronic collaboration among students.

Distance Education

CSU Stanislaus has been delivering Interactive Television Fixed Services (ITFS) courses to Stockton and other remote sites for more than 15 years. Two years ago, two-way video and audio classrooms were set up on the main campus and the Stockton Center. Technical support for these is provided by the Television Learning Center (TLC), another subdivision of OIT, and by IMC. On-going training for using the equipment in the CODEC classrooms is provided by OIT. The TLC also has trained students for the operation of

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cameras and other equipment in the TLC classrooms. Currently there are two ITFS classrooms and one CODEC room locally and a similar setup at Stockton Center. A small video-conferencing facility is available for sending and receiving courses, as well as for video conferences not related to courses, to and from other CSU campuses.

Networking, Repairs, and Other Services

OIT is responsible for all networking on campus, and works with the CSU Chancellor's office to coordinate the Internet connection and system-wide video connections. Between 1996 and 1998 the Science Building, Library, residence halls, the Classroom Building, the arts complex and Business and Finance complex have been fiber connected, which has paved the way for installation of a high-speed (100MB or ATM) backbone for the campus. There are currently more than 1,800 computers on campus of which at least 1,500 are on the network and have access to the Internet. They are not all on Ethernet. OIT has already started building a state-of-the-art Ethernet. By Summer 1998 the new Professional Schools Building will also be connected to the high-speed backbone.

Faculty and students share 32 telephone lines for dialup access to the campus network. At this time, these are used for character-based applications like electronic mail. They can also access the Internet resources in text-mode. The dialup service is free with no limitations.

CONCERNS REGARDING THE OFFICE OF INFORMATION TECHNOLOGY

The number of workstations and users on campus has grown dramatically over the last three years—100% of full time faculty now have computers; student use of the open computer labs has increased by 33% in the last two years, and the use of the Internet has increased by at least 75%. However, even with such phenomenal growth, the level of support in terms of budget and the number of support staff has not increased. Demands for assistance have increased exponentially, and delays in service are a source of frustration among faculty and students. This frustration was expressed in the Spring 1997 faculty survey that evaluated computing resources as inadequate to meet both faculty and student needs. For example, even though almost all faculty and staff and about 70% of students have electronic mail capability,

there is no system administrator for electronic mail. The employee who takes care of the administrative systems helps only whenever he has the time or when there is an emergency.

Despite the limited support for technology on campus, the level of technological competence is increasing each year, not only among faculty and staff, but also among students. Some faculty are leading the way by incorporating technology into their courses: use of the web for curriculum and electronic mail for communications has increased three-fold in the past year.

The "multiple platform" approach (using both Macintosh and PC's) across the campus has been a recognized concern for some years; however, in spite of its inconveniences, this approach was endorsed by the Academic Senate in a resolution approved in January 1997.

Trying to keep ahead of the demand for departmental labs has become a major challenge. Although the open labs and classroom labs have fairly new equipment and current software, many of the departmental labs have not been upgraded for several years, although progress is being made. The long-felt need for a new Computer Science Lab will be realized in Fall 1998 with the opening of a state-of-the-art lab in the new Professional Services Building. Although there is no visual lab for the Art department, in Spring 1998 the Music Department installed the initial components of a new digital interface lab. Also, the Department of Geography has submitted a grant proposal for a much needed Geographic Information Systems lab.

Although we have made strides in upgrading a few classrooms with modern equipment, most classrooms have outdated or marginally working equipment. Televisions and VCRs for classroom use have not been replaced in years. Funding from the Chancellor's office is enabling the upgrade of 16 classrooms during Summer 1998. Media services available at IMC cannot keep up with demand. There is great demand for distance education in the surrounding region, and the current method of delivery is not very cost effective. Other methods of delivery for courses should be explored.

At the request of the Chancellor's office in November 1996, CSU Stanislaus developed a Baseline Access, Training, and Support proposal, which was revised in June 1997. Based

on this proposal, we are being funded minimally by the CSU system for technology and its support. These funds will be used for enhancing network access, classroom infrastructure, library on-line databases, specialized laboratories, training, and support. In addition, having capital funds available for equipment in the Professional Schools Building is helping us get state-of-the-art technology for 13 new classrooms and 3 laboratories.

The CSU system is engaged in forming partnerships with several leading technology companies to help campuses achieve their goals in telecommunications infrastructure. If successful, every classroom, laboratory, faculty, and staff office will be connected to a high-speed network. However, this still does not address the problem of obsolete computers in faculty offices or timely upgrades to keep up with ever-changing technology.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

Although some of the following issues are more closely associated with either the Library or OIT, others reflect the two organizations' collaborative approach to activities that support learning with a minimum of duplication and administrative overhead.

LIBRARY COLLECTION

The University's Strategic Plan pledges to "assess library and other information resource needs on campus and develop an action plan for funding and providing access to high priority instructionally related needs." To counter a flat budget against high inflation and increasing needs, budgetary action is required.

ACCESS TO ELECTRONIC INFORMATION

The Unified Information Access System (UIAS), a system-wide initiative receiving approximately \$1.6 million in seed money, will allow students and faculty to access the riches of all CSU library catalogs, plus relevant Internet-based databases to which the Library subscribes. Implications for distant learners and for 24-hour access to information resources are profound.

To improve access to electronic information for the visually impaired, the Library and OIT will work together to identify and acquire assistive software for the Library and student computer laboratories.

INFORMATION COMPETENCE

Information competence has become a core learning requirement for all university graduates. Steps that need to be taken at Stanislaus are:

- Ensure, as part of the redesign of General Education and review of the majors, that "Information Competence" is included as one of the student learning priorities.
- Establish an instructional lab in the Library devoted exclusively to teaching information competence across all disciplines.

OFFICE OF INFORMATION TECHNOLOGY

To achieve the goal of "anytime, anyplace" access to the campus network and, in particular, the Library, more remote access to campus will be enhanced to make graphical interface access available; otherwise, students will not be able fully to take advantage of the applications available on the campus network and the Internet. Other steps that need to be taken:

- Implement the Baseline Access, Training, and Support Plan, and identify revenue sources to help continue the plan after three years.
- Aggressively pursue business partnerships, grants, and other ventures to support technology projects such as network infrastructure and upgrade of computers for faculty and staff.
- Encourage the development of new strategies to improve distance education opportunities by exploring various means of mediated instruction such as web courses and interactive video on the web.
- Implement the OIT plan to upgrade obsolete technology on campus.

EXHIBITS FOR STANDARD 6

- 601 CSU Stanislaus: 1992-1997 Summary Library Statistics
- 602 Complete draft of self-study, Standard 6, August 1997
- 603 Collection Development and Management for the CSU Stanislaus Library: Background and Policies, January 7, 1998
- 604 CSU Stanislaus Library Mission and Goals, May 1997
- 605 1993 Survey of Students and Faculty: Use and Evaluation of Library Collections and Services Supporting Main Campus Students and Stockton Center
- 606 1997 Survey of Students and Faculty: Use and Evaluation of Information Technology, Library Collections and Services Supporting Main Campus Students and Stockton Center
- 607 Library organization chart
- 608 Office of Information Technology organization chart, June 1, 1998
- 609 CSU Stanislaus "Baseline" Hardware/Software Access, Training, and Support Plan, June 20, 1997
- 211 Academic Technology Vision, Presented to the MAP Committee, April 1998
- 610 General Information about the Library, June 1997
- 611 The Faculty Multimedia Development Center Services, 1998
- 612 Macintosh and PC Computer Laboratory Schedules, Fall 1998
- 613 CSU Stanislaus Stockton Center: Guide to Library Services

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Bob Santos	Librarian, Library Services
George Settera	Professor, Chair, Department of English

STANDARD 7: STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT

DESCRIPTION AND ANALYSIS

The present structure of the Division of Student Affairs was created in 1992 and expanded in 1993 to improve coordination of services and address student needs. The Division embraces the functions of enrollment management, student services and student advocacy in support of the University's academic mission, in particular its goals to "attract and retain a high quality and diverse student population from within and beyond the region" and "provide accessible, engaging co-curricular programs and services to enhance and complement the total educational experience for a broad spectrum of students."

The University and the Division draw upon institutional data to refine student services and direct recruitment efforts. The Office of Institutional Research collects, evaluates, and disseminates data to all major campus offices. The data are reviewed by the Enrollment Management Committee (chaired by the Vice-President for Student Affairs), the Division and offices of Student Affairs, the Deans Council, and the President's Cabinet.

Student Affairs will administer a cycle of assessment, rotating the Student Needs and Priorities Survey (SNAPS), the Student Satisfaction Inventory, and a proposed retention diagnostic instrument. SNAPS, a system-wide survey, is conducted every four years, and provides comparative data with CSU system norms on student use of and satisfaction with campus services. In Spring 1997 the University surveyed 1,200 students (20%) on student needs and satisfaction, using the Noel-Levitz Student Satisfaction Inventory, which provides comparative data on national norms. These surveys will be repeated at intervals to provide longitudinal data on student needs and satisfaction.

On this inventory, six out of the twelve categories relate directly to programs and services located in Student Affairs—academic advising, campus life, support services, recruitment and financial aid, registration effectiveness, and service excellence. When satisfaction results were

compared to national norms, Stanislaus reported a higher level in four of these six areas, with only "recruitment and financial aid" and "registration effectiveness" scoring below the national norm.

SERVING A DIVERSE STUDENT POPULATION

As illustrated in the statistics presented in Standard 1, our student population continues to diversify on a number of levels, including ethnicity, age, economic background, and academic preparedness. Through a variety of enrichment programs, most of them located in Student Affairs, the University addresses these students' needs.

Access and Transition Programs

Summer Bridge, a residential summer program, assists fifty at-risk freshmen in making the transition to college-level study. Students are oriented to the University's resources, receive instruction in mathematics, English, and study skills, and are tested for placement in mathematics and English courses (ELM/EPT).

The Alliance for Minority Participation is a residential summer program that provides an enrichment program for 30 to 50 under-represented students who have demonstrated achievement in math and science.

The Reentry Program offers students twenty-five or older who have been out of school for five or more years pre-admission advising, career planning, and assistance with personal problems such as juggling class schedules around family needs. Each year, more than fifty students are provided personalized assistance through individual appointments and group workshops.

The First Year Experience (MDIS 1000) is a college survival course which assists students in making the transition to college. Special sections are offered for students in the

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Educational Opportunity Program (EOP), Student Support Services (SSS), Summer Bridge, and the Faculty Mentor Program. More than 50 students typically are enrolled for these sections.

The Faculty Mentor Program (FMP) matches educationally, environmentally, or economically disadvantaged students and students from first-generation college-going families with faculty mentors and provides educational and recreational programs. The FMP currently serves over 110 students with 51 mentors.

The Teacher Diversity Program recruits and supports students from under-represented groups who wish to become teachers. Book scholarships, summer course work, and focused meetings are provided to the more than 20 students in this program.

The California Mini-Corps, with offices in both Turlock and Stockton, is part of the state migrant program and is designed to provide direct categorical services to migrant students and to develop a corps of professional educators who are especially sensitive to the needs of migrant children. The Turlock Mini-Corps Program typically enrolls over twenty students who, in turn, serve more than 500 migrant students in sixteen different schools. The University provides office space, classrooms, and administrative support to this program.

The Senior Scholar Program admits students sixty years of age or older to classes for a fee of \$3 a term. Participation in this program has ranged from 5 to 20 students each year.

Ongoing Support Programs

The Educational Opportunity Program (EOP) and Student Support Services (SSS) are housed in the Office of Special Programs, which serves first-generation and educationally, environmentally, or economically disadvantaged students. EOP provides academic advising, financial aid, career planning, developmental workshops, and counseling; an important component of the program is peer advising. The staff monitors students' academic progress and assists them in developing sound study habits. In 1996-97, 712 students applied to EOP (-217 from the previous year); EOP served 611 (+24) students. From Fall 1996 to Spring 1997, the

percentage of EOP students on academic probation or subject to academic disqualification dropped from 13% to 11%.

Student Support Services (SSS) is a Title IV Trio program which provides tutoring, peer advising, and developmental workshops for first-generation and disadvantaged students. In 1996-97, 224 students (+18) used tutorial assistance, 300 (+2) academic advising, and 89 (-11) graduate studies advising. In addition, 154 students (no comparative data) used the writing specialist's services; 151 (-65) attended program workshops.

The Intensive Learning Experience Program (ILE) provides special English and math developmental sequences of course work for students who have low test scores in composition/reading, mathematics, or low test scores in both areas. In addition, tutoring support is provided through this program. During 1997-98, a total of 117 first-time freshmen were identified as ILE students.

The Tutoring/Writing Center provides group and individual tutoring in English, mathematics, and specialized subjects such as chemistry, accounting, and biology. The Tutoring/Writing Center has grown over the last decade into one of the University's major academic support programs: in 1992-93 the center served 481 students; in 1996-97 the center served 1,560.

Services for Students with Special Needs

Disabled Student Services (DSS) arranges individualized support services for more than 200 registered students. Students may receive pre-admittance advising, full-range counseling, and faculty liaison support. Services include registration assistance; campus orientation; referral for tutoring; provision of note takers, readers, and interpreters; a campus shuttle; designated parking; testing accommodation; access to adaptive equipment; and coordination of services with the Department of Rehabilitation Services. DSS assesses students for learning disabilities, including Attention Deficit Disorder.

International Student Programs (ISP) helps students meet immigration requirements, monitors campus documentation, and helps students adapt to a new culture and to university study. ISP works with Student Recruitment and Outreach to

recruit students; with the International Friends, a community volunteer group, to provide programs and mentoring; and with the World Student Association to coordinate campus activities. In 1996-97, 65 students utilized the services of this office.

ORIENTATION, COUNSELING, AND ADVISEMENT

New Student Orientation: In 1996-97, 918 (+182 compared to 1995/96) entering students attended a one-day orientation session which provides academic advising (faculty and peer); information about registration, financial aid, support services, graduation requirements; and a campus tour. Entering students are not required to attend orientation, but early advisement and registration are offered as incentives to attend. Special orientations are offered by the Residential Village and the retention programs.

Academic Advising: Students receive their academic advising from faculty advisors in their major departments. (Many departments do not require advising each term.) Undeclared majors and Liberal Studies students are advised by the Academic Advising Center.

Career Services: The Counseling/Career Development Center provides free career counseling to all students, assisting them in selecting majors, identifying their own skills, abilities and interests, researching career options, and preparing for a job search. The Center offers workshops and on-campus interviews with employers and graduate schools. Students may check out videotapes from the Career Library, conduct career searches, and review current career position announcements. The Student Employment Service, located in the Counseling/Career Development Center, posts part-time or temporary employment opportunities on and off campus. In 1996-97, the Center attracted 614 (+201) students to employer relations sessions and 451 attended career workshops (plus an undetermined number who checked out videotapes available for the first time in 1996-97).

Counseling Services: Through the Counseling/Career Development Center, students receive full-range psychological counseling services. Walk-in hours are available each day, and crisis intervention services are regularly provided. In addition, free legal referral services are available to registered students. Each semester,

students can attend personal development workshops on a variety of topics. In 1996-97, the Center counseled 1,421 (-122) students; 109 students attended personal growth workshops.

STUDENT FACILITIES AND SERVICES

Health Services: The Health Center is fully accredited by the American Association of Ambulatory Health Care. It is equipped with five up-to-date examination rooms, a pharmacy, a clinical laboratory, a medical library, and two infirmary rooms. All physicians are board-certified specialists in primary care. All currently enrolled students are eligible for basic care at no fee: medical care for acute and sub-acute illnesses and injuries; first aid care; "in-house" laboratory examinations; health education; vaccination for measles, mumps and rubella; and TB skin testing. Augmented services are available at minimal cost. In 1996-97, the Center provided services to 2,597 students (43% of the student body).

The Health Advisory Commission sponsors National Breast Cancer Awareness Month, the Great American Smoke-out, National Drunk and Drugged Driving Prevention Month, and World Aids Day. Recent activities include a workshop on body image and eating patterns, and Wellness Week. The Associated Students, Inc.(ASI) administers the Wellness Program, which is funded by the Health Center. Each resident advisor in the Village presents two health and wellness education programs a year.

Athletics and Recreation: Athletics participates in 11 intercollegiate sports at the NCAA Division II level. The campus is a member of the Northern California Athletic Conference through June 1998, when the University will join the California Collegiate Athletic Association. Men's sports are basketball, baseball, golf, soccer, cross country, and track and field. Women's sports are basketball, softball, soccer, volleyball, cross country, and track and field. The ASI Recreational Sports program offers intramural and informal recreational and athletic activities. Intramural athletic programs include co-educational basketball, flag football, indoor soccer, softball, volleyball, and men's and women's basketball. Recreational programs include weight training, lap swimming, aerobics, and open gym.

Financial Aid: Financial Aid provides scholarships, grants in aid, work-study employment, and loans to help students pay

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for their college education. In recent years, the University has significantly expanded merit scholarships for new and returning students. Financial Aid counselors assist with applications, determine eligibility for assistance, and advise students on funding alternatives. The number of students who received financial assistance in 1996-97 was 4,270 (out of 6,100.) In addition, 237 students received scholarships, totaling almost \$250,000.

Residential Life: The Residential Village, opened in 1992, has 356 beds, 196 in apartments with full kitchens and 160 in suites with a required meal plan (three options). There are resident advisors on duty at all times; Public Safety patrols the Village and maintains a Village sub-station. The seven student resident advisors and the Village Council offer academic, health education, and social programs. Residents develop leadership skills through service on the Village Council and committees. The Community Center houses an eight-station Macintosh/PC computer lab. Each bedroom has a computer data line with full connectivity to the campus network and Internet.

Safety and Security: CSU Stanislaus maintains one of the lowest reported annual crime rates of the CSU system. The University employs ten full-time police officers and two Community Service officers for 24-hour protection of the campus community. Officers have full police authority and are vested with all law enforcement powers and responsibilities. Public Safety services and programs are the Peer Escort Program, Emergency Handbook, Crime Alert program, presentations and publications on safety, blue light emergency telephone system, key control, directed patrols 24 hours a day, and the Rape Aggression Defensive Tactics program for women. The office maintains a Public Safety sub-station in the Residential Village.

COORDINATION AND EVALUATION OF STUDENT AFFAIRS

SNAPS and the Student Satisfaction Inventory provide solid data on which to assess Student Affairs programs, as do the external reviews of particular areas. The Student Affairs Advisory Committee fills a gap in the review process, providing considered faculty and student input on policy issues. While there is need for more systematic data, the three-year assessment cycle now in place should nevertheless provide ample information for future planning.

More focused planning efforts are also underway. Future space moves made possible by the opening of the Professional Schools Building in Fall 1998 offer the opportunity to redesign student counter services and student support services. Staff from Admissions and Records, Financial Aid, Fiscal Affairs, and Recruitment and Outreach have worked with Facilities Planning and Operations to build and staff a "one-stop shopping" enrollment facility, opening onto the lobby of the Vasche Library Building. Services for students will be redesigned so that all general questions and requests are dealt with by one service representative at the initial point of entry. The project will be operational in Fall 1998.

Furthermore, representatives from the University Student Union, Associated Students, and the Health Center, working with the campus architect and Facilities Planning and Operations, have developed a master plan for Student Life facilities, to create a "Campus Town" corridor which, in concept, will mix private and public financing and construction. Construction requires passage of a student referendum or a commitment by private developers, subject to campus review and approval.

Long-Range Strategic Planning

In 1992 Student Affairs began an ongoing effort to develop and refine its statements of mission, core values, and vision to support planning efforts. The Division was the first major unit in the University to develop a strategic plan to direct its efforts; it currently has a three-year plan in place which is reviewed and updated yearly. Progress on goals set forth in the plan is reported in the Division Annual Report.

The Student Affairs Council (vice president, Student Affairs senior directors and directors, vice president's assistant, and division budget analyst) holds an annual planning retreat, at which goals and strategies for the coming year are adopted. This plan is reviewed at midyear and adjusted as necessary. The Division ensures that its plan and goals are consistent with the University's Strategic Plan. In Fall 1996 the vice president conducted special brainstorming sessions with staff from Student Life and Retention Services to help them develop a five-year vision for their respective areas.

Assessment of Programs and Services

Since 1994 Student Affairs has put in place a number of controls for assessing Division activities and programs, including review by outside consultants (1995-96) and a three-year cycle of surveys of student needs, use, and satisfaction (1995-present). Consultants have been brought in to review all recruitment services, Financial Aid, and student life and student support services. A follow-up review of recruitment services is pending consolidation of student counter services in Spring 1998. Every effort has been made to ensure that students and faculty meet with external consultants brought in to review Student Affairs programs and services. The Student Health Center undergoes an accreditation review every three years.

In 1996 the Vice President formed the Student Affairs Advisory Committee, comprising four faculty and four students, to advise on matters of policy. This body has reviewed campus policy on amplified sound in public places and is scheduled to review campus policy on alcohol and drug use and treatment, posting policy, and modifications to student discipline.

Students and faculty serve on the Enrollment Management Committee and its four subcommittees (Recruitment, Campus Life, Retention, and Institutional Marketing), the Union Board of Directors, the Student Fee Advisory Committee, and the Student Health Advisory Committee.

STUDENT SERVICES

Serving a Diverse Student Population

Student Affairs has a clear and responsive vision of access services. Strong supportive programs have been tested by time to meet the learning and service needs of disadvantaged and at-risk students. There is currently one less counselor on the EOP staff than four years ago; temporary funding has been secured to hire an additional counselor.

If space and staff permit, the Academic Advising office, including the Reentry Program, could expand to meet student need for its services. Completion of the Professional Schools Building should provide space in other buildings for expansion, but the question of resources still needs to be addressed.

Informal assessment indicates that the Faculty Mentor Program has been a highly successful tool for retention and student achievement; however, the program is limited in its expansion by the number of faculty available to serve as mentors and the comparatively high cost of an exclusively faculty-based mentoring program. A modest infusion of dollars to train and support student mentors would make it possible to expand the program to include all full-time, first-time students, with an anticipated positive effect on student success.

Evaluation of International Student Programs is limited, consisting only of study of student achievement, persistence, and success. Resources limit recruitment efforts to occasional recruitment trips abroad, advertising on the Internet and in publications, providing publicity materials to agencies abroad, and working with groups such as the campus ESL Center and the American Language and Culture Program on recruitment and campus programming.

All retention programs need to collect and analyze data, including alumni surveys and information on student persistence and success, and to target areas requiring improvement. The Division is about to initiate a cycle of program-by-program review.

Orientation, Counseling, and Advisement

Participant evaluations indicate that the Orientation Program helps give students an understanding of academic requirements and a positive impression of the University. Over the past three years, however, the number of participants has shrunk from 80% to 60% of entering students, largely because most student registration is now done by phone in spring and throughout the summer.

On the most recent SNAPS, students rated the need for better advising second only to the need for scheduling critical classes. Department faculty members are expert in advising in their major, but are less effective as advisors on General Education and other graduation requirements.

Career services are comprehensive, and assessment of satisfaction with services is conducted regularly. The 1997 SSI survey indicated that improvement is in order. One clear concern is the absence of a cooperative education program that would provide students with career experience while

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attending classes. Consideration should be given to the reinstatement of the Cooperative Education Program, discontinued in 1993, when federal funding ended. Furthermore, the career library requires updating of materials and equipment.

Counseling services are comprehensive, with the exception of on-campus psychiatric consultation; assessment of satisfaction with these services is conducted regularly. The last five years have seen increased collaboration among units on campus; partnering will be important in the future in order to respond effectively to the increased pathology presented by students. Future growth is dependent upon the ability to hire additional staff.

Student Facilities and Services

Health Services: The Health Center conducts a comprehensive biennial survey of one third of the enrolled student population to assess satisfaction with services. In addition, patients evaluate services during visits. Results are tabulated by the Health Educator to improve services. There is a need for systematic assessment of health and wellness education programs; the SNAPS and Student Satisfaction Inventory are first steps in this direction.

Athletics and Recreation: The Recreational Sports staff does not use a standardized instrument to assess offerings. Coordinators meet regularly with staff and participants to evaluate the success of each program informally and weekly with the Student Activities Coordinator to address concerns; changes are made as necessary. Each spring, programs are scrutinized by ASI officials during budgeting. Recreational Sports must develop an assessment tool to evaluate its programs. The Recreational Sports program should experience steady growth during coming years. Coordinators are exploring ways to improve and streamline staffing, training, scheduling, equipment maintenance, marketing and promotion, program registration, and facility and program supervision and evaluation.

Financial Aid: In the past three years, Enrollment Services has changed the mainframe and student information system and added multiple voice response systems in an effort to respond to a dramatic growth in student demand which has not been matched by a parallel growth in staff or resources. This year, Financial Aid recovered successfully from problems created by conversion to Banner. Audit results continue to be positive. In 1996, the Senior Director for

Enrollment Services commissioned a review of the office; the report was positive and recommendations are being implemented where feasible. The future of Financial Aid lies in automation to assist staff in addressing increased workload while providing responsive service to students. In Fall 1997, the office began packaging financial aid automatically, enabling the office to make awards more quickly.

Residential Life: The Village has established a reputation for convenient, safe, supportive living, demonstrated through resident surveys, and parents' and students' comments. Given the size of the campus, services are not specific to the Village but rather open to all students on campus—e. g., the Health Center, Wellness and Health programs, University Union, and Learning Center.

Data indicate dramatic growth in the use of campus services since the opening of the Village in 1992. Residents live four to an apartment or suite. This style of living matches consumer preferences but reduces opportunities for interaction in learning activities. The Village staff has recently completed a plan to enhance the learning environment of the Village and, beginning 1997-98, involve the faculty in its activities more directly.

Safety and Security: Public Safety has a mission statement with five-year goals and objectives that are reviewed and updated twice annually. Three Community Policing surveys are conducted yearly to evaluate existing policies and procedures and assess student satisfaction. The department meets with students, faculty, and staff to review services and determine training needs. Future plans include expanding public information, increasing awareness of

STUDENT COSTS 1997-98	
<i>Estimated average costs for a full-time undergraduate living on campus:</i>	
Housing/Meals Parking Permit	\$5,922
Misc. Personal	1,224
Transportation	558
Books/Supplies	630
State University Fee	1,915
Total	\$10,249
FINANCIAL AID	
Approximately \$15,476,509 was distributed to 4,270 students.	
The average award was \$3,624.	
CAMPUS HOUSING	
Approximately 304 students (4.9% of the student population) live in campus housing.	

sexual harassment and violence in the workplace, expanding crime prevention programs, developing a Standardized Emergency Management System, training personnel who may assist during emergencies, and updating the Multi-Hazard campus wide program.

SOME IMPLICATIONS OF THE 1997 SSI SURVEY

Although it is premature to know how recent assessment results should be used by the various University bodies, certain points are clear:

- The SSI survey indicates many areas of dissatisfaction with the co-curriculum, most notably with intercollegiate athletics as a promoter and builder of campus spirit, the availability and variety of intramural programs, the ease of involvement in student organizations, and the ease of communication of information on campus. Options need to be explored to enhance campus life, to create a co-curricular environment participating in and supportive

of academic learning, to provide leadership and service opportunities to students, and to make the campus more exciting and appealing to students.

- There are enough indicators of student dissatisfaction with campus front-end services (registration, billing, business office hours) that we must examine ways to improve still further first-contact services with students and to promote a positive service ethos among everyone who deals face-to-face or over telephone or computer with students.
- The difference between rankings of intercollegiate athletics by Caucasian non-Hispanic students, who indicated strong positive difference in satisfaction compared to national group means, and the rankings given by the total survey group, who indicated strong dissatisfaction, needs examination to determine what the results mean and how they should be used for positive action.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

What are the principal changes that will occur in Student Affairs as a consequence of the University emphasis on the learning-centered community?

RESIDENTIAL LIFE

In Fall 1998 the Residential Village will open an Academic Wing for the first time. Students will apply for Village "scholarships," and successful candidates will be given double rooms for the price of singles. Funds are earmarked for an "academic venture fund," that can be drawn upon by students or faculty for extra-curricular lectures, trips, roundtables, or other activities that support and enhance the learning experience of students living in the Village.

Plans for the future include (1) the Village opening theme wings (e. g., student musicians, mathematicians, and scientists) if there is sufficient student interest to support them, (2) faculty associates for Village wings or floors, with modest budgets to host study nights, dinners with the faculty, etc., and (3) student performers (actors, musicians, poets, etc.) in the Village courtyard and Community Building.

CAMPUS LIFE

In 1998 the University Student Union augmented its budget for programs that support out-of-class learning. The Women's Center, housed in the Union, opened in Spring 1998, supported with funds from the Vice President for Academic Affairs, the Associated Students, Inc., and the Vice President for Student Affairs.

Plans for the future include more resources committed in support of student learning as an integral part of extracurricular sociability: recruiting faculty into planning and presenting extracurricular activities in and around the University Student Union, and student performers (actors, musicians, poets, etc.) performing in the Quad, Union, and Dining Hall. Longer range plans include development of a "College Town Corridor" that will incorporate many elements conducive to a learning-centered campus atmosphere, including a bookstore/coffee house (with performance space), a small theater/lecture hall, a student health center, and a recreation-fitness center.

FIRST YEAR SUCCESS PROGRAM

In 1998-99 the Director of Campus Student Relations and Judicial Affairs will work 50% in Academic Advising (thus regularizing the office's advising for undeclared students) and coordinate the planning of a First Year Success Program (FYSP) to begin Fall 1999. Attention will be directed to expanding and diversifying freshmen orientations, early advisement and contact, first-term extracurricular programming, and organizing academic interest groups.

A Title III (Developing Institutions) grant proposal has been submitted to fund the FYSP. The proposal envisions a course for FYSP student mentors, who would teach a FYSP course as an adjunct to lower-division General Education courses taken by freshmen in their first term. All full-time freshmen students would be required to take this course. The FYSP mentors would continue as facilitators of FYSP interest groups (such as pre-medical, for example) for the remainder of the academic year, would monitor the progress of their protégés, and assist them in succeeding academically, and adjusting to college life and demands.

SERVICE

In order to respond to student enrollment needs in an efficient and personalized way, in Fall 1998 the University will open the first and only one-stop student enrollment counter service center in the CSU system. Students will be

able to conduct all enrollment transactions with a single individual for admissions, registration, academic records, financial aid, and student accounts. An added bonus for the service staff personnel, who will be cross-trained in several functions, will be the opening up of new career opportunities.

MANAGEMENT AND ASSESSMENT

Recent and current activities have included several planning retreats with directors, and visioning sessions with a representative cross-section of staff and directors in Student Life, Retention Services, and Enrollment Services. Starting Fall 1998 Student Affairs and Academic Affairs will take the lead in forming a Total Quality Management team to improve the process of first-time admission, advisement, and registration (including financial aid and student accounts). Future projects include graduate and credentials admission and registration.

The three-year cycle of assessment and program review will help to evaluate student services and respond to student needs. In addition, the implementation of an integrated student information system will provide sufficient reliable internal data for analysis. Moreover, additional in-depth analysis and evaluation of data by the Office of Institutional Research is essential for the success of these assessment processes.

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EXHIBITS FOR STANDARD 7

- 124 Analysis of the Spring 1994 Student Needs and Priority Survey (SNAPS) summary, July 10, 1995
- 125 1997 Noel-Levitz Student Satisfaction Survey Summary: CSU Stanislaus Campus Report
- 701 CSU Stanislaus Student Body Profile: Fall 1992-1996
- 702 Scholarships at California State University, Stanislaus, 1998-1999
- 703 Enrollment Management Recommendations for California State University, Stanislaus, September 8, 1995
- 704 Site Visitation, Financial Aid Office, California State University, Stanislaus, February 21-23, 1996
- 705 Review of Student Life and Student Retention Services, Student Affairs Division, July 1996
- 706 Student Affairs Mission Statement (October 3, 1997), Core Values, and Vision Statements (October 6, 1997)
- 707 Student Affairs Divisional Goals, 1994-97
- 104 Student Affairs Annual Report, 1996-97
- 708 Policy on Student Fees
- 709 Policies on Athletics
- 308 CSU Stanislaus Club Listing 97-98
- 710 *The State of Student Affairs* newsletter
- 108 *The Signal* (student newspaper)
- 711 *Penumbra: The Art and Literary Magazine*
- 712 All About Clubs: A Student Organization Resource Book
- 713 The University Tutoring Center brochure
- 714 Writing Proficiency Screening Test booklet
- 715 International Students at California State University, Stanislaus brochure, October 1995
- 716 Stan's Plans Mini-Grant Program, 1997-98: Funding for Innovative Programs that Build Campus Community, August 1996
- 717 Counseling/Career Development Center brochures
- 718 College Students with Learning Disabilities services brochure
- 719 Memorandum: Celebrations of Diversity Committee, October 13, 1995
- 720 Biographical Profiles of Student Affairs Directors
- 721 Complete first draft of self-study, Standard 7: Student Services and the Co-Curricular Learning Environment

WORK GROUP MEMBERS FOR STANDARD 7

Ben Jacob (co-chair)	President, Associated Students
David Keymer (co-chair)	Vice President for Student Affairs
Jaime Alcaraz	Director, Student Recruitment and Outreach
Ed Aubert	Senior Director, Admissions and Records
Carol Burke	Director, University Student Union
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Fred Edmondson	Senior Director, Student Life
Mark Erickson	Director, Housing and Residential Life
Peter Finley	Director, Academic Advising
Joan Hillery	Director, Financial Aid
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Katie Olivant	Assistant to the Vice President for Student Affairs
Lee Renner	Director, Student Relations
Isaias Rumayor	Student Representative
Marlene Thompson	Senior Budget Analyst, Budget Office

STANDARD 8: PHYSICAL RESOURCES

DESCRIPTION AND ANALYSIS

Success of the instructional mission of an institution of higher education is heavily dependent on the quality of its physical facilities. Functional, attractive, clean, and safe grounds and buildings enhance opportunities for learning and social interaction. The condition of physical facilities can either contribute to or constrain the process of teaching and learning. Such is the case at Stanislaus. The attractive appearance of the campus grounds and the generally good repair of its facilities are sources of pride for students, faculty, and staff and serve to attract prospective students.

Facilities planning and management is a dynamic, not a static process, the results of which influence heavily a variety of functions: the effectiveness of teaching and learning; the way in which students, faculty, and staff feel about the University and, perhaps, their commitments to it; the perceptions that the community holds regarding the University; and the potential for attracting and maintaining community support. The breadth of influence that physical facilities have on the life of the campus suggests that the planning and management functions should be given a central role within a university setting, involve a broad constituency in the decision process, and be oriented toward taking needed action.

Facilities are directly tied to the success of the institution and, therefore, any decisions regarding facilities are planned with careful consideration of the Mission and the University's Strategic Plan. The management of facilities is consistent with the Strategic Planning goals approved by the campus Academic Senate, specifically:

Create a learning environment that fosters scholarly and creative activity within and beyond the classroom and safeguards the free and open exchange of views.

Ensure that budgetary decisions, organization processes, and the physical environment conform to the University's Mission Statement and promote the responsible stewardship of resources.

To assess the state of physical resources, several knowledgeable people were included in the committee, many reports and plans created by the University and outside sources were used as reference materials, and specific responses from two surveys taken in Spring 1997. One survey, distributed to almost 70 campus deans, vice presidents, senior managers, and program directors, asked "Are resources used effectively to provide for a complete campus, in relation to Physical Plant Maintenance and Improvements?" Responses of "Typically" constituted more than 60% of the total. The second survey was the Student Satisfaction Inventory, which gauged the importance of various aspects of student life to the students themselves. Campus safety, lighting, student parking, emergency response, and campus maintenance were rated very high in that survey.

INSTRUCTIONAL AND SUPPORT FACILITIES

Within the CSU, authority for facilities planning and management functions are widely dispersed. The CSU Board of Trustees retains overall authority for facilities master planning policies while delegating to campus presidents, working in conjunction with campus committees, the responsibility for planning campus development. At Stanislaus, the role of the University Facilities Planning Committee is conceived to be more comprehensive than simply the expansion of facilities. This role involves an integration of efforts so that planning for expansion, repairs, improvements, and the use of facilities is integrated with all planning and operational functions, especially academic and budget planning.

Members of the University Facilities Planning Committee (UFPC) are appointed by the University President. Faculty members are appointed by the president, in consultation with the Speaker of the Academic Senate. Staff members are appointed by the president, in consultation with the Staff Council and the Labor Council. Campus Consulting Architects are approved by the CSU Board of Trustees.

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Although the budget for maintenance and improvement is inadequate compared to well-documented needs, steps have been taken to establish priorities and identify additional (non-state) funds to make the physical condition of the University serve its learning mission. The University, through the UFPC, has taken a strategic approach to identifying high priority items and establishing a series of annual goals including realign, improve, and expand its facilities; align functions to appropriate space; and make classrooms more productive learning places for faculty and students. Goals and plans for the future are also established, including minor and capital outlay budget request plans. Overall, a majority of physical facilities are generally adequately furnished to provide functional support. They are not, however, adequately equipped from a utilities or equipment perspective.

Because state funding will fall short of the maintenance and capital needs, the campus seeks other funding alternatives. The Foundation has provided funds to assist with reroofing projects, resurfacing the track, and maintenance; Residential Village I is the result of the Foundation Board's leadership in securing third-party financing. Furthermore, the business plans for non-general fund, revenue-dependent programs have components for maintenance and capital reserves to ensure that needed repairs can be made without state support.

One of the projects initiated recently is the Campus Energy Efficiency Program. The program focuses on three main areas: lighting, HVAC (heating, ventilating, air conditioning) control, and "chillers." With utility bills increasing dramatically each year, and with an uncertain future impact of the deregulation of the electric power industry on prices, Stanislaus moved quickly to prepare for the future. The HVAC projects have been completed. In 1993, Public Safety's Environmental Health and Safety officer performed a campus lighting survey. Because of those survey results, many improvements have been made to provide adequate illumination and bring the campus to appropriate lighting standards.

Even on a campus as physically attractive as Stanislaus, we see daily signs of the lack of resources to replace flooring on a timely basis or to upgrade classrooms at a sufficient rate to keep pace with changing technology. The UFPC helps to establish priorities for maintenance and improvements of the campus as well as helping to sort through funding possibilities

to keep Stanislaus functional as well as beautiful. Funding was made available for these construction measures through grants and loans.

All new facilities are designed and constructed to be compliant with city and state building codes, ADA requirements, OSHA standards, and other federal laws. Architectural designs and construction documents for these projects go through a rigorous review process at the campus, system, and state levels before construction begins.

Building renovation projects are also required to bring any "grandfathered" conditions into compliance with existing laws and codes. In addition, some major and minor capital outlay projects have been identified and approved specifically to redress areas that could potentially pose significant safety and/or environmental hazards. Examples include, but are not limited to, the Science Building Seismic Strengthening and Renovation, Cafeteria Structural and Seismic Retrofit, and Uninterruptible Power Supply for Public Safety.

In July 1992, Building Analytics was engaged by the Trustees of the California State University system to help the CSU prepare a transition plan for the CSU campuses and off-site locations to bring them into compliance with the Title II regulations of the American Disabilities Act (ADA). Approximately \$2.3 million dollars in needed modifications were identified for the campus to become fully ADA compliant. The recommended action items and associated costs have been incorporated into the minor capital outlay budget plans for implementation as funds are made available.

DISTANCE LEARNING AND CSU STANISLAUS MULTI-CAMPUS REGIONAL CENTER

With the completion of the Professional Schools Building at the Turlock campus, physical facilities for the current programs will be expanded, including the distance learning classrooms. Through a partnership with local television and wireless companies, Stanislaus has raised the non-state funds required to properly equip a new distance learning classroom in the Professional Schools Building.

In addition, Stanislaus has been actively pursuing the replacement of the existing Stockton facility by converting the Stockton Developmental Center (SDC) into the CSUS Multi-Campus Regional Center (MCRC). The SDC was previously

used as a residential facility in California's mental health care system. The CSU Board of Trustees approved the conveyance of the SDC to the CSU Stanislaus MCRC, and funding was included in the 1997-98 state budget.

Stanislaus has collaborated with other CSU campuses (Chico, Fresno, and Sacramento), San Joaquin Delta Community College, and the University of the Pacific to develop a plan to create unique learning opportunities for higher education in this under-served area that will promote workforce preparation, professional advancement, and social mobility for the region's citizens. Through multi-campus collaboration, community-based educational experiences, and extensive use of distance education technologies, this educational enterprise will offer an expanded academic plan while avoiding costly program duplication within the CSU. Revenue from leasing excess facilities to social and health service providers will cover the costs of capital outlay and maintenance. The co-location of these service providers will also allow Stanislaus to integrate service learning, field placements, internships, clinical work, and special opportunities for joint student and faculty research projects into the curriculum.

Occupancy plans for the facilities at the MCRC follow closely the enrollment plan established through the year 2010. Additional facilities will be used as enrollment increases (ten buildings, providing 220,113 square feet, will be in use by 2010-11). The occupancy plan is also sufficiently flexible to allow changes in enrollment projections as well as facility leases.

The need for the MCRC project is critical. In 1990 only 13.2% of San Joaquin County's population of 25 years and older had a baccalaureate degree or higher, compared to 23.4% for all Californians and 20.3% for all U.S. adults. The MCRC project will bring accessible, affordable higher education to an area whose population will reach 778,000 by 2010 (an increase of 47% above the current level). At that time the racial and ethnic diversity will be so large that if the San Joaquin Valley were a state, it would rank second in the U.S.A. in the number of Southeast Asians and third in the number of Mexican-Americans.

FACILITIES PLANNING

The University Facilities Planning Committee is a University endeavor involving the most comprehensive combination of campus and community representatives possible and the integration of various facilities planning functions within a committee that is representative of all campus constituencies. Most important, it has been the purpose of the committee to ensure that actions and priorities established and actions recommended are consistent with the mission of the University.

To ensure that campus facilities support the instructional mission, particularly in the absence of adequate resources, the UFPC has adopted the following best practices in establishing direction and priorities for the institution:

- a. Plan with insight for future needs.
- b. Integrate the planning process.
- c. Conduct thoughtful analyses of needs.
- d. Prepare excellent case statements to increase resources available to the campus, to maintain existing facilities, and to add new ones as needed.
- e. Preserve those accomplishments made in the management of facilities and guard against a reversal of those accomplishments.
- f. Develop the capacity for making sound decisions regarding the scheduling and use of facilities.
- g. Continue to regard the physical assets of the campus with a well-developed sense of stewardship of the public's assets.

The Strategic Planning Process at Stanislaus covers a wide array of issues surrounding higher education, including addressing "the diverse educational needs of students." One aspect of this is ensuring that each of our students has physical access to all areas of the campus. The University has designated handicapped parking access for those who are physically disabled. These locations are outlined in the Parking and Traffic Ordinance plan, and are the most accessible to the campus.

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Emergency blue-light telephones are located throughout the campus and on its main traveled passages. These phones are placed low enough that a person in a wheelchair can activate the phone by the punch of a button. The emergency phones are set up so that the person requesting the emergency does not have to speak. A digital display panel in the Department of Public Safety identifies the location of the phone.

Transportation for disabled or handicapped students is provided primarily by the Stanislaus Disabled Students Program and the Public Safety Peer Escort Program. The campus does not have Emergency Evacuation Procedures in place for the handicapped, nor does it have Extraction Chairs for use in getting disabled persons out of buildings during emergencies.

ASSESSMENT OF KEY ISSUES

Space Issues

A major finding of the 1990 WASC self-study was that emphasis needed to be placed on re-locating non-resident functions from existing facilities to appropriate facilities designed to meet the specific functional needs of those areas. During the intervening period, the University's focus has been on providing adequate instructional space to accommodate the 11% increase in enrollment. As recent capacity estimates show, Stanislaus has the largest instructional capacity deficit in the CSU system with space adequate to accommodate only 81% of the current FTES. Hence, the campus has continued to cannibalize space in order to meet this demand.

Interim measures are being taken to meet these needs, but long-term planning will fully address this concern. Capital outlay projects for the next ten years have been carefully developed to address the problem. Most immediate is the construction of the Professional Schools Building that will enable CSU Stanislaus to meet projected enrollment growth and access demands through the Year 2000. The completion of the new Public Safety Building improves the space conditions for Public Safety and allows for the re-establishment of the Emergency Operations Center.

Long term, six projects will ensure that all of the University's activities are being housed in facilities appropriate to the functional needs of the area: 1) construction of the Educational Services Building, 2) renovation of the existing Classroom building, 3) the Library renovation, 4) Corporation Yard remodeling, 5) construction of a Regional Arts Complex, and 6) renovation of the Science building.

MAINTENANCE AND UPDATING OF FACILITIES AND EQUIPMENT

The telecommunications infrastructure has been identified as inadequate to meet communications requirements. A survey was conducted by the Office of Information Technology in February of 1997, identifying the hardware needs of the campus. Another survey was conducted among the academic deans, to update their lists of needs. This information will be addressed by the Telecommunications Infrastructure Master Plan, which has been developed to address campus deficiencies. Preliminary plans have been developed and funds are being sought to address Phase I of this Master Plan.

At present there is no specific "everyday" funding source for deferred maintenance or capital renewal other than the campus general fund allocation. The CSU capital outlay (major and minor) and deferred maintenance budgets will fund approximately 74.4% of the expansion, upgrade, and maintenance projects planned for the 1997-98 academic year. The remaining 25.6% will be supported by alternative funding sources.

STOCKTON AND OFF-CAMPUS SITES

Approximately 30% (\$2,107,000) of the budget required to support the opening of the CSU Stanislaus Multi-Campus Regional Center will, on estimate, come from alternative funding sources and, by 2010-11, alternative funding sources will provide 100% of the operating funds required to supplement general fund enrollment support (\$3,224,000). Examples of alternative funding identified to support this enterprise include facilities leases, auxiliaries, grants, and gifts.

PROFESSIONAL SCHOOLS BUILDING

Since the last WASC review (1990) a very significant addition to the physical plant is the Professional Schools Building (PSB), which will open in September 1998. This is the first new building on campus since the Science Building opened in 1972. The PSB is the largest building on campus, with 98,000 gross square feet. It contains 15 instructional rooms, including the first lecture hall on campus that can accommodate more than 150 students. The PSB also has

offices for over 160 faculty. It will house the School of Education, the School of Business Administration, and the departments of Mathematics, Communications Studies, Nursing, and Computer Science. The PSB will increase the number of available classrooms on campus by 47% and the number of faculty offices by 88%. Over time, the space vacated by these departments in other buildings will allow the University to expand enrollments and provide additional faculty offices.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

The overall outlook for physical resources at CSU Stanislaus is good. The University Facilities Planning Committee (UFPC) provides a vital link to the campus community, and should continue to do so. Funding is adequate to meet the most vital and immediate needs, and alternate plans and budget requests are prepared annually to deal with budget shortfalls and complete the Facilities Master Plan. Because the physical appearance of a campus affects its educational mission, detailed planning will continue to be done in conjunction with the campus Strategic Plan to ensure a campus climate that encourages learning, collegiality, and success.

Space needs will continue to grow rapidly, especially with the expected arrival of "Tidal Wave II," and the following steps need to be taken to assist the campus to meet its increasingly learning-centered agenda:

- Ensure continuing evaluation of the needs of the campus through constituent surveys, coordinated by the UFPC, the Facilities Planning and Operations, and Physical Plant departments.
- Ensure that the campus receives funding for the Educational Schools Building as called for in the Campus Master Plan.
- Seek alternative funding sources for MCRC, and work with academic and student affairs to ensure that Stockton students have a rich learning community at this off-campus site.
- Design spaces for formal and informal student and faculty interactions consonant with building a more dynamic learning community.

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EXHIBITS FOR STANDARD 8

- 801 Financial Resources Survey and Results, March 25, 1997
- 214 University Facilities Planning Committee Document, October 28, 1997
- 802 *Activity: Notes from the University Facilities Planning Committee Newsletters*, August 1995-May 1997
- 803 Five-Year Capital Improvement Program, 1998-99 through 2002-03
- 804 University Facilities Planning Committee: Building, Grounds, and Parking Lot Survey Results, 1996
- 805 1996 Facility Condition Report
- 806 Building, Grounds, and Parking Lot Survey Results, February 28, 1997
- 807 Instructional Equipment Needs 1994-98
- 445 California State University, Stanislaus: Multi-Campus Regional Center—Program and Business Plan
- 808 The California State University (CSU) Telecommunications Infrastructure Planning Guidelines, September 1993
- 809 California State University, Stanislaus Campus Telecommunications Infrastructure Master Plan: November 1, 1995, Vol. 1 and 2
- 810 California State University, Stanislaus Campus Telecommunications Infrastructure Upgrade: Preliminary Design Project Cost Estimate, January 31, 1997
- 811 California State University, Stanislaus, Stockton Developmental Center Campus Telecommunications Infrastructure Master Plan, December 1996
- 812 Facilities Planning and Operations Comparison of General Fund Position Allocation to FTES, 1986/87 through 1996/97
- 813 Memorandum dated March 19, 1997: Capital Outlay Program 1998/99 and Five-Year Capital Improvement Program 1998/99 through 2002/03 State and Nonstate Funded, CSU Memo and Response
- 814 Stockton Developmental Center and its Future as the Regional Center for Education and Human Services
- 815 Professional Schools Building Brochure: *Serving the Region: Preparing for Enrollment Growth*, January 11, 1996
- 816 Campus Map
- 817 Campus floor plans, September 1996

WORK GROUP MEMBERS FOR STANDARD 8

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Carl Coffey Robert Danziger Steve Engfer Robert Gallegos David Keymer Maitheyi Manoharan	Senior Director, Facilities Planning and Operations Associate Professor, Department of Music Former Student Director, Campus Recycling Program Director, Physical Plant Vice President for Student Affairs Associate Vice President, Office of Information Technology
Gary Novak Sam Oppenheim	Professor, Chair, Psychology Professor, Department of History and Coordinator, Regional Distance Education
Gordon Patzer Larry Plants	Dean, School of Business Administration Lieutenant, Office of Public Safety

STANDARD 9: FINANCIAL RESOURCES

DESCRIPTION AND ANALYSIS

While the state's economic picture is brighter now than it has been for the last several years, there are a number of structural problems in state financing projections that limit available funding for higher education's expansion in the years ahead. On the one side is the challenge of a growing population of education seekers, known as Tidal Wave II by California demographers. Depending upon the projections used, California's postsecondary population might grow by as much as 30 to 50% over the next 15 years. On the other side of the challenge are the state's fiscal limits and competing demands from public agencies for support. Most planners are assuming that the overall costs of providing services, including education, will need to be managed, even reduced, on a per capita basis to meet constrained budgets.

Trends in state support for higher education in California have a dramatic effect on the operations of CSU Stanislaus. Increasingly, publicly supported higher education has had to diversify its revenue sources and pursue non-state sources of funds. With an expected increase in competition for tax funds by all public agencies and with the likelihood that workloads will grow at a faster pace than budget support, non-state sources of support are required to help our campus achieve its academic mission.

However, despite these budgetary conditions, the University has maintained a profound commitment to the instructional program. Enrollments have steadily increased, new academic programs have been established, a number of course sections have been restored, and some faculty positions vacated by layoffs or retirements have been filled by talented, energetic, and creative faculty.

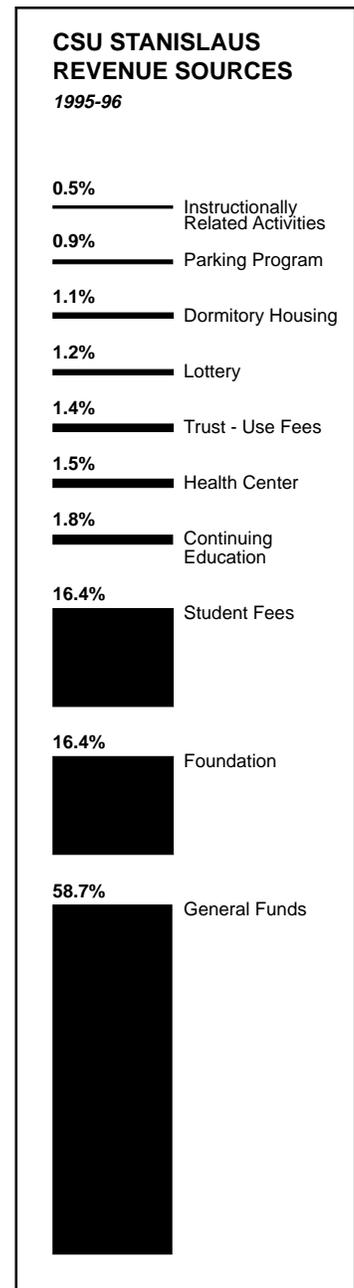
The University strategic planning process will be integrated with and drive the annual budget plans. Business and Finance has embraced the idea of focusing on selective excellence and quality, on "rightsizing" itself to new economic as well as qualitative realities. In order to achieve that lofty goal, CSU Stanislaus needs to address two fundamental issues related to its mission: what we do and how we do it. Focusing on quality is where it all begins. The first step in

achieving this focus is benchmarking. Other steps include embarking on a budget redesign process, producing guidelines for best practices and principles, and engaging in constant process improvement.

THE BUDGET

Budget projections at Stanislaus are based on the CSU and State revenue and appropriation projections. Recently, the University Budget Office has developed a five-year budget projection using history as a base. As the State of California has been in a volatile budget situation for several years, and it is difficult to clearly project state resources, the University has taken a conservative approach to long-term projections.

Stanislaus maintains a baseline budget approach for state supported General Fund operations such that all areas are required to maintain a balanced budget within the allocations provided. The University also maintains several self-supporting revenue



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funds, including Housing, Parking, Continuing Education, and the Health Center. On an annual basis, the University develops business plans for these revenue funds which include five-year plans for minor and major capital improvements. Debt service obligations are mandatory fund transfers for state-operated programs such as Housing, Parking, and Continuing Education. These expenses are taken off the top of revenues for each of the programs each year, to ensure repayment of debts.

Overall, the University has balances of over \$4.1 million. The General Fund, which is the primary funding source for instruction, ended 1997 with a \$144,000 surplus. The University continues to strive toward a one-percent base General Fund contingency reserve, or approximately \$300,000, renewed each year. In addition, the University has other non-state funding available for emergencies. The CSU System has instituted a system-wide risk pool covering a variety of different liabilities. The campus contributes annually toward the policy and deductible coverages. The CSU Stanislaus Foundation has a similar risk pool policy.

The University has completed every year with a positive balance in the state-supported General Fund and has built adequate working capital reserves and capital improvement reserves in each of the revenue based funds, with the exception of Housing. The Housing program was decentralized from the system-wide level in fiscal year 1994-95, and the University has not had sufficient time to build an adequate working capital reserve. The University is working towards a goal of establishing a 10% working capital reserve for Housing by the year 2001-02.

Transfer of funding between funds is not permitted in the CSU. The University does process reimbursements between funds when expenditures in a given fund are directly related to or in support of activity in another fund.

THE FOUNDATION

The CSUS Foundation was established in 1960 as a non-profit corporation that operates as an auxiliary organization of the University. The purpose of the corporation is to engage in activities that enhance the educational effectiveness of the University, support the mission, and supplement the services and funding provided by the State

of California. The Foundation is governed by a 40-member public Board of Trustees composed of representatives from faculty, students, administration, and the community. The Foundation is a self-supporting operation which receives no financial support from the state general fund. The Foundation's funding sources include indirect costs obtained from grants and contracts, administrative fees to cover costs of operations, investment earnings, endowment administration, and income from on-campus commercial activities. The activities include leased operations (i.e., Kiva Bookstore, managed by Barnes and Noble; University Food Service, operated by the Marriott Corporation; and Food and Beverage Vending, provided by Valley Vending Company) and self-operated organizations (i.e., Kiva Computer Store and the Student Copy Machine Program). Gross sales income (income before expenses) from Foundation commercial activity exceeds \$4 million with an additional \$4 million in financial activity (i.e., grants, contracts, campus programs, and University Advancement) administered through the Foundation Accounting Department. Within the past five years the Foundation has contributed in excess of \$2.1 million to the University and obtained a 5.9 million dollar tax-exempt bond used for Residential Life Villages I and II.

One of the goals of the California State University, Stanislaus Foundation was to divide the current organization into two nonprofit corporations. The new corporation, which will primarily focus on University fund-raising, Alumni operations, the Stanislaus Warrior Athletic Association, Capital Campaigns, and sponsored projects activity, will assume the name of the current organization—CSU Stanislaus Foundation. All other Foundation activities (i.e., Accounting/Financial Services, Annual Audit, Budget, Food Services, Insurance/Risk Management, Residential Life, Payroll/Personnel, University Bookstore, etc.), will remain with the existing CSU Stanislaus Foundation corporate entity, but with a new name—California State University, Stanislaus, Auxiliary and Business Services.

The primary reason for keeping the auxiliary services within the current Foundation structure is to facilitate the continued debt service on the \$5.9 million tax-exempt bond, which was obtained through the Foundation to fund construction of Phases I and II of the Residential Life Village.

At the present time, it is anticipated that John Francis, Foundation Legal Counsel, will file with the Secretary of State for a new nonprofit corporation to be named CSU Stanislaus

Foundation. All of the existing Board members of the current Foundation will be reassigned to the new organization with an anticipated commencement date for the corporation of July 1, 1998. The organizational meeting required for the new Foundation is planned for September 1998.

ACCOUNTABILITY

Various committees exist to provide input for the budget process, and to ensure accountability within areas. For example, the University Facilities Planning Committee (UFPC) includes the integration of efforts so that planning for expansion, repairs, improvements, and the use of facilities are integrated with all other planning and operational functions, including academic planning and budget planning.

In addition to the UFPC, faculty have representation at the University planning level on the University Budget, Planning and Assessment Committee (BPAC), and have input through their department chairs and deans in the development of the Academic Affairs budget plan. During the Summer and Fall 1998, BPAC is scheduled to review its charge with the intent of modifying its processes and objectives to assure that they align with the University's Strategic Plan, and to enable the group to respond to the recommendations resulting from the Master Academic Planning process.

SOME KEY CONCERNS

Accountability and Budget Redesign

State support for higher education is in shorter supply than the demands placed upon it. This lament is echoed throughout all of higher education and certainly at all levels of government. Revenues, in addition to those provided by the state, must be identified. Further, there must be a better alignment of authority over expenditures with those who also are responsible for program decisions. A comment made consistently by department chairs at Stanislaus is that we must adopt a process that provides complete and timely information to the departments, one that is fair and makes academic sense, and which also permits each department the flexibility to meet its goals.

Since Spring 1995 discussions have been underway on campus to find ways to make the budget more timely, more program sensitive, and more reflective of desired outcomes. The process must be tied to goals and provide flexibility to departments to make budget decisions. Progress has been made to these ends. A budget redesign process was initiated in 1995 to accomplish several goals including sound management, development of choice-making capacity, authority and responsibility, and providing a sound basis for consultation. The University Budget Planning and Assessment Committee has reviewed and adopted principles and timelines for guiding the budget process. Under Provost Curry, the deans and department chairs have designed an academic affairs budget redesign process. The development of readable and usable financial reports began in 1995; training sessions and new reports were implemented. These reports are not viewed as the ultimate solution, however, as new formats and products are being developed as part of the implementation of a new financial system—Banner. New financial reports were developed to help guide decision making at all levels, and business plans have been instituted to guide those areas which are dependent on sources other than state funds, such as student housing and the Health Center.

Benchmarking

The NACUBO Benchmarking Project continues to break new ground in higher education. Launched in Fall 1991, the project has just completed its fifth year. The ability to compare one's performance with others in terms of costs, outputs, and service has never before been available on this scale. The benchmark data can serve as a springboard for the identification and adoption of best practices across the country. Stanislaus has chosen to participate in an alternating collection/analysis cycle along with several other campuses within the CSU System. We have participated in the 1993, 1995, and 1997 cycles. This has provided our campus the opportunity not only to look for best practices within the CSU, but to compare ourselves to similar institutions. We believe that if this project is done well it can serve as an objective basis for improved operational performance measurement, a tool for change within an institution, a "pointer" to the best practices of other organizations, a means to bring about change quickly, and a vehicle for dramatic innovation.

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Stanislaus has used its results as a springboard to the Business and Finance Process Improvement Project and has plans to continue to participate. Its continued participation will give the University an opportunity to compare itself longitudinally as it embraces change, to help measure itself, and to continue to look for better ways of doing business. It continues to help Stanislaus look at its needs for change university-wide rather than departmentally based. In its next cycle, Benchmarking will not only be a measuring process, but will include customer service survey tools to aid in measuring the cost of quality.

Integration of Administrative Systems: Banner

About five years ago, Stanislaus searched for a higher education administrative software package that would allow the campus to conduct business using an integrated database across all administrative segments of the campus including student services, financial aid, human resources, and finance. The campus decided that SCT Banner software was best suited for the needs of the campus and all modules—Student, Financial Aid, Finance, Human Resources, and Alumni/ Development.

Implementation of the Banner Finance module has been quite a challenge. Since the CSU is a state agency, each campus must comply with State of California reporting requirements. These requirements are not addressed by any finance software package on the market today other than the stand-alone software maintained by the CSU Chancellor's Office. In order to meet the campus goal of an integrated administrative system and meet reporting requirements, the Banner Finance product had to be modified. Four campuses within the CSU—all having purchased Banner software—began meeting as a cooperative to work through the required finance modifications and attain their overall objectives to increase productivity, provide tools for better management of university resources, improve service to students, and assure high levels of public accountability. The Banner Cooperative is the first formalized group of campuses working together on a specific project within the CSU.

All current business processes were process-mapped and scrutinized for non-value added steps. Banner Finance processes were also outlined so that a comparison of current business practices and Banner could be made. As a result,

several current practices have been streamlined or eliminated and the Banner baseline product has not required significant modification to meet state and campus reporting needs. With Banner Finance's implementation, Stanislaus will have taken another major step toward a totally integrated administrative database system. Moreover, the new finance system will permit the campus to move away from centrally produced, paper financial reports to an environment in which departments are able to produce on-line finance reports on demand. Much more information will be available on-line to departments, faculty, and staff. Integration of information across campus reporting lines will eliminate much of the duplicative and/or erroneous data now available. Information will reside only in one place rather than in each area's stand-alone system. It is hoped that with more on-line access and more accurate information, departments will give up time-consuming shadow systems.

Financial Resources Survey Assessment

The Office of the Vice President for Business and Finance and the self-study work group sponsored a survey of campus academic and administrative leaders in April 1997. A total of 65 individuals were surveyed, 80% of whom were within Academic Affairs. The sample included deans, senior managers, department chairs, program coordinators, and department managers. Thirty-five questionnaires were received for a response rate of 54%; two-thirds of the total respondents were in Academic Affairs units. Although the absolute numbers are small, the patterns in the data were sufficiently distinct to warrant analysis beyond marginal totals. The questions focused on the use of various resources in the University; the budgetary processes underlying their allocation; resource priorities; and the adequacy, strengths, and weaknesses of resource allocations generally. The open-ended questions provided opportunities to offer policy recommendations. The survey touched on four resource areas: personnel, facilities, information technology, and budgets and resource allocations. In most instances, respondents were asked to evaluate the levels of funding, the processes for allocating them, and their relationships to broader University priorities.

Four open-ended questions sought to identify the strengths and weaknesses of the current budgetary and resource allocation system, and recommend areas for change and

reform. When asked about the strengths of the current system, most respondents either left the item blank or entered “none.” However, at least two features did receive favorable comment from several respondents: the degree of departmental flexibility in managing accounts and the ability to transfer and roll over balances.

Comments on the weaknesses of the current system and recommendations for change tended to merge in most of the responses. There was a general sense that resource allocation formulas are based too heavily on historical practices on the campus (“tyranny of the base budget”), and that more rational, full-cost models and long-term planning are needed. The themes of accountability, outcomes, incentives, and productivity appeared repeatedly in the open-ended responses. The respondents clearly wanted priorities and strategic objectives to drive the budget process with funding tied to performance indicators (e.g., meeting FTES

targets). There was general agreement that information technology be accorded high priority.

Overall, the responses to the survey were critical of the academic budget process. We find this to be valuable information, and not unexpected, given that the campus has had an ill-defined allocation process and insufficient sharing of budgeting responsibility at the dean and department levels. The academic area, under the leadership of the Provost, has already initiated a budget planning and allocation strategy linked to the academic master planning process. Based on the responses to the financial survey, an in-depth study of budget processes will need to take place in the academic and business and finance areas to explore strategies for changing the generally negative view of faculty and administration toward the budget process into a more positive one.

CONCLUSIONS, PLANS, AND RECOMMENDATIONS

Stanislaus is engaged in various projects to improve budget allocation, administration, and accountability processes, including Banner and the creation of new financial reports. With these projects, budget information will be more timely, and will be available to the people who need it most—the department budget managers.

The Academic Affairs budget redesign process will develop an academic allocation process that (1) links the annual budget process and the Master Academic Plan, (2) aligns responsibility and accountability at the departmental level, (3) provides a high level of predictability to departments for their planning purposes, and (4) recognizes the differing cost levels across departments. Some steps that need to be taken as this process continues are:

- Involve the faculty more intimately with the budget planning and allocation process.
- Develop, in conjunction with faculty, a more comprehensive communication process for the budget function. Using that process, share more complete budget information more often with the entire campus.
- Explore alternative funding sources for all areas of the campus, ranging from equipment for classrooms, information technology, paving for the track, and repairing old roofs to faculty development activities.
- Optimize the use of financial information by departments for budgeting purposes through on-line access to the Banner Financial System. Provide required training to faculty and staff.
- Stabilize the emergency expense reserve fund at \$300,000 and establish a separate reserve fund for special annual projects (funded with a renewable funding source).
- Continue building the Housing Program’s working capital and capital improvement reserves.
- Ensure that the academic and learning mission of the University is the prime criterion for guiding budgetary decisions.

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EXHIBITS FOR STANDARD 9

- 901 Overview of the Campus Budget, November 1995
- 902 Overview of the Campus Budget, 1996-97
- 903 Process Improvement Proposals, January 30, 1997
- 904 Resource Allocation at CSU Stanislaus: A Survey of Campus Leadership, November 24, 1997
- 905 California State University Facilities Functions Benchmarking Meeting: Summary Data Tables 93/95, Median Comparisons Benchmarking Charts, June 3, 1996
- 906 California State University 1995/96 Benchmarking Report, October 1996
- 907 California State University Stanislaus Single Audit Report of Federal Funds, June 30, 1995
- 908 Report on Single Audit of Federal Funds for Year ended June 30, 1996 and response letter, December 1996
- 909 University Budget Cycle, April 21, 1997
- 910 FISMA (Financial Integrity and State Manager's Accountability Act) Report No. 97-02, June 30, 1997
- 911 1997/98 University Operating Plan (by area)
- 912 1997/98 Budget Proposal, June 10, 1997
- 913 California State University, Stanislaus Foundation Contributions to the University, Fiscal Years 1992/93—1996/97
- 914 CSU Stanislaus Procurement 95 Benchmarking Cycle
- 206 Academic Affairs Budget Process Redesign
- 915 Cabinet Summary of Campus Operating Budget for 1995-96
- 916 Recap of Year-End Financial Reports—Balance Summary as of June 30, 1997
- 917 CSU Stanislaus Foundation Documents
- 918 Financial Statements and Report of Independent Certified Public Accountants, California State University, Stanislaus Foundation, June 30, 1991 to June 30, 1997
- 919 CSU Stanislaus Departmental Cost per Annualized FTE—By Area. Three-year Comparative Fund Lottery. 1996/97 Expenditures

WASC SELF-STUDY-RELATED DOCUMENTS

- 1001 Commission Letter for Reaccreditation, March 28, 1991
- 1002 Progress Report for Submission to Western Association of Schools and Colleges, California State University, Stanislaus, December 1992
- 1003 California State University, Stanislaus Fourth Year Progress Report, submitted to the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, December 9, 1994

WORK GROUP MEMBERS FOR STANDARD 9

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Mary Stephens (Chair)	VP Business and Finance (Oct. 1997 to final draft)
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Frances Jeffries	Former Director, Office of Research and Grants
David Keymer	Vice President for Student Affairs
Maithreyi Manoharan	Associate Vice President, Office of Information Technology
Julia Reynoso	Resource Analyst, Physical Plant
Cecil Rhodes	Associate Professor, Chair, Department of Sociology and Criminal Justice
Isaias Rumayor	Student Representative
Walter Strong	Vice President for Development and University Relations
Gary Toombs	Executive Director, Foundation
John Waayers	University Budget Officer, Budget Office

SUMMARY AND CONCLUSIONS: INTEGRATIVE CHAPTER

As described in the introduction to this self-study, the theme chosen by the Steering Committee in 1996 was “building a learning-centered university.” It was agreed that we would approach the topic of “learning centered” as an *inquiry*. Our goal was to start an institutional dialogue around questions—not pre-determined conclusions. The questions that initiated our inquiry were:

1. *What is the definition of a learning-centered university given our University Mission?*
2. *What are the values implicit in a commitment to a learning-centered university?*
3. *In what ways is our campus currently learning centered?*
4. *What steps would need to be taken for our campus to become learning centered in a comprehensive way?*
5. *How might we recast our assessment measures to demonstrate institutional effectiveness within the framework of a focus on learning?*

As the previous chapters indicate quite clearly, there is no general consensus across the CSU Stanislaus campus concerning the answers to these questions. This is hardly surprising considering the abstract nature of the term “learning centered” itself, combined with the fact that these questions were addressed by members of eighteen different work groups, numbering over one hundred faculty, staff, administrators, and students. The term “learning centered,” of course, means different things to different people. Reactions to the use of the term have been mixed, especially among faculty, and have ranged from skepticism to enthusiastic support. To some the term is synonymous with “student centered”; to others the term implies the opposite of “research centered”; yet others dismiss the term as educational jargon. The self-study process itself, however, has initiated excellent thought and discussion that will continue well beyond the publishing of this report and the visit of the WASC team to campus in late 1998.

As the campus embarked on this self-study process in 1996, two strategic planning processes began simultaneously. On the system-wide level CSU initiated the “Cornerstones” project to identify core goals and values and make recommendations. On our campus a strategic planning process was initiated by a new president and facilitated by the new senior administrators—a provost /vice president for Academic Affairs, 3 academic deans, and 3 new vice presidents—all appointed since 1994 (and thus ending several years of “interim administration” described earlier in this report).

The Strategic Planning Commission, comprised of many of the WASC Steering Committee members and other University leaders, began a process that culminated in a new mission statement, a list of values, goals, and fifty-seven items on a “strategic agenda.” Emphasizing a clear agenda with a focus on academic progress, the strategic plan identified the development of a master academic plan as its next essential step. Currently under development, the Master Academic Plan will identify curricular and programmatic priorities, determine new programs to be developed during the next five years, recognize points of curricular excellence, and guide budgetary design, enrollment management, assessment, student services, fundraising, and other support plans.

The definition of what “learning centered” means for CSU Stanislaus as well as the values implied by that term—questions number one and two above—are reflected in our revised Mission Statement, the Strategic Plan (*Pathways to Opportunity, 1997*), the Master Academic Plan, and the President’s 1997/98 Goals, which express learning-centered values and goals.

These commitments are important forward steps in the process of defining learning centered within the framework of our campus Mission. Specific observations concerning how we may or may not be learning centered, what we need to do to be more learning centered, and how we might assess our programs have been addressed in the previous chapters. The remainder of this chapter summarizes some

of the ways we think we are learning centered, identifies steps that need be taken to achieve a more learning-centered agenda, and suggests ways that we might recast our assessment measures to demonstrate institutional effectiveness.

OUR SELF-STUDY TEMPLATE

As a framework for this summary, we revisit the template that was distributed to the work groups at the beginning of the self-study. That template proposed a definition of learning and a set of principles to guide the inquiry.

“Learning” involves not only the acquisition of basic academic skills and the broad-based knowledge of a liberal education but goes beyond these to include inspiring and enabling students to become autonomous learners, critical thinkers, creative problem-solvers and thoughtful, reflective citizens with a passion for life-long learning.

Within the context of this definition, the work groups were asked to describe and evaluate the WASC Standards focusing on thirteen broad, learning-centered principles. Those nine principles provide not only an excellent set of characteristics for any learning-centered institution but also provide the organizational framework for the summary that follows.

In a learning-centered institution...

...teaching excellence is recognized and rewarded.

Currently at CSU Stanislaus, most departments do not employ a comprehensive approach in defining and assessing “teaching excellence,” relying instead on student evaluation of course effectiveness (the IDEA from Kansas State University). A large majority of the faculty is not satisfied that IDEA is an appropriate instrument for personnel decisions. Consequently, the Academic Senate has approved a resolution that for the 1998-99 academic year, courses will use both the IDEA and the Student Evaluation of Teaching Excellence (SETE) instruments as a methodology for establishing instrument reliability and validity. In the Fall 1999 the faculty will vote on which instrument or instruments to retain.

The Academic Senate has taken another significant step in demonstrating its commitment to a multi-faceted approach to the assessment of teaching effectiveness. In Spring 1998, it approved a resolution that requires academic departments to include approaches other than student evaluations for demonstrating teaching effectiveness. Such approaches may include learning portfolios, interviews with previous students, peer review of teaching, and student learning outcomes.

In addition to the recognition of teaching as the premier criterion in personnel decisions, there are annual awards to recognize teaching excellence. The committee that reviews faculty for the yearly Outstanding Professor Award considers outstanding teaching to be an essential criterion, as do the faculty committees and administrators who review applications for the Performance Salary Increases for faculty.

In a learning-centered institution, the primary emphasis of faculty evaluation should be on excellence in teaching—pedagogical flexibility, professional development, curricular innovation, and cultivation of a creative learning environment—and its effect on the quality of student learning, with service and research as important components for enhancing student and faculty learning. It is clear from this self-study that the relative value of “excellence in teaching” compared to the other two components of faculty review for promotion and tenure—service and research—must be more clearly defined and more comprehensively assessed for each faculty member in each department. One of the most sensible recommendations made earlier in this report (and also suggested in the CSU *Cornerstones* report) is to structure a faculty evaluation system in which faculty members, within the context of the University’s Mission and departmental values for student learning, define their professional priorities through individual contracts with their departments.

As the search for better ways to define teaching excellence and measure teaching/learning effectiveness continues, achieving a broad-based consensus is a major challenge. Dollars must be directed toward the implementation of more learning-centered teaching and assessment strategies. Ongoing assessment of the reward and recognition processes for “teaching excellence” must involve the department chairs, department committees, the deans, the provost, the campus personnel committee, and the Academic Senate. One major step forward is in making assessment processes a central focus of the five-year program reviews. Also, there is a new opportunity to explore various alternative approaches to

defining and rewarding teaching effectiveness with the establishment of the Center for Excellence in Teaching and Learning in Fall 1998.

...a variety of teaching strategies, methods, and activities that enhance student learning are promoted.

While the University has made considerable progress in the last decade in promoting a variety of teaching strategies, methods, and activities that enhance student learning, the administration and faculty are increasing their investment in this area in order to meet a more learning-centered agenda. Recognizing the need for a permanent, centralized, and well-funded faculty support and development center, the University has established a Center for Excellence in Teaching and Learning that will serve as a focal point for expansion, coordination, and ongoing support for the kinds of activities currently sponsored by the Faculty Development Committee, the College and Schools, the departments, the Grants Office, and the CSU Institute for Teaching and Learning. The Strategic Plan identifies such a center as a key priority for the University, and it was endorsed by the Master Academic Planning Committee in early 1998. This new center, under the direction of a faculty coordinator, will lead initiatives to rethink, redefine, and reshape teaching and learning methodology on the campus with particular focus on innovative teaching strategies, the use of educational technology, service learning, and pre- and post-assessment of student learning.

This new Center will build on the excellent leadership of the Faculty Development Committee (FDC), which has been a prime catalyst since its inception in 1990 for enhancing teaching effectiveness. Although the historical focus of the FDC has been on teaching, it has focused recently on the nature of learning. The topic of the FDC's Instructional Institute Day in 1998 was "What does it mean to teach for learning?" and the topic proposed for 1999 is "How do we measure learning?"

The campus is also developing a strategy for funding summer opportunities for faculty as a means to move from a global campus discussion to departmental transformation. For example, a two-week workshop on campus in June 1998 assisted twelve faculty members in using computer technology in the classroom for the enhancement of student learning. (As an extra incentive to faculty and as a means to

ensure that the curricular innovations dependent on computer technology are incorporated into classroom instruction, participants are able to keep the lap-top computers given to them during the training workshop.)

Assessment of the effectiveness of teaching and learning is already in the process of being recast. The Academic Senate is searching for a more appropriate course evaluation instrument that measures a variety of teaching strategies and serves a developmental function. Additionally, the five-year academic review process, already reoriented toward valuing a variety of teaching activities and measuring a variety of student learning outcomes, will be more strictly enforced by the review committees. Finally, surveys on the value and effectiveness of faculty development activities and their effect on student learning will be conducted by the FDC, with the support of the Office of Institutional Research, every three years.

...fundamental learning expectations for all undergraduate, graduate, and credential students are stated and assessed.

Learning expectations for academic majors are stated and assessed in a broad variety of ways and at varying levels of sophistication. Those programs with accreditation, such as Teacher Education, Social Work, Public Administration, and Nursing, follow explicit learning criteria and assessment procedures in accordance with standards of accreditation agencies.

A 1994 inventory of assessment of student learning in academic programs by the Task Force on Academic Assessment indicated that the assessment of student learning had become more formalized with the programmatic responses to the Academic Senate resolution on the effectiveness of instructional programs. However, it was clear that these assessment efforts varied widely, often lacked focus, were not systematic in frequency of administration, and were not clearly linked to institutional decision making. Because of budgetary constraints, the assessment measures in some academic departments were not implemented, although the faculty had clearly stated learning objectives and multiple methodologies for the evaluation of student learning.

Some academic programs have capstone courses or "culminating experiences" that require students to synthesize,

demonstrate, and communicate what they have learned. For example, the Teacher Credential program requires a student-teaching semester and Music requires a public performance. Similar capstone courses are being considered in several other departments.

Fundamental expectations for General Education and many majors are stated in the most general terms and assessed in traditional ways. However, the redesign of General Education currently underway will include a specification of learning outcomes for General Education courses and a description of the assessment protocol for determining the program's effectiveness for student learning.

Writing proficiency expectations across disciplines are monitored by the University Writing Committee; however, other broad academic competencies such as computational literacy, critical thinking, and information literacy are not stated or assessed in a uniform way, and different disciplines place varying emphasis on learning expectations and assessment procedures. Assessment of student competencies and learning outcomes is growing in importance in the CSU and on this campus. The topic is prominent in the CSU *Cornerstones* report, that places the "highest priority" on assessment of student learning. Furthermore, CSU Stanislaus has made an explicit commitment to this area in its Strategic Plan, which says:

Establish a methodology and process for identifying and assessing core competencies, learning objectives, and skills expected of students in General Education, baccalaureate, and post baccalaureate programs. Explore alternative ways to measure and evaluate learning performance. Review and consider changes in the General Education curriculum based on these assessments. Charge academic departments with the responsibility of assessing their students and curricula based on the same set of criteria.
(Teaching and Learning Theme: #9)

In order for the campus to move toward these assessment goals, the academic leadership and the administration initiated a major campus-wide effort. Campus consensus is clear that this can best be done at the department level and requires the cooperation of chairs and faculty working together, supported by funding from the system, the deans and the provost. In Spring 1998 ten Stanislaus faculty

participated in a conference hosted by the CSU on the assessment of student learning in General Education. Campus leaders attended the AAHE summer academy on learning in Summer 1997 (at Snowbird) in which the blueprint for the Master Academic Planning process was developed. During Summer 1998, campus leaders attended the Summer AAHE Academy (at Vail) to develop prototype projects for selected disciplines that would lead to faculty-driven assessment of student learning. As a result, the campus is working toward identifying institutional performance indicators and methods for an institutional assessment plan focused on student learning. In June 1998, Jane Hallonen of Alverno College facilitated a one-week workshop on assessing student learning in upper-division General Education courses for members of the departments of Communications Studies, English, and Psychology. As a follow-up to these activities, the Faculty Development Committee will take the lead in organizing interdisciplinary workshops on campus led by departments that are relatively advanced in development of learning outcomes expectations and assessments.

The most viable vehicle for assessing these commitments is through the five-year academic program review process. As noted in previous chapters, in some cases this process has not been a very thorough evaluation or a useful planning device. However, that will change. The campus assessment plan requires that each department assess for student learning outcomes as a reflection of program effectiveness. One key element needed to improve the five-year review process is administrative support for the recommendation made earlier in this report that a program review coordinator be assigned one year in advance, provided with adequate released time to prepare a plan, given help in preparing that assessment plan from experienced colleagues, and provided direct support from the Institutional Research Office, the Center for Excellence in Teaching and Learning, and possibly from external evaluators.

...admission standards and processes ensure that students enter the University adequately prepared for collegiate work.

A recent faculty survey indicates a concern that some students enter the University without adequate academic preparation. This is an issue for all CSU campuses and is

addressed by policy changes emanating from the CSU Chancellor's Office. By late 1998 the CSU will strictly enforce freshman admission eligibility to the top one-third of California high school graduates. By Fall 1998 all university-bound high school students and upper-division transfer students will be expected to satisfy all English and mathematics entrance standards, and third-year transfer students must have completed all four General Education English and mathematics courses with grades of at least C.

Stanislaus has made substantial efforts to connect with high schools and community colleges so that CSU standards will be understood in advance and students can be better prepared before they apply for admission. Grade inflation at the high school and junior college levels has been of particular concern. Fortunately, the impact of grade inflation at secondary schools has been somewhat decreased by the new freshman admission requirements that include satisfactory completion of a college preparatory program of fifteen one-year courses, regardless of overall GPA. Furthermore, current campus outreach activities, and mathematics and language arts tutorial efforts in some local K-12 schools are already underway to enhance the preparedness of students for collegiate work.

...high standards for student academic achievement are established and maintained.

At CSU Stanislaus, nine programs hold national accreditation, one program achieved accreditation in June 1998, and two are in final stages of candidacy with accreditation decisions pending. Using such external accreditation reviews, the University demonstrates its high standards in these programs. However, there is general consensus across the CSU that academic standards need to be enforced more stringently.

Some departments require minimal scores on standardized tests as exit requirements and thus provide a national benchmark for student quality. The credential program, for example, requires the CBEST (a California test of basic skills), and subject matter preparation for entry into Teacher Education programs administer tests of subject matter competency as exit requirements. The Chemistry and Nursing departments use nationally standardized exams as an exit evaluation for many of their courses. Other departments (Spanish, for example) are considering using standardized exit exams.

In order to establish and monitor high standards in academic writing the University established a campus-wide writing proficiency (WP) program in 1992. All students are required to pass a Writing Proficiency Screening Test and, subsequently, to take a WP course. The WP courses are reviewed by the University Writing Committee, which has recommended earlier in this report that the campus more aggressively monitor the criteria for WP courses and ensure that all students entering those courses have passed the WPST.

Maintaining higher academic standards is a lively and sensitive topic on this campus and across the CSU. The CSU system has implemented subject matter competency tests in certain areas to ensure uniformly higher standards, and there is ongoing discussion as well of the phenomenon of grade inflation. Proposals for standardized tests, of course, have serious ramifications for academic freedom and are highly controversial; however, the general consensus at Stanislaus, which has one of the highest GPA rates in the CSU, is that there needs to be a systematic evaluation—starting at the departmental level—of grading standards.

...the faculty responds to the different learning needs of its highly diverse student body.

While committed to maintaining high academic standards, the University considers the diversity of social, ethnic, and economic backgrounds of its students to be central to its mission and a source of considerable pride. CSU Stanislaus has students from an increasingly wide range of cultural, ethnic, and language groups as well as students of all ages and experiences and increasing numbers of students with disabilities. Several programs are designed to recruit, retain, and promote advancement of individuals from diverse backgrounds, such as the Summer Bridge, the Reentry Program, the First-Year Experience, the Faculty Mentor Program, the Senior Scholars Program, and the Teacher Diversity Program.

The Educational Opportunity Program and Student Support Services provide first generation and educationally, environmentally, or economically disadvantaged students with academic advising, financial aid, career planning, developmental workshops, counseling, and peer advising. Disabled Student Services arranges individualized support

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services for approximately two hundred disabled students, and assesses students for learning disabilities.

In addition to the many services targeted to recruit and retain under-represented students, some of the general support programs are New Student Orientation, Academic Advisement, Career Services, and Student Counseling. The campus Learning (Tutorial) Center provides valued tutorial support for over one thousand students seeking help in mathematics, English, and many other subjects, but also provides valuable learning experiences for the many students working there as tutors.

Multiculturalism has been a major theme on campus for over a decade. Most departments have developed or are developing "multicultural courses," and, through General Education, all students are required to complete at least three units of study that address multicultural, ethnic studies, gender, or non-western cultural issues. Numerous extra-curricular programs and activities focus on multiculturalism, and the University hosts events in celebration of diversity through the Associated Students organization, and special guest lectures and programs. In the surveys conducted for this report, students and faculty rated CSU Stanislaus high in its commitment to diversity.

...library and computer services contribute to the teaching/learning mission of the University.

The University Library and the Office of Information Technology (OIT) coordinate their activities through linkages at all levels of both organizations. Both are crucial to the success of a learning-centered institution, and the commitment to these areas is clear in the Strategic Plan: "Assure on-going development of library resources and access to emerging information and instructional technologies in support of the learning priorities of the University community" (Goal 6).

The Library faculty and staff have placed a priority on providing a high level of personalized service. That priority has been reflected in the consistently superior ratings of Library personnel in surveys of both students and faculty. However, overall ratings of the sufficiency of resources in the Library have declined, reflecting a number of factors, such as inflation and reduced funding for purchasing during a period of growth of students and programs.

The Library is viewed as a learning resource with the commitment to serve the scholarly and academic needs of students and faculty. Besides the traditional definition of the library as related to collections and reference assistance, the librarians, as scholarly faculty, remain active in their disciplines and have provided leadership in recent initiatives related to curricular infusion of information competencies. Moreover, the vision of the Library as the central academic unit for the campus regional initiatives always responds to the learning needs of students. This is evident in the design of the Library Access Center for the new Multi-campus Regional Center in Stockton, the Merced Higher Education Center, and the remote sites for the campus distance learning programs. Another example is the initiative taken by the librarians to support graduate students more formally and with greater involvement in the preparation of graduate theses.

The campus view of the centrality of the Library to its learning-centered focus has merged with the increasing dependence on information technology as a learning resource. Thus, the Office of Information Technology was established in 1992 as part of Academic Affairs with an organizational structure designed to reflect the increasingly vital academic support services provided by OIT. OIT provides a vast array of services to the entire campus community, maintaining faculty and staff computers, the central web browser, the faculty network ("facnet"), the student computer labs, student electronic mail accounts, the Instructional Media Center, and the Distance Learning Center. All these areas, essential to the academic community, have grown dramatically in the past decade, yet the growth in staffing and budgeting for OIT has not kept pace. The University continues to struggle with the budgetary requirements of instructional technology in light of its central role in supporting and facilitating every aspect of teaching, learning, and communication on the campus. As pointed out in earlier sections, some faculty still do not have adequate hardware, software, or training to carry out their mission, and incompatibility of systems remains a problem. To address these and other problems, the Information Technology Plan, seen as an integral part of the academic support services and an extension of library services, is a top priority of the Master Academic Plan. The Information Technology Plan, which is highly learning-focused, calls for

- 1) more coordination between the instructional technology consultant and the instructional units;
- 2) more training for faculty in the use of instructional technology;
- 3) new funding for periodic upgrade of faculty computers;
- 4) the establishment (in the Library) of a computer laboratory dedicated to teaching and learning "information competence," and
- 5) increased funding for more on-line library data bases.

...extra-curricular and co-curricular activities reinforce the teaching/learning mission of the University.

As part of an ambitious agenda to create a more learning-centered community, Student Affairs has proposed a number of steps for the near future, centering on a Master Plan for Student Life that includes establishing an Academic Wing in the Residential Village in Fall 1998. Another activity planned to support and enhance the learning experience of students living in the Village is forming communities of learners by means of "theme wings" with faculty residents or associates who will host study nights and social gatherings and help organize programs presented by faculty, guests, and student actors, musicians, and poets.

The University Student Union, which already sponsors a variety of social and academic support programs, will augment its budget for programs in support of student learning as an integral part of extracurricular activities such as recruiting faculty and students into planning and presenting activities in and around the University Student Union. Long-range plans envision a "College Town Corridor" that will incorporate many elements conducive to a learning-centered campus atmosphere: a bookstore/coffee house, a small theater/lecture hall, a student health center, and a recreation-fitness center.

Attention will be directed to expanding and diversifying freshman orientations, early advisement and guidance, first-term extracurricular programming, and organizing academic interest groups. A "First Year Success Program" will begin in Fall 1999 that envisions the employment of senior student mentors to teach first-year adjunct courses connected to selected lower-division General Education courses taken by freshmen in their first term.

In Fall 1998 the University will open a one-stop student enrollment service center, which is unique in the CSU system. At this center, students will be able to conduct all enrollment transactions dealing with admissions, registration, academic records, financial aid, and student accounts. To complement this center, an "entrance to exit career service center" has been proposed that would integrate service learning, cooperative education, career counseling, and job placement.

Starting Fall 1998 Student Affairs and Academic Affairs will take the lead in forming a Total Quality Management team to improve the process of first-time admission, advisement, and registration procedures. A three-year cycle of assessment and program review, already put into place, will assure continued evaluation of services in response to student needs. In order to accomplish this, the Office of Institutional Research must provide support in not only the collection of data but also its analysis and evaluation.

...faculty and student scholarship, research, and creative activity are encouraged, supported, and recognized.

Over the last decade, the quantity and quality of research, scholarship and creative activities at CSU Stanislaus has increased significantly. Overall, there has been a continuing increase since 1990 in the volume of grant proposals submitted and awarded. The record of the creative output and achievement of the faculty reflects constant research activities, with nearly 30% of the full-time faculty participating in grant scholarship to date—an impressive record, considering that Stanislaus is primarily a teaching, rather than a research, institution.

As a result of increased focus on student research in the past few years, there has been greater student participation in the CSU Student Research Conference, more student participation in collaborative faculty research projects, more students selected as pre-doctoral scholars, and an increase in the number of student presentations at professional conferences. These initiatives reflect the University's belief that involvement in research helps students to understand that knowledge is not a goal to be achieved but an ongoing process of learning within a community of peers. Indeed, building such connections between faculty and student research helps define a learning-centered university and underscores the crucial role of scholarship on a university campus.

Clear yet flexible definitions of research, scholarship, and creative activities are now required in departmental elaborations for tenure and promotion decisions and in recruitment policies. This represents a major step forward in the campus commitment to define research within the context of our teaching and learning mission. Because student and faculty research is recognized as an integral part of professorship, the University is working toward a plan that allocates more funds for scholarship and places more departmental control over monetary rewards and faculty workloads. Furthermore, as the University has been successful in securing extramural funding, both the Office of Grants and Sponsored Programs, and Development and University Relations have concentrated on establishing partnerships with private and government entities to develop student and faculty research opportunities.

A study from the Task Force on Research, Scholarship, and Creative Activity has led the campus discussion concerning the definition, role, and support for research, and has recommended the establishment of a University Research Policy Committee. That committee (expected to be approved by the Academic Senate in Fall 1998) will review institutional policies regarding research, including the role of research in hiring and promotion, the extent and kinds of research being done, and changes needed to enhance institutional support for research. To complement the policy-making activities of the research committee, the Faculty Development Committee will sponsor workshops and other activities related to professional development in general, both in pedagogy (as it has done for the past eight years) and now, more aggressively, with regard to research, scholarship, and creative activities. The goal of the Faculty Development Committee and the new Center for Excellence in Teaching and Learning remains to support the concept of a teacher-scholar for whom teaching and research are intertwined.

Moreover, the University will carry out its commitments to research, scholarship, and creative activities as they appear in the mission statement and in the Strategic Plan (Theme 1, #15 and #16), which calls for (1) a budget plan that increases financial support for faculty scholarship, (2) greater support for faculty seeking public funding sources, (3) expanded support for student research, and (4) assessment of the University's support for these efforts. A comprehensive plan for research will be submitted to the Master Academic Plan Commission in late 1998.

Assessment of issues related to faculty and student research will be one of the principal responsibilities of the proposed Committee on Research Policy. That committee will have to work closely with the Office of Grants and Sponsored Programs, which is housed within Academic Affairs and has faculty and student development at the core of its institutional accountability. Success in these endeavors will require coordination among these two units, the Office of Institutional Research, the Academic Senate, the University Educational Policies Committee, the Graduate Council, the Faculty Development Committee, the Faculty Affairs Committee, and the University Retention, Promotion, and Tenure Committee, each of which plays an important role in the encouragement, support, and recognition of faculty and student scholarship.

...the University climate encourages the free exchange of ideas and harmonious, collegial relations.

Creating a better learning environment is a central goal expressed in the mission statement and in several parts of the "strategic agenda" in the Strategic Plan. Theme 3, #2, for example, calls for the establishment of a presidential commission to recommend ways the University can sustain a positive campus climate; Theme 3, #1, calls for an increased sense of community on campus, and Theme 3, #9 calls for the enhancement of the quality of campus life for students.

The physical environment and facilities of the campus have been improving dramatically over the last decade. Spaces designed for student and faculty interactions outside of the classroom have guided recent construction and outdoor landscaping. The building of the first student residential complex on campus—the Village—has significantly increased the sense of CSU Stanislaus as a community, rather than primarily as a commuter campus. The doubling of the square footage of the Student Union has expanded lounge, play, study, tutoring, and meeting space. The new pergola, lakes, fountains, bridges, and islands have become popular outdoor gathering places for faculty and students and provide a site for summer concerts. An expanded and re-landscaped outdoor amphitheater was completed in Spring 1998, and the new Professional Schools Building (the first new instructional building on campus since 1974) will open for classes in Fall 1998.

In surveys, students give high ratings to the overall physical environment of the campus. On the 1997 Noel-Levitz survey, Stanislaus was rated, overall, above the national norm, with some of the highest scores addressing the physical campus itself (parking and safety, for example) as well as the generally supportive and caring campus personnel and atmosphere.

In terms of the overall working and learning environment, including such topics as support for faculty needs, student activities, academic freedom, and the promotion of collegial relations on campus, surveys informing this report indicate overall positive—but still mixed—perceptions among faculty, staff, and students. Some of the factors that may influence such mixed perceptions may be historical in nature. Influencing the campus culture over the last two decades have been (1) the perception that student and faculty governance have reduced influence within the huge CSU bureaucracy, (2) the perception among some student leaders that they are not full participants in campus policy-making and governance, (3) the experience of a decade of turnover in administrative leadership at Stanislaus, and (4) a major budgetary crisis in the CSU system in the early 1990s.

Academic freedom is, of course, an essential component of a dynamic learning community. The integrity of the learning process requires that the learning community support the free and open exchange of different points of view while encouraging critical evaluation of those views. The University is committed to provide a safe and supportive environment in which learners can express their views, raise objections, pose alternatives, and develop critical arguments in response to the views expressed by others.

The campus continues to seek ways of improving governance structures in which faculty, administration, staff, and students are genuinely engaged in working together for improvement of the University climate. In the words of the 1997-98 Speaker of the Academic Senate, James Klein (writing in the Spring 1998 academic newsletter), in the past there has been a campus culture “that builds walls around departments to protect what we have against a perceived ‘administrative plot’ to do us in.” Klein sees a chance to change the culture of the institution from one of mistrust and protectionism to one of trust and collaboration “in which student learning is preeminent” and the ethos is not one of “them against us” but “we.” He suggests that, to become

learning centered, faculty must become integrally involved in shared decision making at all levels and change assessment practices to ensure that students demonstrate their learning; the University must invest considerable resources into faculty development to establish the best teaching practices.

Considerable progress is being made toward these goals. Fortunately, in the CSU fiscal crisis (1990-93), Stanislaus did not experience the devastating effects that other campuses in the system suffered. The University administration, since the appointment of President Hughes in 1994, is now relatively stable (with only one recent vacancy among the senior campus administrators). And currently there is vigorous faculty leadership, deeply involved in the strategic planning and master academic planning processes. The strategic and academic planning activities promise an era of institutional commitment to increased involvement of both faculty and students in the decision-making process, from policy-making through implementation, assessment, and planning for change.

Cultural change comes slowly, and assessment of cultural change is difficult at best. Progress in these crucial areas requires that faculty and student governance bodies work in closer collaboration with the administration. Assessment will be achieved through surveys conducted by the Academic Senate, by various faculty and campus committees, by the Associated Students, by administrative units such as Student Affairs and Business and Finance, and through surveys mandated by the CSU administered through the Office of Institutional Research. One key component of effective institutional research that is currently weak at Stanislaus is the capability to interpret, analyze, and evaluate the meaning of the data that we collect. This self-study process, among other assessment activities, has clearly demonstrated that there must be a redefinition of the role and responsibilities of the Institutional Research Office so that it can provide this essential analytical capability.

...interactions and partnerships between the University and the surrounding communities reflect mutual support for learning and promote the intellectual, cultural, and artistic enrichment of the region.

One of the core values of the Strategic Plan embraces “the cultivation of campus and off-campus partnerships and

collaborative ventures and the advancement of regional leadership through service to the community.” No fewer than fifteen of the fifty-seven strategic agenda items in the Strategic Plan address bringing the University closer to the region. The most significant of these opportunities is the CSU Stanislaus Multi-Campus Regional Center in Stockton (MCRC), where Stanislaus is forming new partnerships with other CSU campuses, San Joaquin Delta College, and the private University of the Pacific in order to serve the students of Stockton and San Joaquin County.

We are reaching southward also, creating a Merced Higher Education Center and forming partnerships with both the community college and the proposed University of California, Merced campus. Furthermore, through consortia and partnerships, we are working and planning with community colleges and K-12 schools throughout our extensive six-county region. In addition, we are implementing our vision of distance learning at sites other than Stockton, developing a plan for Extended Education, identifying sponsors for funding faculty/student scholarships and research, and building new mutually beneficial collaborations to build facilities or to provide new learning opportunities for students.

University partnerships have been enhanced through our Center for Public Policy Studies, which brings faculty from a number of disciplines together with regional agencies and businesses, and through the efforts of our president and the Vice President for Development and University Relations to involve the community significantly in the planning and the activities of the campus. These efforts have led not only to higher visibility and increased communication between our campus and the community but also to substantially increased donations, including recent funding for a new instructional Music Recital Hall.

Stanislaus has also been building bonds internationally by helping the government of Ethiopia establish a teacher-trainer program, a literacy project, and environmental restoration and energy projects. In the Middle East, the University has signed an agreement to help establish The Arab-American University in Jenin, on the West Bank. The University has also established connections and programs with universities in Venezuela, Thailand, and Korea. These international initiatives are guided by the scholarly opportunities for our students and faculty as well as an extension of our commitment to the enrichment of our region and the diverse population residing in this global community.

As we have embarked on these major initiatives and changes, our campus-wide planning and budget redesign processes have opened up possibilities for curricular change and enhancement throughout the disciplines. Both the strategic planning and the master academic planning processes have led faculty and administrators to envision points of excellence for the curriculum. We are working to create a possible School of Fine and Performing Arts and a new Honors Program, rethinking Liberal Studies and teacher preparation in an initiative that spans the College of Arts, Letters, and Sciences and the School of Education. We are collaborating with the University of the Pacific toward a joint minor in Ethnic Studies as well as coordinated efforts to teach languages, and embarking on serious talks with the agricultural leaders in the community regarding the role of this university in terms of agribusiness and curricula that support the area’s agricultural needs and interests.

...administrative units support the teaching/learning mission of the University.

As reflected throughout this self-study and in the goals and objectives of its strategic and academic plans, the administrative units are committed to the concept of being more learning centered, but the meaning is not yet clear as it applies to administrative units outside of academic affairs. This term has been interpreted in the broadest sense to mean that administration, faculty, and staff continue to evolve to meet the changing needs of a highly diversified population and improve the quality of educational programs, management, and services.

The Physical Plant has made major improvements in the facilities and campus environment. The chronic shortage of office and classroom space, which have so negatively affected the teaching and learning environment during the last two decades, will be significantly alleviated with the opening in 1998 of the 100,000 square-foot Professional Schools Building—with classroom and laboratory space designed for the specific disciplines and pedagogical needs of the applied programs housed there. Nevertheless, there remains a good deal of work to be done in refitting, remodeling, and updating existing classroom facilities, and some academic programs require upgrading of their specialized instructional facilities and equipment.

A significant move toward a more student-centered university was made in 1994 with the creation of a Student Affairs Division to coordinate a broad variety of student support services and conduct ongoing assessment of the many student support services. As described earlier in this chapter, Student Affairs has an ambitious agenda that includes active involvement in enrollment planning and student retention, and a plan for student life.

Through the efforts of the Office of Development and University Relations (established in 1996) there has been an expansion of efforts to seek outside funding for academic programs, research, and support for student learning. Expansion is especially important given the new policy in the CSU that campuses are expected to raise the equivalent of 10% of their operating budget—approximately 4 million dollars in the case of CSU Stanislaus. In an effort to meet these challenges, the University has expanded the scope and activities of the Office of Development and University Relations, and the Office of Grants and Sponsored Programs, and created the Center for Excellence in Teaching and Learning. These units will help further stimulate a learning-centered agenda by seeking more student scholarships and support for graduate assistants, by helping faculty in grant writing, by finding funds for research projects and new academic programs, and by helping to establish partnerships in community service learning programs.

The establishment of an Office of Institutional Research (OIR) in 1992 enhanced the University's ability to provide data for institutional profiles, grants and sponsored programs, and data for the Chancellor's Office. However, as part of its development, this office will be redesigned to provide more analysis and evaluation, not just the gathering of mandated system data, and will establish more direct linkage to academic assessment and planning. Moreover, assessment of how well we achieve the goals and objectives in the Strategic Plan must be centered on the Office of Institutional Research and, in order to spearhead that effort, the OIR will develop an evaluative and analytical function which it does not currently have. Furthermore, the recasting of the five-year academic program review process, proposed in several sections of this self-study, will require enhanced support and guidance from the OIR, such as incorporation of assessment data upon which to base judgments concerning student learning outcomes and program quality.

...institutional policies, personnel practices, and governance structures foster learning among students, staff, and faculty.

The provost, deans, chairs, Academic Senate, Student Affairs, and the Faculty Development Committee, among others, will take the lead in continuing the campus-wide discussion of actions that support our learning-centered agenda—inviting guest speakers to campus, sponsoring workshops, and providing multiple strategies for faculty to learn new techniques and strategies for designing, delivering, and assessing curricula that enhance student learning. Provost Curry, writing in the Spring 1998 academic newsletter, has helped set the tone for continuation of the inquiry into the meaning of “learning centered” by pointing out that the learning theme gives centrality to the entire university community, and “If all elements of the university are to explore ways to promote and reinforce learning, then it is clear that an institutional commitment to faculty and staff development must follow.” Curry states that a learning organization needs to decide what the best indicators of success are, how to measure those indicators, how to assess its performance in relation to those indicators, and how to use this information to adjust its practices on a steady course of improvement. Within this organizational system, Curry suggests some specific questions that the institutional inquiry will have to address:

- a. In what ways can faculty and staff in Academic Affairs work across artificial boundaries with other organizational units to promote a “learning organization”?
- b. Within Academic Affairs, how can departments, programs, centers, and institutes bolster connections on behalf of learning? Perhaps through new interdisciplinary programs, new global orientations, or—looking toward stronger community connections—through service learning programs?
- c. How can we reconfigure our co-curricular activities to complement or reinforce General Education goals?
- d. What array of assessment mechanisms needs to be developed to show us how well our activities are contributing to learning, rather than simply for administrative reporting purposes?

These are some of the questions that must be answered as the various planning processes proceed. The key strategy for addressing that last question—ensuring the appropriate mechanism for assessing our progress—is the implementation of the Campus Assessment Plan. To succeed, that plan will require (1) total involvement and commitment on the part of the faculty governance, staff governance, student governance, and administration; (2) consistency in the leadership of both administrative and faculty groups over a period of years, and (3) linkage of campus plans directly to the budget process.

The multitude of plans and initiatives, as well as the self-study process itself, have opened up important discussion on the campus regarding priorities and curricular needs. The question proposed at the beginning of the self-study process—“In what ways are we truly learning centered?”—is now a fundamental concern throughout the University, from discussions of space allocation to priority-setting decisions regarding instructional equipment and library resources. The emphasis on improving the quality of learning has led to the overwhelming support for a new Faculty Center for Excellence in Teaching and Learning and has pervaded the discussion of General Education reform. The Academic Senate, in its last meeting of the 1997-98 year, reviewed ten broad questions that emanated from the self-study: questions that will serve as the focus of continuing institutional discussion—and action—when the Academic Senate reconvenes in Fall 1998:

1. How will we make operational the commitment to improve the quality of student learning at our University?
2. What is our methodology for identifying and assessing core competencies, learning objectives, and learning outcomes?
3. How will we recast our institutional assessment processes to assess the goals of the Strategic Plan and demonstrate institutional effectiveness within the framework of a focus on learning?

4. What steps will be taken to improve instructional technology for teaching and learning on our campus?
5. How will student services better support the learning needs of students?
6. How will the Master Academic Plan guide budgetary design, enrollment management, assessment, student services, fundraising, and other support plans?
7. How will we ensure that academic priorities are linked to the budgeting process?
8. How will we establish and maintain appropriate linkages and balances between research, scholarship, creative activities and enriched classroom instruction?
9. What steps will be taken to ensure high academic standards (including addressing grade inflation) in all academic disciplines while still ensuring student access and retention?
10. How will we sustain the quality of programs on the Turlock campus and still provide the vital educational services to the region?

As these ten questions imply, and this self-study has indicated, CSU Stanislaus is at a crucial point in its history. We are redefining our goals, our vision of ourselves, and our hopes and plans for present and future students. Our overall success at this juncture depends on effective academic leadership and clear priority-setting for both the Turlock campus and the Stockton Center. We have leaders among administration and faculty with a consistent vision, who can make difficult decisions, fund priorities, and avoid overextending limited human and fiscal resources. At this critical juncture, we challenge ourselves to maintain our vitality and enthusiasm without losing our vision and focus.



EPILOGUE

THE INQUIRY

The faculty, staff, students, and administrators involved in this institutional self-study began and ended our process with questions rather than preconceived answers. Using a thematic approach to institutional improvement, we chose to deviate from the traditional WASC compliance study. We did so in the spirit of greater accountability, as well as to enhance the usefulness of the investment of the University's time and resources in the self-study process. CSU Stanislaus and WASC agreed that the hallmarks of a quality institution have been established for decades through WASC's accreditation and re-accreditation processes. Consequently, we designed a thematic self-study intended to be analytical, reflective, and future-oriented. While we looked back and examined our progress since our last accreditation visit in 1990, we also looked forward, focusing on the future of CSU Stanislaus.

With much-appreciated guidance from WASC directors, we chose to conduct an inquiry—an assessment of CSU Stanislaus as a “learning-centered institution.” The Steering Committee designed a template containing five questions and thirteen guidelines to focus the inquiry. Those questions—highly multidimensional, sometimes confusing, and sometimes psychometrically ambiguous—were designed to lead us, ultimately, to a consensus on the degree to which we are committed to building a learning-centered university.

The phases of our inquiry have been much like a research study:

1. **We postulated research questions**, with the overarching question being that of CSU Stanislaus as a learning-centered university. Not “student-centered.” Not “teaching-centered.”
2. **We reviewed the related literature** to broaden and challenge traditional thinking about our mission as a teaching institution. We sent teams to learning and assessment conferences, workshops, and seminars.
3. **We devised a method for campus discussion** of the research questions related to a learning-centered institution. As described in the Introduction, we used traditional self-assessment structures: leadership of a steering committee, heterogeneous self-study work groups (working within the framework of the nine WASC standards), involvement of governance groups, departmental input, advisory boards, administrative and faculty reviews, and provided full disclosure of all written drafts through the campus web page. Moreover, we sought broad-based involvement, while initiating discussions across campus about the meaning of the term “learning centered.”
4. **We collected data** to inform our assertions. Assessment activities ranged from focus groups and departmental reviews to the use of specially devised questionnaires to system-wide and nationally standardized surveys.
5. **We interpreted the data.** As would be expected on a campus accustomed to open debate and diverse opinions, multiple perspectives abound in interpreting the meaning and the implications of the data.
6. **We summarized the results.** Over a period of nearly two years, many drafts were prepared, reviewed, and revised. Some groups focused successfully on learning while others struggled to understand and apply the learning-centered concept to their areas of responsibility.
7. **We drew some preliminary conclusions** based on initial inquiry questions and the thirteen guidelines in the template. They are summarized in the final, integrative chapter.
8. Finally, **we have begun to plan future actions**, knowing that now the real work begins.

TOWARD A DEFINITION OF A LEARNING-CENTERED UNIVERSITY

CSU Stanislaus has embarked on a journey toward re-defining itself as a learning-centered university. Building on a campus culture of commitment to students and a pride in having defined itself as a teaching institution, Stanislaus has maintained a staunch epistemological view that quality teaching is the preeminent requirement for student learning. The campus community has been working toward a change in the fundamental ways in which we educate students: operating the University with students' academic achievements as the "outcomes." However, our approach is a hybrid in which teaching and learning are inextricably intertwined.

"Learning-centered" is not synonymous with "student-centered." Most of the faculty and administrators reject the metaphor of "student as customer." In an academic enterprise devoted to education in which high academic standards must be maintained, the relationship between teacher and student—i.e., teaching and learning—is not synonymous with "serving the client." (And certainly not implying that "The client is always right.")

"Learning centered," as Provost Curry wrote in the Spring 1998 Newsletter, is integrative, and "gives centrality to the entire university community." With a core value of learning, we seek to create a systems approach to change that is interconnected and integrated at all levels—a system that follows a cycle from initial assessment through prioritizing, budgeting, planning, implementation, and back again to reassessment, as in the illustration below.



ORGANIZATIONAL AND FISCAL SUPPORT

Inevitably, organizational and financial constraints will occur as the campus moves more systematically toward a learning-centered university. At the core of the initiative is Academic Affairs, with its faculty as the requisite leaders in transforming the curriculum, pedagogy, assessment, and student support structures. The faculty leadership is supported by administrators in Academic Affairs who, collectively, are strong advocates for this conceptual shift and who are already working toward its implementation.

Student Affairs, the structural unit responsible for academic student support functions, co-curricular activities, and student life, has also begun to act more aggressively in support of student learning as the core measure of its success. Although many of the functions associated with registration, advising, financial aid, and special programs in the past have elected a more traditional focus on providing and measuring the effectiveness of its services to students, the administration in Student Affairs has begun to design structures to move beyond traditional student service functions and embrace a genuine commitment to a learning-centered co-curricular student environment. It is fully understood that a highly cooperative relationship between Academic and Student Affairs is imperative to achieve change.

The role of the functional areas of development and fiscal affairs in the creation of a learning-centered university is not as easily defined or understood; nevertheless, the administrative leadership is clearly supportive of the commitment to the academic priorities of a learning-centered institution. Decisions concerning priority areas for fund-raising are now more directly related to the University's academic mission. The paradigm shift to a learning-centered university in areas such as fiscal policies, space usage, and staffing assignments is also challenging in terms of what that means and how it might change their roles; however, the leadership in those areas is sincerely committed to change.

The structural challenges are not insurmountable. CSU Stanislaus is fortunate that the President's vocal and passionate insistence upon academic excellence and inter-division cooperation provides the necessary leadership for

transcending organizational boundaries and fiscal competition. The President's Cabinet, comprised of the leadership of the four vice presidential divisions, offers a viable, integrated, organizational framework through which unified commitment, complementary actions, and effective appraisal of outcomes can be implemented across all organizational divisions. To recognize and reward administrative personnel who demonstrate the ability to integrate our learning-centered goals with the policies and actions of other areas, the President has recently added a section to the MPP performance evaluation that assesses "cross-functional performance."

Although recent experience has demonstrated that state financial crises or other bureaucratic impediments can delay implementation or thwart the achievement of desired goals, CSU Stanislaus has begun its journey during a time of fiscal stability within the state and the CSU system. Furthermore, the Chancellor's Office, through its *Cornerstones* strategic planning initiative, has manifested an aggressive commitment to the implementation and assessment of learning outcomes and other learning-centered strategies (such as community service learning and global education) and is providing funding initiatives for the campuses. CSU Stanislaus, through its strategic planning processes at all levels and the President's published goals, has manifested its commitment to learning-centered values. Thus, it is anticipated that funds supporting the learning-centered university will derive not only from traditional sources—general fund allocations from the legislature, CSU system initiatives, externally-funded grants, and fund-raising campaigns—but in addition, funds reallocated through the budget redesign in academic affairs and the Master Academic Plan for the implementation of enhanced learning and assessment.

ASSESSMENT OF LEARNING OUTCOMES

An analysis of our campus assessment processes over the last decade indicates that the campus has engaged in increasing assessment of many institutional goals and is now more systematic in terms of collection of data. More important, assessment data are increasingly linked to institutional decision making. The campus has worked

conscientiously to increase the sophistication of its institutional assessment and planning processes; however, infrastructure to support the evaluation of learning outcomes in the baccalaureate, credential, and graduate programs is not adequately developed and not yet integrated into the campus-wide academic agenda.

The next step is to continue providing opportunities for more faculty to develop skills related to methods and measures of assessment of student learning. We recognize that the measurement of learning is complex and multi-dimensional and requires sufficient time for establishing priorities and making valid judgments about learning student outcomes.

Investment in faculty development is an essential strategy for moving the campus forward. We need institutional benchmarks of the core knowledge, skills, and values that we expect of our graduates. Faculty will need models for devising clear learning outcome statements in their syllabi, models for the design and administration of a variety of assessment instruments, and the ability to analyze and evaluate the results. To accomplish this, we are committing increasing resources to help faculty succeed—and to recognize and reward their efforts. We are equally committed to the realization that the responsibility for implementation of a learning outcomes approach must be vested with the faculty—and not presented as an unfunded government mandate.

RESULTS OF OUR LEARNING-CENTERED INQUIRY

While CSU Stanislaus has not experienced the "paradigm shift to learning" as comprehensively as described in the national literature, it is clear that we are in the first stage of metamorphosis, but the transformation is not yet complete. The University is working toward sharpening its focus and creating organizational climate and structures for placing student learning at its core. The faculty leadership has been particularly skillful in navigating through the process of change: respecting the traditions and culture of Stanislaus while creating a new mission statement, a list of academic goals and values, a campus strategic plan and, ultimately, a Master Academic Plan. We are also entering the final

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stages of redesigning the budget, general education, the honors program, and the liberal studies program—all influenced by the continuing discussion of what learning-centered means in terms of concrete commitments.

Thus, we are now moving from the assessment and planning phases into the decision-making, budgeting, and

implementation phases—the action phases. President Hughes has stated that her single goal for 1998/99 is to integrate the Institutional Self-Study, Cornerstones, and other system priorities, and the California State University, Stanislaus Master Academic Plan into the implementation of the University's Strategic Plan.

**PRESIDENT'S GOAL
1998-99**

Integrate the Institutional Self-Study, Cornerstones, and other California State University System priorities, and the California State University, Stanislaus Master Academic Plan (MAP) into the implementation of the University's Strategic Plan.

STRATEGIC DIRECTIONS CSU Stanislaus

Self-Study

MAP

Strategic Plan

Cornerstones



Assessment

Process and outcomes assessment will become the norm

Interrelationships of the Strategic Plan



NOTE TO THE WASC EVALUATION TEAM

Nearly three years ago when we decided to adopt WASC's "integrated model," combining the WASC standards with a thematic inquiry, we knew that this new approach would require a change in the role of the visiting team. We welcome the members of the visiting team to join us as colleagues in an assessment of this inquiry, helping us to evaluate our processes, our goals, our plans, and our progress, and perhaps offering some suggested strategies for success.

Just as our self-study process itself began and ended with a set of questions, we submit the following questions that might help guide our colleagues on the site-visit team:

1. Are we asking the right (i.e., hard and honest) questions?
2. Are our preliminary answers to these questions clear and honest?
3. Is our strategic direction clear and comprehensive?
4. Are our commitments sustainable?
5. Are our plans and recommendations consistent with the data and our campus mission?
6. Have we identified the appropriate assessment processes to determine if our academic programs result in high academic achievement?
7. Are our institutional research and assessment capabilities adequate to achieve our stated goals related to student learning?
8. Are we moving in the right direction in terms of linking the review of curricular, co- curricular, and non-curricular programs with institutional benchmarks for student learning so that we have systemic articulation of standards across programs?
9. How can we engage students more fully in this campus initiative?
10. What obstacles should we anticipate as we embark on the student learning approach?
11. What is a realistic timeline to achieve this transformation of our campus?

