

# Review under WSCUC Standards and Compliance with Federal Requirements Worksheet

## Purpose of the Worksheet

This worksheet is designed to assist planning groups preparing for a WASC Senior College and University Commission (WSCUC) review to undertake a preliminary, systematic institutional self-analysis under the WSCUC Standards by identifying strengths and areas of good practice as well as areas that may need attention. Institutions will also use this worksheet to identify, and insert references to, key supporting documentation to support its judgments. Teams will follow these references to verify the completeness of the information. After being used to stimulate discussion and to help focus the review, the completed worksheet will then be submitted with the self-study for evaluation as evidence for Component 2 of the Institutional Report at the time of the Offsite Review, with follow up as needed at the time of the Accreditation Visit. The submission of this **worksheet with the institution's self-study** helps to validate that the institution has been reviewed under all Standards and relevant Criteria for Review.

## The WSCUC Standards, CFRs, and Guidelines

The WSCUC Standards guide institutions in self-review, provide a framework for institutional submissions, and serve as the basis for judgments by evaluation teams and the Commission. Each Standard is set forth in broad holistic terms that are applicable to all institutions. Under each of the four Standards are two or more major categories that make the application of the Standard more specific. Under each of these categories are Criteria for Review (CFRs), which identify and define specific applications of the Standard. Guidelines, provided for some but not all CFRs, identify typical or common forms or methods for demonstrating performance related to the CFR; institutions, however, may provide alternative demonstrations of compliance. This worksheet contains all the CFRs and Guidelines from the 2013 *Handbook of Accreditation*. **An "X" in the cell indicates a cross-reference to other CFRs that touch on related issues.**

## Using this Worksheet

The worksheet is used during the early stages of planning for the Institutional Report and may be revisited later when preparing for further reviews. For each CFR, institutions are asked to give themselves a rating indicating how well they are doing, to identify the importance of addressing the CFR as an aspect of the review, and to provide comments as appropriate, about their self-assessment. Key areas may thereby be identified where more evidence is needed or more development required. Institutions may have members of the planning group complete the worksheet individually with responses reviewed by the group as a whole. Or an institution may divide the worksheet by Standards with different groups completing each standard. Use these or other approaches to complete the worksheet.

Once the institution has completed this self-review process, priorities that are identified using this form should be integrated with the institution's **context, goals, and** planning in the development of its report. Summary questions are provided in the worksheet as a means of assisting institutions in determining areas of greatest concern or areas of good practice to be addressed or highlighted in institutional reports. Please include the summary sheets with the submission of this worksheet.

## Compliance with Federal Requirements

In addition to the Review, there are four forms that team members will complete during the Accreditation Visit and attach to their team report in order to ensure that the institution is in compliance with the cited federal requirements. The institution is expected to provide the links to the **needed information in anticipation of the team's** review at the time of the visit.

## Review under WSCUC Standards

<p><b>Provide the institution's consensus rating for columns 3 and 4; add comments as appropriate in column 5.</b> For un-shaded cells in Column 6, delete text and provide links or references to evidence in support of findings. Column 7 is for staff and teams to verify documentation and for teams to comments on evidence.</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;"><u>Self-Review Rating</u></td> <td style="border: none;"><u>Importance to address at this time</u></td> </tr> <tr> <td style="border: none;">1= We do this well; area of strength for us</td> <td style="border: none;">A= High priority</td> </tr> <tr> <td style="border: none;">2= Aspects of this need our attention</td> <td style="border: none;">B= Medium priority</td> </tr> <tr> <td style="border: none;">3= This item needs significant development</td> <td style="border: none;">C= Lower priority</td> </tr> <tr> <td style="border: none;">0= Does not apply</td> <td style="border: none;">0= Does not apply</td> </tr> </table>	<u>Self-Review Rating</u>	<u>Importance to address at this time</u>	1= We do this well; area of strength for us	A= High priority	2= Aspects of this need our attention	B= Medium priority	3= This item needs significant development	C= Lower priority	0= Does not apply	0= Does not apply	<p style="text-align: center;">Institutional Information</p> <p>Institution: <u>California State University, Stanislaus</u></p> <p>Type of Review:</p> <p style="margin-left: 20px;"> <input checked="" type="radio"/> Comprehensive for Reaffirmation  <input checked="" type="radio"/> Initial Accreditation  <input checked="" type="radio"/> Other _____         </p> <p>Date of Submission: ____/____/____  <div style="text-align: center; margin-left: 100px;">Mo      Day      Year</div> </p> <p>Institutional Contact: Shawna Young, AVPAA and ALO</p>
<u>Self-Review Rating</u>	<u>Importance to address at this time</u>										
1= We do this well; area of strength for us	A= High priority										
2= Aspects of this need our attention	B= Medium priority										
3= This item needs significant development	C= Lower priority										
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Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives <i>The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.</i>						
Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Institutional Purposes						
<b>1.1 The institution's formally approved statements</b> of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.	The institution has a published mission statement that clearly describes its purposes. <b>The institution's</b> purposes fall within recognized academic areas and/or disciplines.	1	C	Recently updated through a comprehensive university-wide consultative process as part of the development of the <b>University's new Strategic Plan 2017-2025</b> , approved November 28, 2017.	Mission, Vision, Values in new <a href="#">Strategic Plan 2017-2025</a>	

<p>1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning. X 2.4, 2.6, 2.10, 4.2</p>		2	A	<p>Well-established GE Goals, Baccalaureate Learning Goals, Graduate Learning Goals, Program Learning Outcomes, and Academic Program Review processes and practices in place. The University is making data more accessible through institutional dashboards and training stakeholders how to use those tools, developing its GE assessment plan, developing through Core Competencies Faculty Learning Communities resources to provide additional strategies for assessing competencies at or near graduation, and by increasing the opportunities to disseminate and discuss data related to student learning, and closing the loop by using those data to inform decisions.</p>	<p>Evaluated during comprehensive review</p>	
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Integrity and Transparency						
<p>1.3 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing.</p> <p>X 3.2, 3.10</p>	<p>The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.</p>	1	C	<p>Well-established practice and reaffirmed in the 2015 Statement on Professional Ethics.</p>	<p>Academic freedom is addressed within <b>the University's</b> <a href="#">Statement on Professional Ethics</a>.</p>	

<p>1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices. X 2.2a, 3.1</p>	<p>The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Diversity Policy.</p>	<p>2</p>	<p>A</p>	<p>Several steps have been taken to increase responsiveness to issues of diversity and <b>inclusion: President's Commission on Diversity and Inclusion</b> established 2016, charged with development of the Diversity and Inclusion Action Plan and implementation – DRAFT plan currently being refined based on initial feedback, prior to review for approval; Statement on Diversity, Equity, Inclusion, and Social Justice approved 2017; establishment of the new Diversity Center 2017; campus climate surveys (employees and students) were administered 2018, and results are currently being analyzed and disseminated/discussed to inform additional responsiveness; appropriate <a href="#">faculty, staff, and management</a> recruitment policies and procedures well-established and practiced, with increased diversity in employees (see essay 1). The University will offer increased diversity training opportunities.</p>	<p>Evaluated during comprehensive review.</p>	
<p>1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. X 3.6 – 3.10</p>	<p>The institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution.</p>	<p>1</p>	<p>C</p>	<p>Well-established GE Goals, Baccalaureate Learning Goals, Graduate Learning Goals, Program Learning Outcomes, and comprehensive and rigorous curricular review and approval policies and procedures to ensure integrity.</p>	<p>Evaluated during comprehensive review.</p>	

<p>1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid. X 2.12</p>	<p>The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its <b>transcripts. The institution's policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed.</b></p>	1	C	<p>Information is clearly displayed on the website and accessible at all times, including: online catalog; GE Learning Goals, Baccalaureate Learning Goals, Graduate Learning Goals, and Program Learning Outcomes; 2- and 4-year roadmaps; Student Handbook with student conduct and grievance policies and other policies and procedures; disability accommodations appeal and grievance policy and procedures information; discrimination, harassment, retaliation, sexual misconduct, dating and domestic violence, and stalking complaint policy and procedures information; tuition, fees, and costs associated with attendance clearly and accurately conveyed on the website, with specific course fees clearly conveyed in the course schedule.</p>	<p>Evaluated during comprehensive review.</p> <p>Truthful representation and complaint policies evaluated during comprehensive review.</p>	
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<p>1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its <b>performance in these areas. The institution's</b> finances are regularly audited by qualified independent auditors. X 3.4, 3.6. 3.7</p>		1	C	<p>Student Handbook online outlines student conduct and grievances policies and procedures; Faculty Affairs, Human Resources, and Business and Finance regularly inform employees of policies and procedures; the University is regularly audited, and has been lauded as one of the top five audit performers in the CSU system.</p>	Audits submitted with Annual Report.	
<p>1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.</p>		1	C	<p>The CPR and EER in 2008-2010 resulted in honest disclosure of the state of the institution, with full reaffirmation of accreditation coinciding with two Special Visits. The University has responded proactively and substantively to the Commission Recommendations, and has undergone a comprehensive and transparent process to identify and articulate the <b>institution's progress in its self-study</b> process for this reaffirmation of accreditation. All substantive change policies have been adhered to, with timely and appropriate communication and notifications to the Commission facilitated by the Accreditation Office within the Office of the Provost.</p>	<p>Evaluated during comprehensive review through Component 1: <i>Introduction.</i></p> <p>Commitments to integrity with respect to WSCUC policies are demonstrated in prior interactions with WSCUC.</p>	

## Synthesis/Reflections on Standard One

1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?
  - The University's new **Strategic Plan 2017-2025** was a comprehensive and consultative process that resulted in a revitalized and shared Mission, Vision, and Values statements, and Goals, Objectives, and Strategies to advance and support those statements. More than just the strategic plan product, the process itself engaged the university community in self-reflection and fostered collaboration and trust.
  - Diversity and inclusion is an important issue that has emerged within the University community. Several steps have been taken to increase responsiveness to issues of diversity and inclusion with the establishment of PCDI, the **Diversity Center**, the **DRAFT Diversity and Inclusion Action Plan currently under review and revision**, the **University's new Statement on Diversity, Equity, Inclusion, and Social Justice**; and the administration of the climate surveys (that address issues of diversity and inclusion), the results of which are currently being analyzed in preparation for dissemination and discussion. The University continues to increase its responsiveness to issues of diversity and inclusion as it analyzes, disseminates, and discusses results of the recent climate surveys, and continues its work to refine, review, and approve its DRAFT Diversity and Inclusion Action Plan.
  - The University has well-established GE goals, Baccalaureate Learning Goals, Graduate Learning Goals, Program Learning Outcomes, and Academic Program Review (APR) policies and procedures in place for assessing student learning and being implemented. During a period after the last EER, under a previous administration when the University was focused on trust restoration and institutional climate, there was some decrease in focus on closing the loop in a timely fashion in program reviews, lack of a clear meaningful connection between program-level review and institutional-level review, and some decrease in emphasis on broadly disseminating and discussing data to inform decision-making.
  - The University is making data more accessible with the development of institutional dashboards (making data extraction timely and dynamic) and enrollment management systems such as Induced Course Load Matrix and course demand analysis. These new innovative tools have been designed by SPEMI and IR for use by programs and the institution to increase effectiveness; and now the University is undertaking the training and professional development necessary to effectively integrate and utilize those new tools.
2. **Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process**, what are institutional strengths under this Standard?
  - The University has a revitalized strategic plan with updated mission, vision, values, goals, and an implementation plan that includes strategies for monitoring and reporting progress transparently.
  - The University has a well-established Academic Program Review process in place that has been maintained, now with revitalized timely and meaningful closing of the loop, with **clear connections between the program's assessment findings, its implementation plan, and corresponding resource decisions supported** at the dean and provost levels.
  - Institutional data capacity has been increased by SPEMI and IR, with the development of institutional dashboards and enrollment management systems such as Induced Course Load Matrix and course demand analysis.
3. Looking again at the overall **quality and effectiveness of the institution's data gathering and systems**, **what are** areas to be addressed or improved under this Standard?
  - New innovative tools have been designed by SPEMI and IR for use by programs and the institution to increase effectiveness; and now the University is undertaking the training and professional development necessary to effectively integrate and utilize those new tools.
  - The University continues to increase its responsiveness to issues of diversity and inclusion as it analyzes, disseminates, and discusses results of the recent climate surveys, and continues its work to refine, review, and approve its DRAFT Diversity and Inclusion Action Plan, as well as increase diversity training.

Standard 2: Achieving Educational Objectives Through Core Functions						
<i>The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.</i>						
Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Teaching and Learning						
<p><b>2.1 The institution’s educational programs are</b> appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.</p> <p>X 3.1</p>	<p>The content, length, and standards of <b>the institution’s academic programs</b> conform to recognized disciplinary or professional standards and are subject to peer review.</p>	1	B	<p>Academic programs undergo a comprehensive governance review and approval processes to ensure content and rigor are commensurate with disciplinary expectations, and to ensure compliance with relevant CSU and University policies. On track with full compliance with <a href="#">EO 1071 – Revised</a> per APR schedule and by the 2024 deadline, ensuring accurate degree naming and upholding meaning of degree. Distance education programs deliver education equivalent in quality compared to traditional programs. The University has a tenure density of 60.4%, providing students with an essential mix of faculty researchers and practitioners who collectively provide a rich curriculum delivery. The University continues on an ongoing basis to cultivate a temporary faculty pool from which to draw to deliver the number of courses needed to meet student demand.</p>	<p>Evaluated during comprehensive review, documented in <b>“Credit Hour and Program Length Checklist”</b>.</p>	

<p>2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees. X 3.1 – 3.3, 4.3, 4.4</p>		1	C	<p>Admissions requirements are clearly articulated for freshmen, transfer, and graduate admissions. GE Goals, Baccalaureate Learning Goals, Graduate Learning Goals, and Program Learning Outcomes are clearly articulated and aligned, creating coherence and meaning of the degrees. Essay <b>3 articulates the University's</b> processes for ensuring quality and integrity of degrees, including: faculty commitment to high quality instruction; accurate naming and reporting of degrees, concentrations, and minors; comprehensive evaluation and degree clearance process; and upholding requirements while removing barriers.</p>	<p>Admissions Requirements: <a href="#">Freshmen Transfer</a> Graduate <a href="#">University Program</a></p> <p>Meaning of Degree defined by <a href="#">GE Learning Goals</a>, <a href="#">Baccalaureate Learning Goals</a>, <a href="#">Graduate Learning Goals</a>, and <a href="#">Program Learning Outcomes</a></p> <p>Processes ensuring quality and integrity of degrees (see essay 3): faculty-developed <a href="#">policies and procedures</a> for academic program and course proposals, <a href="#">Principles of Assessment of Student Learning</a>, <a href="#">Principles, Criteria, and Procedures for Retention, Promotion, and Tenure Review</a> policy, <a href="#">Retention, Promotion and Tenure Departmental Criteria</a> for the evaluation of tenure-line faculty,</p>	
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					<p>and <a href="#">Evaluation Policy and Procedures for Temporary Faculty</a>; Accurate Naming and Reporting of Degrees, Concentrations, and Minors through compliance with <a href="#">EO 1071-Revised</a> timeline indicated in <a href="#">Coded Memo ASA-2017-02</a></p>	
<p>2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major). X 3.1 – 3.3</p>	<p>The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).</p>	<p>2</p>	<p>A</p>	<p>DRAFT GE assessment plan is under governance review; Core Competencies Faculty Learning Communities have been developing resources for program-embedded assessment of core competencies at or near, graduation; alignment of Core Competencies to Program Learning Outcomes (PLOs) to GE Learning Goals, to Baccalaureate Learning Goals reflects the articulation and assessment of these learning outcomes.</p>	<p>DRAFT GE Assessment Plan (appendix 3.1)  <a href="#">Core Competencies Faculty Learning Communities Work Plan</a>  Crosswalk: Baccalaureate Learning Goals, GE Goals, Program Learning Outcomes, and Core Competencies Alignment (essay 3, table 2)</p>	

<p><b>2.2b The institution's graduate programs establish</b> clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. <b>Graduate programs foster students' active</b> engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program. X 3.1 – 3.3</p>	<p>Institutions offering graduate-level programs employ, at least, one full-time faculty member for each graduate degree program offered and have a preponderance of the faculty holding the relevant terminal degree in the discipline. Institutions demonstrate that there is a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students.</p>	<p>1</p>	<p>B</p>	<p>Admissions requirements: Graduate School requires a <b>bachelor's degree and a 2.5</b> GPA in the last 60 units of coursework; individual programs have additional specific requirements</p> <p>Graduate Learning Goals distinguish the <b>University's</b> expectations for graduate students from undergraduate students. The Graduate Education Assessment Plan was approved 2018 and is being implemented, with first-year results to be reported fall 2018.</p> <p>Graduate Culture: The core of the graduate experience exists within the 16 academic programs, where the faculty have cultivated rigorous, supportive, and scholarly program culture reflective of their respective disciplines. In addition to the advising, academic support, mentoring, and professional development opportunities provided by faculty in the academic programs, the Center for Excellence in Graduate Education (CEGE) offers a variety of academic support programs and other programs that enrich the graduate culture.</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i> and Component 4: <i>Educational Quality</i>.</p>	
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				<p>The Graduate Education Action Plan was approved 2018, with first-year results reported.</p>		
<p><b>2.3 The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and Standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.</b> X 3.5</p>	<p>The institution is responsible for ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resourced, well developed, and subject to appropriate oversight.</p>	<p>1</p>	<p>C</p>	<p>Course learning outcomes are articulated in course syllabi; PLOs are clearly presented on the program and University website; GE, Baccalaureate, and Graduate Learning Goals are clearly stated.</p> <p>2-Year and 4-Year Roadmaps, and My Academic Pathway (MAP) Tools, including STAN Planner, STAN Degree Progress, and STAN Scheduler, in conjunction with GE and major advising provide the tools necessary to align requirements with degree completion.</p> <p>The University Library provides necessary resources, and renovation is providing additional study space.</p> <p>Use of technology for MAP tools and in upgraded classrooms is enhancing the student learning and advisement experience.</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs.</i></p>	

<p><b>2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.</b> X 4.3 – 4.4</p>	<p>Student learning outcomes are reflected in course syllabi.</p>	<p>1</p>	<p>B</p>	<p>Well-established GE Goals, Baccalaureate Learning Goals, Graduate Learning Goals, Program Learning Outcomes, and Academic Program Review processes and assessment practices are in place and practiced. The University is making data more accessible through institutional dashboards and training stakeholders how to use those tools, developing its GE assessment plan, developing through Core Competencies Faculty Learning Communities resources to provide additional strategies for assessing competencies at or near graduation, and by increasing the opportunities to disseminate and discuss data related to student learning, and closing the loop by using those data to inform decisions.</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i>, Component 4: <i>Educational Quality</i>, and Component 6: <i>Quality Assurance</i>.</p>	
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<p><b>2.5 The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.</b> X 4.4</p>		1	B	<p>Multiple Measures are used to determine student placement into general education written communication and mathematics/quantitative reasoning courses.</p> <p>GE Goals, Baccalaureate Learning Goals, and Program Learning Outcomes communicate expected student outcomes.</p> <p>The Writing Proficiency Screening Test ensures students are prepared to take the upper division Writing Proficiency course required for graduation; support is provided for students who do not pass the exam in preparation for a re-take.</p> <p>Supplemental instruction and academic tutoring are available to provide additional support where needed.</p>	<p>Evaluated during comprehensive review.</p>	
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<p>2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work. X 4.3 – 4.4</p>	<p>The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.</p>	<p>1</p>	<p>B</p>	<p>Well-established Annual Report and Academic Program Review policies and procedures are in place and being maintained for the assessment of student learning in academic programs. Infrastructure includes: Faculty conducting their course-level assessments; program faculty responsible for Annual Reports and Academic Program Review; College Assessment Faculty Learning Communities (FLCs) responsible for college-level assessment; Faculty Fellow for Assessment, facilitating the work of the College Assessment FLCs and facilitating university-level assessment; Core Competencies FLCs developing resources for assessment of core competencies at or near graduation. Assessment Specialist facilitating all these processes, and serving as a resource to all faculty.</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i>, Component 4: <i>Educational Quality</i>, and Component 6: <i>Quality Assurance</i>.</p>	
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<p>2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of <b>the program's learning outcomes; retention and graduation rates;</b> and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations. X 4.1, 4.6</p>		1	B	<p>The Academic Program Review (APR) process builds in annual reports that reflect annual assessment of Program Learning Outcomes and reflect other meaningful program-level analyses that inform pedagogical, curricular, and programmatic resource decisions.</p> <p>Academic programs with specialized accreditation undergo their respective required accreditation review process, and use those requirements as substitution for regular Annual Report and Academic Program Review processes.</p> <p>Co-curricular programs utilize Council for the Advancement of Standards in Higher Education (CAS) for their regular program assessment.</p> <p>Support units under Support Unit Review (SUR). Centers and Institutes under regular review.</p>	<p><a href="#">APR policies and procedures.</a></p> <p><a href="#">Annual Reporting</a></p> <p>Examples of <b>Academic Programs'</b> Use of APR Findings (IEEI, appendix 2.1)</p> <p><a href="#">Specialized Accreditation</a></p> <p><a href="#">Council for the Advancement of Standards in Higher Education</a></p> <p><a href="#">CAS Executive Summaries</a></p> <p><a href="#">Support Unit Review</a></p> <p><a href="#">SUR Executive Summaries</a></p> <p><a href="#">Centers &amp; Institutes Review</a></p>	
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Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Scholarship and Creative Activity						
<p>2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination <b>appropriate to the institution's purposes and character.</b></p> <p>X 3.2</p>	<p>Where appropriate, the institution includes in its policies for faculty promotion and tenure the recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.</p>	1	C	<p>Student expectations are clearly stated through Program Learning Outcomes and Institutional Learning Goals</p> <p>Tenure Track faculty evaluation guided by Retention, Promotion, and Tenure Policy and Department Elaborations/Criteria.</p> <p>Temporary faculty evaluation guided by Evaluation Policy &amp; Procedures for Temporary Faculty</p> <p>Examples of how the institution values and promotes Research, Scholarship, and Creative Activity (RSCA), curricular and instructional innovation, and dissemination: Author recognition event; compendium; sponsored program activity summaries; faculty recognition awards; RSCA grants; sabbatical awards</p>	<p><a href="#">Program Learning Outcomes</a></p> <p><a href="#">Institutional Learning Goals</a></p> <p><a href="#">Retention, Promotion, and Tenure Elaborations/Criteria</a></p> <p><a href="#">Evaluation Policy &amp; Procedures for Temporary Faculty</a></p> <p><a href="#">Author Recognition Event</a></p> <p><a href="#">RSCA Compendium</a></p> <p><a href="#">Sponsored Program Activity (Grants and Contracts)</a></p> <p><a href="#">Faculty Recognition Awards, RSCA grants, and sabbatical awards</a> facilitated by the Leaves and Awards Committee, which recommends awardees to the Provost</p> <p><a href="#">SERSCA Program</a></p>	

			<p>Support for RSCA: Student Engagement in Research, Scholarship, and Creative Activity (SERSCA) program support; RSCA grants; sabbatical awards; policies/procedures/compliance; human subjects research resources; Animal Care and Use Program; drone operation; the Collaborative Institutional Training (CITI) Program for training in human subjects research, animal subjects research, and responsible conduct of research.</p>	<p><a href="#">RSCA Grants for faculty</a></p> <p><a href="#">Sabbatical awards for faculty</a></p> <p><a href="#">RSCA-related policies</a></p> <p><a href="#">Human Subjects Research and the UIRB</a></p> <p><a href="#">Animal Care and Use Program</a></p> <p><a href="#">Drone operation</a></p> <p><a href="#">Collaborative Institutional Training (CITI) Program</a></p>	
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<p>2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service. X 3.2</p>		<p>1</p>	<p>C</p>	<p>Department Elaborations/Criteria articulate connections as appropriate to the respective disciplines; faculty recognition awards recognize linkage; support and promotion through RSCA Grants and sabbatical awards for faculty, and the Student Engagement in Research, Scholarship, and Creative Activity (SERSCA) Program for students.</p>	<p><a href="#">Retention, Promotion, and Tenure Elaborations/Criteria</a>  <a href="#">Faculty Recognition Awards</a>  <a href="#">RSCA Grants for faculty</a>  <a href="#">Sabbatical awards for faculty</a>  <a href="#">SERSCA Program for students</a></p>	
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Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Student Learning and Success						
<p>2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely <b>fashion, given the institution’s mission, the nature of the students it serves, and the kinds of programs it offers.</b> The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.</p>	<p>The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.</p>	2	A	<p>Graduation Initiative (GI) 2025 results from first two years of implementation demonstrate progress in graduation rates and gaps compared to all six baseline GI metrics. GREAT infrastructure includes more than 80 members with a Steering Committee and 10 Workgroups. GREAT is refining analyses to examine disaggregated data by demographics and areas of study.</p>	<p>Included in Annual Report.</p> <p>Also evaluated during comprehensive review in Component 6: <i>Quality Assurance</i>.</p>	
<p>2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic <b>programs, and designed to support all students’</b> personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.</p> <p>X 4.3 – 4.5</p>		1	B	<p>The University comprehensively supports students <a href="#">from application through graduation, and beyond</a> (see essay 5). The University has a well-established and maintained co-curricular assessment system using the Council for the Advancement of Standards in Higher Education.</p>	<p>Evaluated during comprehensive review.</p>	

<p>2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements. X 1.6</p>	<p>Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.</p>	<p>1</p>	<p>A</p>	<p>Admissions requirements are clearly articulated for freshmen, transfer, and graduate admissions.</p> <p>Degree requirements are accessible and accurately identified in the online catalog.</p> <p>2-Year and 4-Year Roadmaps, and My Academic Pathway (MAP) Tools, including STAN Planner, STAN Degree Progress, and STAN Scheduler, in conjunction with GE and major advising provide the tools necessary to align requirements with degree completion.</p> <p>Tuition, fees, and costs associated with attendance clearly and accurately conveyed on the website, with specific course fees clearly conveyed in the course schedule.</p>	<p>Evaluated during comprehensive review; documented in <b>"Marketing and Recruitment Review" Checklist.</b></p>	
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<p>2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers. X 3.1</p>		1	A	<p>The University comprehensively supports students <a href="#">from application through graduation, and beyond</a> (see essay 5), both at the Turlock and the Stockton campuses (see Stockton Center Strategic Plan and Support Unit Review in appendix 5.1).</p>	<p>Evaluated during comprehensive review.</p>	
<p>2.14 Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process. X 1.6</p>	<p>Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.</p>	1	A	<p>Transfer Welcome Program; ASSIST Database; Associate Degrees for Transfer Database; 2-Year Roadmaps; California Promise; <a href="#">partnerships with regional community colleges</a> (including the recent formal MOU with Delta College) intended to strengthen and make more seamless the transfer process</p>	<p>Evaluated during comprehensive review through Component 5: <i>Student Success</i>. Also documented in <b>"Transfer Credit Policy Checklist."</b></p>	

## Synthesis/Reflections on Standard Two

1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?
  - Expectations of students are clearly stated, with comprehensive resources in place to support students from application through graduation, and beyond.
  - The Meaning, Quality, and Integrity of degrees are ensured through well-established comprehensive curricular review and approval processes; faculty-developed policies for ensuring high quality teaching; accurate naming and reporting of degrees; a comprehensive evaluation and degree clearance process; and upholding requirements while removing barriers.
  - Program-level review policies and procedures are well-established, with academic program review and co-curricular review well-maintained. There was a period, when the institution was deeply engaged in restoring trust and institutional climate, of hiatus in Support Unit Review and Centers & Institutes 5-year review; however those processes have been reestablished. And while there was a period of several years where closing-the-loop in Academic Program Review was not timely and there was not clear connections to institutional-level assessment, that has been addressed with the addition of assessment infrastructure (Faculty Fellow for Assessment, and the College Assessment FLCs), and timely and meaningful loop-closing for Academic Program Reviews has been reestablished with recent examples of clear connections between the APR program implementation plan and support from administration in resource decisions.
  - Expectations of faculty are clearly stated in university policies and elaborated through academic department criteria, with infrastructure to support, promote, and recognize faculty in teaching, research, scholarship, creative activity, and service.
  - Steps toward improved institutional-level assessment and use of data to inform decision-making is well underway. SPEMI and IR have developed innovative tools to improve data extraction and analysis – and the institution is undergoing necessary training and professional development to integrate those tools into regular program review processes. A DRAFT GE assessment plan is under governance review. The Core Competencies FLCs are well underway in developing, sharing, and supporting faculty in the integration of core competencies across the curriculum and with resources for the assessment of core competencies at or near graduation. The Graduate Education Assessment Plan was approved and results of first-year implementation will be shared fall 2018. The Strategic Plan Implementation Plan for the new University Strategic Plan 2017-2015 includes strategies and methods for monitoring and communicating progress on the strategic plan, which informs Division Priorities and resource decisions. The institution is increasing and expanding opportunities, such as the fall Data-Sharing and Assessment Showcase Event Series, for intentional data dissemination and discussion to inform decisions.
2. **Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review** process, what are institutional strengths under this Standard?
  - Expectations of students are clearly stated, with comprehensive resources in place to support students from application through graduation, and beyond. Admissions requirements are clearly articulated for freshmen, transfer, and graduate admissions. GE Goals, Baccalaureate Learning Goals, Graduate Learning Goals, and Program Learning Outcomes are clearly articulated and aligned, creating coherence and meaning of the degrees. Tuition, fees, and other costs are clearly stated. 2-Year and 4-Year Roadmaps, and My Academic Pathway (MAP) Tools, including STAN Planner, STAN Degree Progress, and STAN Scheduler, in conjunction with GE and major advising, provide the tools necessary to align requirements with degree completion. The Student Handbook, with student conduct and grievance policies and other policies and procedures, is posted online.
  - The Meaning, Quality, and Integrity of degrees are ensured through well-established comprehensive curricular review and approval processes; faculty-developed policies for ensuring high quality teaching; accurate naming and reporting of degrees; a comprehensive evaluation and degree clearance process; and upholding requirements while removing barriers.
  - Well-established program-level review processes are in place.
  - Expectations of faculty are clearly stated in university policies and elaborated through academic department criteria, with infrastructure to support, promote, and recognize faculty in teaching, research, scholarship, creative activity, and service.

3. **Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are** areas to be addressed or improved under this Standard?
- Steps toward institutional-level assessment and use of data to inform decision-making is well underway. SPEMI and IR have developed innovative tools to improve data extraction and analysis – and the institution is undergoing necessary training and professional development to integrate those tools into regular program review processes. A DRAFT GE assessment plan is under governance review. The Core Competencies FLCs are well underway in developing, sharing, and supporting faculty in the integration of core competencies across the curriculum and with resources for the assessment of core competencies at or near graduation. The Graduate Education Assessment Plan was approved and results of first-year implementation will be shared fall 2018. The Strategic Plan Implementation Plan for the new University Strategic Plan 2017-2025 includes strategies and methods for monitoring and communicating progress on the strategic plan, which informs Division Priorities and resource decisions. The institution is increasing and expanding opportunities, such as the fall Data-Sharing and Assessment Showcase Event Series, for intentional data dissemination and discussion to inform decisions.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability <i>The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.</i>						
Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Faculty and Staff						
3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity <b>and to achieve the institution's educational objectives</b> , establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered. X 2.1, 2.2b	The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.	1	B	Stanislaus State has a tenure density of 60.4%, with a strong complement of tenured/tenure-track and lecturer faculty. The University provides students with an essential mix of faculty researchers and practitioners who collectively provide a rich experience for the students. Departments continue to cultivate a temporary faculty pool to complement the tenure-track faculty lines approved through the request process within Academic Affairs. Staff requests within Divisions are supported in alignment with division priorities and needs. As described in essay 1, the workforce of the University has become increasingly diverse and more reflective of its service region.	Evaluated during comprehensive review.	

<p>3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning. X 1.7, 4.3, 4.4</p>		<p>1</p>	<p>C</p>	<p>Recruitment policies/procedures for faculty.</p> <p>Evaluation policies/procedures of tenure-track faculty and temporary faculty.</p> <p>Recruitment policies/procedures for staff.</p> <p>Evaluation policies/procedures for staff.</p> <p>Recruitment policies/procedures for managers.</p> <p>Evaluation policies/procedures for managers.</p>	<p><a href="#">Faculty Recruitment Information</a></p> <p><a href="#">Faculty Retention, Promotion, and Tenure Information</a></p> <p><a href="#">Recruitment and Employment Information</a></p> <p><a href="#">Employee Performance Evaluation Information</a></p> <p><a href="#">Recruitment and Employment Information</a></p> <p><a href="#">Employee Performance Evaluation Information</a></p>	
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<p>3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes. X 2.1, 2.2b, 4.4</p>	<p>The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.</p>	<p>2</p>	<p>A</p>	<p>Staff have access to a variety of professional development opportunities through the array of online trainings available <b>through the University's</b> subscription to Lynda.com and Skillport, the <b>University's learning</b> management system (which is being upgraded to CSU Learn/Sum Total in October 2018). Staff also have the opportunity to participate in the Academic Resources Conference – a collaborative effort of the California State University professional staff, as well as a thriving Staff Council that provides networking opportunities and creates opportunities to recognize the excellence that staff contribute to the University community. Faculty also have access to the online programming provided by Skillport and Lynda.com, as well as access to the Faculty Center for Excellence in</p>	<p>Policies, budgets, or other indicators of faculty development programs.</p> <p><a href="#">Human Resources Training and Development Resources</a></p> <p><a href="#">Academic Resources Conference</a></p> <p><a href="#">Staff Council</a></p>	
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				<p>Teaching and Learning (FCETL), which offers a variety of programming in support of effective pedagogy. Continued efforts to enhance opportunities responsive to needs remains a priority moving forward.</p>	<p><a href="#">Faculty Center for Excellence in Teaching and Learning (FCETL)</a></p>	
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Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Fiscal, Physical, and Information Resources						
<p>3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives. X 1.1, 1.2, 2.10, 4.6, 4.7</p>	<p>The institution has functioned without an operational deficit for at least three years. If the institution has an accumulated deficit, it should provide a detailed explanation and a realistic plan for eliminating it.</p>	1	B	<p>Stanislaus State is positioned for financial stability and sustainability. Since 2012, the University increased its reserves by approximately \$9M, from approximately \$16M to \$25M. This strong footing is a result of several factors contributing to its overall financial picture (see essay 7 and Factors Contributing to Financial Stability and Sustainability). Moving forward, priorities include: connecting budget allocation to the new University Strategic Plan; allowing units to retain their carry-forward to incentivize sound planning and prudent spending; and implementation of a 3-year plan to move ongoing commitments currently funded by one-time dollars to base funding.</p>	<p>Audits submitted with Annual Report.</p> <p>Also evaluated during comprehensive review in Component 7: <i>Sustainability</i>.</p>	

<p>3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the <b>institution's educational objectives and are aligned with student learning outcomes.</b> X 1.2, 2.1, 2.2</p>	<p>The institution provides training and support for faculty members who use technology in instruction. Institutions offering graduate programs have sufficient fiscal, physical, information, and technology resources and structures to sustain these programs and to create and maintain a graduate-level academic culture.</p>	2	A	<p>Limited classroom space presents constraints on the class schedule offerings, with limited laboratory space and equipment presenting particular constraints.</p> <p>Distance education self-review demonstrates quality in delivery of online/televised programs (see appendix 5.2). The Office of Information Technology hosts a <a href="#">Student Services</a> resource site that leads online students to supports in addition to those provided directly by instructors in the academic programs.</p> <p>The University provides Quality Online Learning and Teaching and Quality Matters training for faculty to develop online teaching skills.</p> <p>The University is undergoing Smart Classroom upgrades and the establishment of Technology-Enhanced Active Learning Classrooms.</p> <p>Establishment of a new position – Academic Technology Director.</p> <p>Ongoing efforts to increase equipment and</p>	<p>Evaluated during comprehensive review.</p>	
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				provide training and professional development to effectively integrate resources into teaching.		
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Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Organization Structures and Decision-Making Processes						
3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.		1	B	See essay 1 and Response to Commission Recommendations. Institutional climate, trust, and shared governance have been proactively and substantively addressed.	Evaluated during comprehensive review.	
3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.	The institution establishes clear roles, responsibilities, and lines of authority.	1	B	See essay 1 and Response to Commission Recommendations.	Evaluated during comprehensive review in Component 7: <i>Sustainability</i> .	
3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.		1	C	<b>The President's and the Chief Financial Officer's</b> position descriptions outline key responsibilities. The Campus Organization Chart displays an administrative structure that supports the primary instructional mission of the institution.	Position Descriptions for University President and VP for Business and Finance/Chief Financial Officer. (attachment 1)  <a href="#">Campus Organization Chart</a>	

<p>3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer. X 1.5 – 1.7</p>	<p>The governing body comprises members with the diverse qualifications required to govern an institution of higher learning. It regularly engages in Self-review and training to enhance its effectiveness.</p>	<p>1</p>	<p>C</p>	<p>The 25-member Board of Trustees adopts regulations and policies governing the entire CSU system. Board committees have authority over educational policy, finance, campus planning, and facilities, among other areas.</p>	<p><a href="#">CSU Board of Trustees</a> information, including members, meeting schedule, agendas, and archival information.  Policies and Procedures for Review of Presidents (attachment 2)</p>	
<p><b>3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.</b> X 2.1, 2.4, 2.5, 4.3, 4.4</p>	<p>The institution clearly defines the governance roles, rights, and responsibilities of all categories of full- and part-time faculty.</p>	<p>1</p>	<p>C</p>	<p>The Constitution of the General Faculty clearly outlines roles and responsibilities of faculty. The Academic Senate is the official representative body of the General Faculty. Committees of the Academic Senate and of the General Faculty conduct work as charged by the Constitution. See essay 1 and Response to Commission Recommendations for description of the strong shared governance practice at the University.</p>	<p><a href="#">Faculty Handbook</a>  <a href="#">Constitution of the General Faculty</a>  <a href="#">Academic Senate</a>  <a href="#">Committees of Academic Senate</a>  <a href="#">Committees of General Faculty</a></p>	

## Synthesis/Reflections on Standard Three

1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?
  - Faculty, staff, and administrator recruitment and evaluation policies and procedures are well-established and functioning well, evidenced by an effective workforce with increased diversity.
  - The University has several training and professional development opportunities available to staff, faculty, and administrators, but a continued focus on increasing the opportunities for staff and faculty remain a priority moving forward.
  - The University has strong financial footing, with increased reserves since 2012, due to several factors contributing to the **institution's financial stability and sustainability, such as** increased base funding associated with increased enrollment; increased University Extended Education revenue; increased philanthropic gifts; sustained strong sponsored programs success; and a robust annual budget call process that is inclusive and transparent. Moving forward, priorities include: connecting budget allocation to the new University Strategic Plan; allowing units to retain their carry-forward to incentivize sound planning and prudent spending; and implementation of a 3-year plan to move ongoing commitments currently funded by one-time dollars to base funding.
  - Limited classroom space presents constraints on the class schedule offerings; limited laboratory space and equipment present particular constraints. Increased academic space is proposed in the current Campus Master Plan, with a new classroom building to be located in the southeast area of the Turlock campus.
  - Distance education programs are equivalent in quality to traditional face-to-face programs (see Distance Education Self Review), and Smart Classroom upgrades and the establishment of Technology-Enhanced Active Learning Classrooms are moving forward, with the establishment of a new Academic Technology Director position. However, increased training and professional development and technology support infrastructure remain a focus and priority moving forward to help ensure effective integration of the new technology available to faculty and students.
  - Shared governance is working well as a result of important work that faculty, staff, and administration have collaboratively undertaken since the last reaffirmation of accreditation in 2010. The Constitution of the General Faculty clearly outlines roles and responsibilities of faculty committees of the Academic Senate and of the General Faculty, and administration works with faculty governance to ensure administrative committees appropriately intersect with governance committees and do not supplant them.
2. **Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review** process, what are institutional strengths under this Standard?
  - Faculty, staff, and administrator recruitment and evaluation policies and procedures are well-established and functioning well, evidenced by an effective workforce with increased diversity.
  - The University has strong financial footing, with increased reserves since 2012, due to several factors contributing to the **institution's financial stability and sustainability, such as** increased base funding associated with increased enrollment; increased University Extended Education revenue; increased philanthropic gifts; sustained strong sponsored programs success; and a robust annual budget call process that is inclusive and transparent.
  - Shared governance is working well as a result of important work that faculty, staff, and administration have collaboratively undertaken since the last reaffirmation of accreditation in 2010. The Constitution of the General Faculty clearly outlines roles and responsibilities of faculty committees of the Academic Senate and of the General Faculty, and administration works with faculty governance to ensure administrative committees appropriately intersect with governance committees and do not supplant them.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are areas to be addressed or improved under this Standard?
- Limited classroom space presents constraints on the class schedule offerings, with limited laboratory space and equipment presenting particular constraints. Increased academic space is proposed in the current Campus Master Plan, with a new classroom building to be located in the southeast area of the Turlock campus.
  - Distance education programs are equivalent in quality to traditional face-to-face programs (see Distance Education Self Review), and Smart Classroom upgrades and the establishment of Technology-Enhanced Active Learning Classrooms are moving forward, with the establishment of a new Academic Technology Director position. However, increased training and professional development and technology support infrastructure remain a focus and priority moving forward to help ensure effective integration of the new technology available to faculty and students.
  - The University has several training and professional development opportunities available to staff, faculty, and administrators, but a continued focus on increasing the opportunities for staff and faculty remain a priority moving forward.
  - Building on sound financial practices, priorities moving forward include: connecting budget allocation to the new University Strategic Plan; allowing units to retain their carry-forward to incentivize sound planning and prudent spending; and implementation of a 3-year plan to move ongoing commitments currently funded by one-time dollars to base funding.

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement						
<i>The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.</i>						
Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Quality Assurance Processes						
4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results. X 2.7, 2.10		1	B	Well-established program review processes in place including Academic Program Review, Support Unit Review (with co-curricular programs using Council for the Advancement of Standards in Higher Education), and Centers & Institutes Review. Comprehensive curricular review and approval processes are well established and exercised. Academic programs conduct annual assessment of program learning outcomes (reflected in Annual Reports) and are integrated into the 7-year Academic Program Reviews. APR implementation plans reflect actions/improvements planned as a result of assessment and other	Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i> .	

				findings from program review.		
<p>4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated. X 1.2, 2.10</p>		2	A	<p>The Office of Institutional Research has developed institutional dashboards, making data extraction capacity more timely, dynamic, and accessible. Stakeholder training and professional development is underway, and remains a focus to ensure effective integration and utilization of the new tools in program review processes.</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i>.</p>	

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Institutional Learning and Improvement						
<p>4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.</p> <p>X 2.2 – 2.6</p>	<p>The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.</p>	1	A	<p>The University is committed to program review for academic programs, co-curricular programs, and support units, with established policies and procedures. The institution is fostering an ongoing and enhanced culture of using data to inform decisions, with a focus on the training and professional development of stakeholders in their capacity to effectively utilize institutional dashboards and Induced Course Load Matrix and course demand analysis tools, and to create intentional opportunities for broad dissemination and discussion of data to inform decision-making.</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i>, Component 4: <i>Educational Quality</i>, Component 6: <i>Quality Assurance</i>, and Component 7: <i>Sustainability</i>.</p>	

<p>4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology. X 2.2 – 2.6</p>	<p>Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.</p>	<p>1</p>	<p>B</p>	<p>Well established processes and policies in-place. Academic Program Review with Annual Reports; Core Competencies FLCs; College Assessment FLCs.</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	
<p>4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs. X 2.6, 2.7</p>		<p>1</p>	<p>B</p>	<p>Well established processes and policies in place. Academic Program Review with Annual Reports. Programs with specialized accreditation undergo external review by accrediting agencies. Non-accredited programs have the funded option to include an external reviewer to complement engagement of students, alumni, and employers in their program review process.</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	

<p>4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These <b>processes assess the institution's strategic</b> position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.</p> <p>X 1.1, 1.3</p>		1	A	<p>The new University Strategic Plan 2017-2025 is supported by its Strategic Plan Implementation Plan, which describes the plan for monitoring, reporting, and communicating strategic plan progress, as well as closing the loop for decision-making. Annual progress informs institutional priorities for the subsequent year. Progress, corresponding data, and subsequent priorities will be discussed broadly annually.</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	
<p>4.7. Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.</p>		1	A	<p>With the new Strategic Plan Implementation Plan, with progress reported and priorities identified, budget requests have been and will continue to be connected to strategic priorities, as the University adapts to needs of its students and the region in which it serves. The University is responsive to the city of Stockton, evidenced by the Stockton Center Strategic Plan, and the 2018 MOU with Delta College in Stockton.</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	

### Synthesis/Reflections on Standard Four

1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?

- Well-established program review processes are in place, including Academic Program Review, Support Unit Review (with co-curricular programs using Council for the Advancement of Standards in Higher Education), and Centers & Institutes Review. Program implementation plans reflect actions/improvements planned as a result of assessment and other findings from program reviews.
- The institution is fostering an ongoing and enhanced culture of using data to inform decisions, with a focus on the training and professional development of stakeholders in their capacity to effectively utilize institutional dashboards and Induced Course Load Matrix and course demand analysis tools, and to create intentional opportunities for broad dissemination and discussion of data to inform decision-making at all levels.
- The new University Strategic Plan 2017-2025 is supported by its Strategic Plan Implementation Plan, which describes the plan for monitoring, reporting, and communicating strategic plan progress, as well as closing the loop for decision-making. Annual progress informs institutional priorities, including budget allocations, for the subsequent year. Progress, corresponding data, and subsequent priorities will be discussed broadly annually.

2. Looking overall at the quality and effectiveness **of the institution's data gathering and systems to support the review process, what are institutional** strengths under this Standard?

- Well-established program review processes are in place, including Academic Program Review, Support Unit Review (with co-curricular programs using Council for the Advancement of Standards in Higher Education), and Centers & Institutes Review. Program implementation plans reflect actions/improvements planned as a result of assessment and other findings from program reviews.

3. **Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are** areas to be addressed or improved under this Standard?

- The institution is fostering an ongoing and enhanced culture of using data to inform decisions, with a focus on the training and professional development of stakeholders in their capacity to effectively utilize institutional dashboards and Induced Course Load Matrix and course demand analysis tools, and to create intentional opportunities for broad dissemination and discussion of data to inform decision-making at all levels.
- The new University Strategic Plan 2017-2025 is supported by its Strategic Plan Implementation Plan, which describes the plan for monitoring, reporting, and communicating strategic plan progress, as well as closing the loop for decision-making. Annual progress informs institutional priorities, including budget allocations, for the subsequent year. Progress, corresponding data, and subsequent priorities will be discussed broadly annually.

Summative Questions

1. Who participated in preparing this self-inventory? What approach was used in completing the worksheet?

During the 2016-17 and 2017-18 academic years, the institution underwent an intensive multi-phased, multi-pronged self-study that involved University stakeholders across the Turlock and Stockton campuses including students, faculty, staff, administrators, alumni, as well as community members. The self-study leveraged institutional self-assessments being conducted by three bodies: the Presidential Transition Team (Report), the University Strategic Planning Council (USPC) (SWOT Analysis), and **the University's WASC Steering Committee**.

The WASC Steering Committee, an 18-member body representing faculty, students, staff, and administrators across divisions, conducted the component of the self-study **focused on the institution's** performance on the 39 Criteria for Review (CFRs) in the *Review under WSCUC Standards and Compliance with Federal Requirements Worksheet*. This component **of the institution's self-study** included several stages, at times overlapping, informing the process as it was evolving.

The first stage, occurring fall 2016, involved distributing an initial CFR survey to key stakeholder groups, including student governance, faculty governance, and other leadership bodies well-**positioned to provide insight into the University's performance on the CFRs**. The survey was distributed to 151 individuals; 79 responded.

The second stage occurred throughout the 2016-17 academic year, and involved follow-up discussion sessions with key stakeholder groups regarding the CFR survey results and the *Review under WSCUC Standards and Compliance with Federal Requirements Worksheet*. Members of the Steering Committee met with 25 committees and administrative units and discussed results of the survey, identifying areas of strengths and weaknesses, explored potential explanations for the results, and identified strategies to respond as an institution for improvement.

The third stage took **place during the University's Reaffirmation of Accreditation Launch Event, held February 2017. The Launch Event, which was perceived** by participants as high-energy and engaging, served as a transition point whereby the self-study moved from being a targeted and focused process, to a very visible and broad process. The event had multiple purposes: inform the campus community about the reaffirmation of accreditation process; engage the entire campus community in the reaffirmation process and inspire energy and enthusiasm; and collect additional data to inform the ongoing self-study process. Interactive stations were set up at the event that informed stakeholders about the reaffirmation process, invited their participation in workgroups designed to conduct another stage of the self-study, and included specific questions at each station related to specific standards and CFRs related to the theme of the table. Table themes were designed around each respective workgroup for which volunteers were being solicited, including: Meaning, Quality and Integrity of the Degree; Core Competencies; Student Success; and Quality Assurance, Sustainability and Financials. The responses to the questions at the tables were collected and summarized, and these data were then shared with the respective workgroups at their start-up meetings to help inform the lift-off of their work.

The fourth stage took place from spring 2017 through fall 2017, and involved the efforts of the four workgroups. Each workgroup was charged to gather **evidence related to the institution's** performance on pertinent CFRs, and reported progress and discoveries to the WASC Steering Committee each month during its process. Each workgroup designed its own work plan to accomplish its charge. Membership was diverse and represented multiple institutional perspectives, including faculty, student, staff, and administrators. The work of these groups informed the content of the institutional report.

And finally, during spring 2018, the fifth stage involved two tabling sessions whereby Steering Committee members set up a station located in the central quad of the Turlock campus, where they were staged to engage with university stakeholders, especially students, and ask them targeted follow-up questions based upon what had been discovered during the first four stages. In addition to these tabling sessions, a mini Launch Event was hosted at the Stockton Center campus to ensure Stockton Center stakeholder perspectives were included in the self-study and that the Stockton Center community was engaged in the process.

Early self-study data gathered from the Transition Team and USPC, in addition to other institutional reports including the University's Graduation Initiative 2025: First-Year Results and the **institution's** National Survey of Student Engagement (NSSE) 2017 and Faculty Survey of Student Engagement (FSSE) 2017 reports informed the development of a list of Strengths, Challenges, and Priorities Moving Forward. Through the iterative CFR self-study process that extended through the 2017-18 academic year, the gathered data helped inform responses in the Review under WSCUC Standards and Compliance with Federal Requirements Worksheet, which was reviewed in its final form by the WASC Steering Committee, the Senate Executive Committee, Associated Students, **Inc., the President's Cabinet, the Provost's Advisory Council, and other leadership teams across the University as Cabinet members** distributed within their respective divisions to inform final feedback and input prior to report submission.

## 2. What areas emerged as institutional strengths that could be highlighted in the institutional report?\*

- The University has a revitalized strategic plan with updated Mission, Vision, Goals, and Values and Diversity and Inclusion statements and an implementation plan that includes strategies for monitoring and reporting progress transparently. (CFRs 1.1, 1.4, 1.5, 2.2, 3.4, 4.3, 4.4, 4.6, 4.7)
- Well-established program review processes are in place, including Academic Program Review, Support Unit Review (with co-curricular programs also using Council for the Advancement of Standards in Higher Education), and Centers and Institutes Review. Program implementation plans reflect actions/improvements planned as a result of assessment and other findings from the self-reviews. (CFRs 1.2, 1.5, 1.7, 2.2, 2.4-2.7, 2.10, 2.11, 3.4, 3.10, 4.1, 4.3-4.6)
  - **The University's well-established Academic Program Review process has been maintained, now with revitalized timely and meaningful loop-closing, with clear connections between the program's assessment findings, its implementation plan, and corresponding resource decisions supported at the dean and provost levels.** (CFRs 1.2, 2.2, 2.4, 2.6, 2.7, 2.10, 3.4, 3.10, 4.1, 4.3-4.6)
- Institutional data capacity has been increased by the new Strategic Planning, Enrollment Management, and Innovation (SPEMI) division and Institutional Research (IR), with the development of institutional dashboards and enrollment management systems, such as Induced Course Load Matrix and course demand analysis. (CFRs 1.2, 2.4, 2.6, 2.7, 2.10, 2.11, 4.1-4.5)
- Expectations of students are clearly stated, and comprehensive resources are in place to support students from application through graduation, and beyond. (CFRs 1.2, 1.6, 2.2-2.4, 2.11-2.14, 3.1)
  - Admissions requirements are clearly articulated for freshmen, transfer, and graduate admissions. (CFRs 1.6, 1.7, 2.2b, 2.12, 2.14)
  - Baccalaureate Learning Goals, Graduate Learning Goals, General Education Goals, and Program Learning Outcomes are clearly articulated and aligned, creating coherence and meaning of the degrees. (CFRs 1.1, 1.2, 1.5, 1.6, 2.2-2.7, 3.10, 4.4)
  - Tuition, fees and other costs are clearly stated. (CFRs 1.6, 1.7)
  - 2-Year and 4-Year Roadmaps and My Academic Pathway (MAP) tools, including STAN Planner, STAN Degree Progress, and STAN Scheduler, in conjunction with GE and major advising, provide the tools necessary to align requirements with degree completion. (CFRs 1.2, 1.6, 1.7, 2.3, 2.12, 2.14, 3.10)
  - The Student Handbook, with student conduct and grievance policies and other policies and procedures, is posted online. (CFRs 1.3, 1.6, 1.7)
- The meaning, quality, and integrity of degrees are ensured through well-established comprehensive curricular review and approval processes; faculty-developed policies for ensuring high quality teaching; accurate naming and reporting of degrees; a comprehensive evaluation and degree clearance process; and upholding requirements while removing barriers. (CFRs 1.2, 1.5-1.8, 2.1-2.5, 3.1, 3.10, 4.1, 4.4, 4.5)
- Expectations of faculty are clearly stated in university policies and elaborated through academic department criteria, with infrastructure to support, promote, and recognize faculty in teaching, research, scholarship, creative activity, and service. (CFRs 1.3, 1.5, 1.7, 2.1, 2.5, 2.8, 2.9, 3.1-3.3, 3.10, 4.4)
- Faculty, staff, and administrator recruitment and evaluation policies and procedures are well-established and functioning well, evidenced by an effective workforce with increased diversity. (CFRs 1.3-1.5, 1.7, 2.1, 2.8, 3.1-3.3)
- The University has strong financial footing, with increased reserves since 2012, due to several factors contributing to the **institution's financial stability and sustainability, such as: increased base funding associated with increased enrollment; increased University Extended Education revenue; increased philanthropic gifts; sustained strong sponsored programs success; and a robust annual budget call process that is inclusive and transparent.** (CFRs 1.7, 3.4, 4.7)
- Shared governance is functioning well as a result of important work that faculty, staff, and administration have collaboratively undertaken since the last reaffirmation of accreditation in 2010. The Constitution of the General Faculty clearly outlines roles and responsibilities of faculty committees of the Academic Senate and of the General Faculty, and administration works with faculty governance to ensure administrative committees appropriately intersect with governance committees and do not supplant them. (CFRs 1.3, 1.7, 2.4, 3.1, 3.6-3.10)

\*Not listed in order of priority.

## 3. What areas were identified as issues or concerns to be addressed before the review?\*

- The University continues to increase its responsiveness to issues of diversity and inclusion as it analyzes, disseminates, and discusses results of the recent employee and student climate surveys and continues its work to refine, review, and approve its DRAFT Diversity and Inclusion Action Plan, as well as increase diversity training. (CFR 1.4)
- Steps toward institutional-level assessment and use of data to inform decision-making are well underway:
  - SPEMI and IR have developed innovative tools, such as institutional dashboards and enrollment management systems, to improve data extraction and analysis, and the institution is undergoing necessary training and professional development to effectively integrate and utilize those tools in program review and institutional-level decision-making processes. (CFRs 1.2, 1.4, 2.4, 2.6, 2.7, 2.10, 4.1-4.6)
  - A DRAFT GE Academic Program Review and corresponding assessment plan is under governance review. (CFRs 1.2, 2.2, 2.2a, 2.4, 2.6, 2.7, 4.1, 4.4-4.6)
  - The Core Competencies Faculty Learning Communities (FLCs) are well underway in developing, sharing, and supporting faculty in the integration of core competencies across the curriculum and with resources for the assessment of core competencies at or near graduation. (CFRs 1.2, 2.2, 2.2a, 2.4, 2.6, 2.7, 4.1, 4.4, 4.5)
  - The Graduate Education Assessment Plan was approved, and results of first-year implementation will be disseminated in 2018-19. (CFRs 1.2, 2.2, 2.2b, 2.4, 2.6, 2.7, 4.1, 4.4-4.6)
  - The current University Strategic Plan 2017-2025 is supported by its Strategic Plan Implementation Plan, which describes the plan for monitoring, reporting, and communicating strategic plan progress, as well as closing the loop for decision-making. Annual progress reports inform institutional priorities, including budget allocations, for the subsequent year. Progress, corresponding data, and subsequent priorities will be discussed broadly on an annual basis. (CFRs 1.2, 1.4, 3.4, 3.6, 4.1, 4.3-4.7)
  - To help foster an ongoing and enhanced culture of using data to inform decisions, the institution is increasing and expanding communication opportunities, such as the Data-Sharing and Assessment Showcase Event Series, for intentional data dissemination and discussion to help inform decisions. (CFRs 1.2, 2.4, 2.6, 2.7, 2.10, 2.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)
- Limited classroom space presents constraints on the class schedule offerings; limited laboratory space and equipment present particular constraints. Increased academic space is proposed in the current Campus Master Plan, with a new classroom building to be located in the southeast area of the Turlock campus. (CFR 3.4)
- With Smart Classroom upgrades and the establishment of new Technology-Enhanced Active Learning Classrooms, as well as an increased number of distance education programs since the **University's last reaffirmation** of accreditation, continued training and professional development infrastructure and opportunities are points of focus moving forward (including establishment of a new Academic Technology Director position) to help ensure effective integration of new technology available to faculty and students. (CFRs 3.3, 3.5)
- The University has several training and professional development opportunities available to staff, faculty, and administrators, but a continued focus on increasing the opportunities for staff and faculty remains a priority moving forward. (CFRs 2.1, 2.8, 3.2, 3.3, 3.5, 4.2)
- Building on sound financial practices, priorities moving forward include: connecting budget allocation to the current University Strategic Plan; allowing units to retain their carry-forward to incentivize sound planning and prudent spending; and implementation of a 3-year plan to move ongoing commitments currently funded by one-time dollars to base funding. (CFRs 1.7, 3.4, 4.7)

\*Not listed in order of priority.

## 4. What are the next steps in preparing for the review?

Broad engagement of the University community continued to be solicited to ensure university-wide input and affirmation of strengths, challenges, and priorities identified through the self-study process, and to ensure input on and affirmation of report content. Open forums, meetings with administrative, academic, and student committees and units were held, and input and feedback from Academic Senate was solicited, with report content affirmed.

## FEDERAL COMPLIANCE FORMS

## OVERVIEW

There are four forms that WSCUC uses to address institutional compliance with some of the federal requirements affecting institutions and accrediting agencies:

- 1 – Credit Hour and Program Length Review Form
- 2 – Marketing and Recruitment Review Form
- 3 – Student Complaints Review Form
- 4 – Transfer Credit Policy Review Form

Teams complete these four forms and add them as appendices to the team report. They are included here in order for the institution to provide the necessary information for the team. Teams are not required to include a narrative about any of these matters in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

## 1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

**Under the federal requirements referenced below, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.**

Credit Hour - §602.24(f)

The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if-

(i) It reviews the institution's-

- (A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and
- (B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

Credit hour is defined by the Department of Education as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WSCUC Senior College and **University Commission's Credit Hour Policy**.

Program Length - §602.16(a)(1)(viii)

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs **are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree**; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

## 1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Under the federal requirements referenced below, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? XYES <input type="checkbox"/> NO
	<p>If so, where is the policy located?</p> <p>The University Credit Hour Policy is posted on three University website locations: 1) the Academic Programs webpage (<a href="https://www.csustan.edu/academic-programs">https://www.csustan.edu/academic-programs</a>), which provides information and resources for curriculum development, review, and approval; 2) the Faculty Handbook webpage (<a href="https://www.csustan.edu/faculty-handbook">https://www.csustan.edu/faculty-handbook</a>), which serves as a guide to academic policy and procedures; and 3) in the Academic Catalog, on the Academic Policies, Procedures, and Standards page.</p> <p>Details and <u>direct links</u> to the Credit Hour Policy are provided below.</p>
	<p>Comments:</p> <p>Academic Programs webpage: The Credit Hour Policy is explained and linked from the Courses (New &amp; Modifications) webpage (<a href="https://www.csustan.edu/academic-programs/course-proposals-curricular-changes/course-proposals">https://www.csustan.edu/academic-programs/course-proposals-curricular-changes/course-proposals</a>).</p> <p>Faculty Handbook webpage: The Credit Hour Policy is listed on the Policies webpage (<a href="https://www.csustan.edu/faculty-handbook/policies">https://www.csustan.edu/faculty-handbook/policies</a>), and linked (<a href="https://www.csustan.edu/sites/default/files/u33601/credithour_policy_13-as-12-uepc.pdf">https://www.csustan.edu/sites/default/files/u33601/credithour_policy_13-as-12-uepc.pdf</a>).</p> <p>Academic Catalog: Academic Policies, Procedures, and Standards page (<a href="http://catalog.csustan.edu/content.php?catoid=22&amp;navoid=1593&amp;hl=%22Academic+Policies%2C+Procedures%2C+and+Standards%22&amp;returnto=search">http://catalog.csustan.edu/content.php?catoid=22&amp;navoid=1593&amp;hl=%22Academic+Policies%2C+Procedures%2C+and+Standards%22&amp;returnto=search</a>)</p>
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? X YES <input type="checkbox"/> NO
	If so, does the institution adhere to this procedure? XYES <input type="checkbox"/> NO
	<p>Comments:</p> <p>A review of credit hour assignments occurs through the <b>University's</b> new and modified course proposal process as well as during 7-year Academic Program Review.</p>

	<p>New and modified course proposals: When new courses are approved by department and college curricula committees, course credit hours assigned are evaluated for appropriateness based on a review of the course description, which includes learning outcomes, textbooks and other resources used, course requirements, and detailed course outlines.</p> <p>Academic Program Review: Application of the Credit Hour Policy is reviewed during the Academic Program Review process, via its Degree Audit step, to ensure that credit hour assignments are accurate, reliable, and appropriate to degree level. Evidence to support credit hour assignments include course syllabi, course learning outcomes, assignment schedules, and class schedules identifying the times that classes meet (if applicable).</p>
Schedule of on-ground courses showing when they meet	<p>Does this schedule show that on-ground courses meet for the prescribed number of hours? X YES <input type="checkbox"/> NO</p> <p>Comments: The schedule is available on the Class Schedule page (<a href="https://www.csustan.edu/class-schedule">https://www.csustan.edu/class-schedule</a>) of the University website.</p>
<p>Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i></p>	<p>How many syllabi were reviewed?</p> <p>Type of courses reviewed: <input type="checkbox"/> online <input type="checkbox"/> hybrid</p> <p>What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral</p> <p>What discipline(s)?</p> <p>Are students doing the amount of work per the prescribed hours to warrant the credit awarded? X YES <input type="checkbox"/> NO</p> <p>Comments: The Academic Programs webpage and the Faculty Handbook page list and link the following related policies:</p> <ul style="list-style-type: none"> <li>Syllabus Requirements (<a href="https://www.csustan.edu/sites/default/files/FacultyHandbook/Publications/Polices/Fac/policysyllabusrequire revise d4-8-14.pdf">https://www.csustan.edu/sites/default/files/FacultyHandbook/Publications/Polices/Fac/policysyllabusrequire revise d4-8-14.pdf</a>)</li> <li>Policy for Online and Technology Mediated Courses and Programs (<a href="https://www.csustan.edu/sites/default/files/FacultyHandbook/Publications/Polices/Fac/OTMPolicyUEPC.pdf">https://www.csustan.edu/sites/default/files/FacultyHandbook/Publications/Polices/Fac/OTMPolicyUEPC.pdf</a>)</li> </ul> <p>The Office of Assessment webpage provides resources for developing a syllabus (<a href="https://www.csustan.edu/office-assessment/assessment-planning/develop-your-syllabus">https://www.csustan.edu/office-assessment/assessment-planning/develop-your-syllabus</a>).</p>
<p>Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i></p>	<p>How many syllabi were reviewed?</p> <p>What kinds of courses?</p> <p>What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral</p> <p>What discipline(s)?</p> <p>Are students doing the amount of work per the prescribed hours to warrant the credit awarded? X YES <input type="checkbox"/> NO</p> <p>Comments:</p>

	<p>Individual Study forms include a required performance contract, which must be reviewed and approved prior to enrollment.  <a href="https://www.csustan.edu/sites/default/files/groups/Enrollment%20Services/documents/revised_individual_study_request_12-7-15.pdf">https://www.csustan.edu/sites/default/files/groups/Enrollment%20Services/documents/revised_individual_study_request_12-7-15.pdf</a>.</p> <p><b>The University's</b> Syllabus Requirements policy applies to all courses that undergo the new and modified course proposal review and approval process, such as internships, labs, and clinical courses.  <a href="https://www.csustan.edu/sites/default/files/FacultyHandbook/Publications/Polices/Fac/policysyllabusrequirevised4-8-14.pdf">https://www.csustan.edu/sites/default/files/FacultyHandbook/Publications/Polices/Fac/policysyllabusrequirevised4-8-14.pdf</a></p>
<p>Sample program information (catalog, website, or other program materials)</p>	<p>How many programs were reviewed?</p>
	<p>What kinds of programs were reviewed?</p>
	<p>What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral</p>
	<p>What discipline(s)?</p>
	<p>Does this material show that the programs offered at the institution are of an acceptable length? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>

## 2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation §602.16(a)(1)(vii), WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: (Enter findings and recommendations in the Comments sections of this table as appropriate.)	
**Federal Requirements	Does the institution follow federal requirements on recruiting students?	X YES <input type="checkbox"/> NO
	Comments: The University does not offer incentive compensation for the recruitment of students.	
Degree completion and cost	Does the institution provide information about the typical length of time to degree?	X YES <input type="checkbox"/> NO
	Does the institution provide information about the overall cost of the degree?	X YES <input type="checkbox"/> NO
	Comments: Information regarding length of time to degree is provided to students through the following: <ul style="list-style-type: none"> <li>2-year and 4-year roadmaps (<a href="https://www.csustan.edu/roadmaps">https://www.csustan.edu/roadmaps</a>) are published on the University website and are used in conjunction with advising sessions.</li> <li>STAN Planner (<a href="https://www.csustan.edu/myacademicpathway/stan-planner">https://www.csustan.edu/myacademicpathway/stan-planner</a>), an interactive course planning tool available to all Stanislaus State students through their myCSUSTAN portal, <b>gives a visual presentation of a student's</b> path to timely degree completion <b>based on the student's</b> corresponding 2-year or 4-year degree roadmap for their selected major.</li> </ul> Information regarding overall cost of the degree is publically available on the University website ( <a href="https://www.csustan.edu/financial-aid-scholarship/financial-aid-basics/cost-attendance">https://www.csustan.edu/financial-aid-scholarship/financial-aid-basics/cost-attendance</a> ) and includes the following information for undergraduate, credential, and graduate students: tuition/fees, books/supplies, room/board, transportation, personal/misc., and other fees as applicable. Information provided is a combination of actual costs for the year (e.g., tuition/fees) plus estimates (e.g., off-campus room/board).	
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable?	X YES <input type="checkbox"/> NO
	Does the institution provide information about the employment of its graduates, as applicable?	X YES <input type="checkbox"/> NO
	Comments: Information about the kinds of jobs for which graduates are qualified is available through the following: <ul style="list-style-type: none"> <li><b>The University's</b> Career and Professional Development Center (<a href="https://www.csustan.edu/career">https://www.csustan.edu/career</a>) is designed to help students across all majors make academic and career decisions, and offers major and career exploration tools.</li> <li>Individual departments/programs provide career/job information to students. Some website examples include:</li> </ul>	

	<p>History (<a href="https://www.csustan.edu/history/history-major">https://www.csustan.edu/history/history-major</a>); Criminal Justice (<a href="https://www.csustan.edu/criminal-justice">https://www.csustan.edu/criminal-justice</a>); Psychology (<a href="https://www.csustan.edu/psychology">https://www.csustan.edu/psychology</a>); Business Administration, Concentration in Computer Information Systems (<a href="https://www.csustan.edu/cba/business-administration/cis">https://www.csustan.edu/cba/business-administration/cis</a>); Geology (<a href="https://www.csustan.edu/geology">https://www.csustan.edu/geology</a>); and School Administration (<a href="https://www.csustan.edu/advanced-studies/school-administration/career-opportunities">https://www.csustan.edu/advanced-studies/school-administration/career-opportunities</a>).</p> <p>Information about employment and salaries of Stanislaus State graduates is available on the Career and Professional Development webpage (<a href="https://www.csustan.edu/career/students-alumni-services/salary-information">https://www.csustan.edu/career/students-alumni-services/salary-information</a>), which has a specific link to the PayScale report for Stanislaus State (<a href="https://www.payscale.com/research/US/School=California_State_University_-_Stanislaus/Salary">https://www.payscale.com/research/US/School=California_State_University_-_Stanislaus/Salary</a>).</p>
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\*\*Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These requirements do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

## 3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation \*§602-16(1)(ix) WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.  
(See also WSCUC Senior College and University Commission's Complaints and Third Party Comment Policy.)

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? <span style="float: right;">X YES <input type="checkbox"/> NO</span>
	Is the policy or procedure easily accessible? If so, where? <span style="float: right;">X YES <input type="checkbox"/> NO</span>
	The applicable policies and procedures are located on the University website (see below for specific links).
	<p>Comments:</p> <p>The University has an Associated Students, Inc. Student Resource Assistant who serves as a liaison for students with faculty and administration. Specific duties of the Student Resource Assistant include:</p> <ul style="list-style-type: none"> <li>• Assist students with grade appeal process</li> <li>• Serve as resource referral agent to students</li> <li>• Act as a liaison between the University and the Associated Students, Inc. pertaining to student rights and regulations</li> <li>• Assist students in the understanding of university policies and procedures</li> <li>• Assist students with the Student Petition for Exception to University-Wide Requirements process</li> </ul> <p>Below are the various University policies and procedures within the category of student complaints.</p> <ul style="list-style-type: none"> <li>• Grade Appeal policy and procedures is in the Academic Catalog on the Grading and Academic Standing page (<a href="http://catalog.csustan.edu/content.php?catoid=22&amp;navoid=1530">http://catalog.csustan.edu/content.php?catoid=22&amp;navoid=1530</a>), as well as in the Student Handbook (<a href="https://www.csustan.edu/judicial-affairs/student-responsibilities">https://www.csustan.edu/judicial-affairs/student-responsibilities</a>).</li> <li>• Accommodation Appeal Process information is located on the Disability Resource Services website (<a href="https://www.csustan.edu/disability-resource-services/policies-procedures-guidelines/accommodation-appeal-review-process">https://www.csustan.edu/disability-resource-services/policies-procedures-guidelines/accommodation-appeal-review-process</a>). Disability Resource Services Grievance Procedure information is located on the Disability Resource Services website (<a href="https://www.csustan.edu/disability-resource-services/policies-procedures-guidelines/drs-grievance-procedure">https://www.csustan.edu/disability-resource-services/policies-procedures-guidelines/drs-grievance-procedure</a>).</li> <li>• Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking complaint policy and procedural information is located on the University website, on the Student Handbook page (<a href="https://www.csustan.edu/judicial-affairs/student-responsibilities">https://www.csustan.edu/judicial-affairs/student-responsibilities</a>) and on the Title IX page (<a href="https://www.csustan.edu/compliance/title-ix">https://www.csustan.edu/compliance/title-ix</a>).</li> <li>• Housing Administrative Policies and Regulations, which includes policy and procedural information regarding issues such as community living standards, conduct, and safety, is located on the Housing and Residential Life website (<a href="https://www.csustan.edu/sites/default/files/groups/Housing%20%26%20Residential%20Life/18-19/18_19.housing.policies.pdf">https://www.csustan.edu/sites/default/files/groups/Housing%20%26%20Residential%20Life/18-19/18_19.housing.policies.pdf</a>).</li> </ul>

Process(es)/ procedure	<p>Does the institution have a procedure for addressing student complaints? <span style="float: right;">X YES <input type="checkbox"/> NO</span></p> <p>If so, please describe briefly</p> <p>Procedures for the various categories of student complaints are identified below.</p> <hr/> <p>If so, does the institution adhere to this procedure? <span style="float: right;">X YES <input type="checkbox"/> NO</span></p>
	<p>Comments:</p> <p>Below are the various University policies and procedures within the category of student complaints.</p> <ul style="list-style-type: none"> <li>• Grade Appeal policy and procedures is in the Academic Catalog on the Grading and Academic Standing page (<a href="http://catalog.csustan.edu/content.php?catoid=22&amp;navoid=1530">http://catalog.csustan.edu/content.php?catoid=22&amp;navoid=1530</a>), as well as in the Student Handbook (<a href="https://www.csustan.edu/judicial-affairs/student-responsibilities">https://www.csustan.edu/judicial-affairs/student-responsibilities</a>).</li> <li>• Accommodation Appeal Process information is located on the Disability Resource Services website (<a href="https://www.csustan.edu/disability-resource-services/policies-procedures-guidelines/accommodation-appeal-review-process">https://www.csustan.edu/disability-resource-services/policies-procedures-guidelines/accommodation-appeal-review-process</a>). Disability Resource Services Grievance Procedure information is located on the Disability Resource Services website (<a href="https://www.csustan.edu/disability-resource-services/policies-procedures-guidelines/drs-grievance-procedure">https://www.csustan.edu/disability-resource-services/policies-procedures-guidelines/drs-grievance-procedure</a>).</li> <li>• Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking complaint policy and procedural information is located on the University website, on the Student Handbook page (<a href="https://www.csustan.edu/judicial-affairs/student-responsibilities">https://www.csustan.edu/judicial-affairs/student-responsibilities</a>) and on the Title IX page (<a href="https://www.csustan.edu/compliance/title-ix">https://www.csustan.edu/compliance/title-ix</a>).</li> <li>• Housing Administrative Policies and Regulations, which includes policy and procedural information regarding issues such as community living standards, conduct, and safety, is located on the Housing and Residential Life website (<a href="https://www.csustan.edu/sites/default/files/groups/Housing%20%26%20Residential%20Life/18-19/18_19.housing.policies.pdf">https://www.csustan.edu/sites/default/files/groups/Housing%20%26%20Residential%20Life/18-19/18_19.housing.policies.pdf</a>).</li> </ul>
Records	<p>Does the institution maintain records of student complaints? <span style="float: right;">X YES <input type="checkbox"/> NO</span></p> <p>If so, where?</p> <ul style="list-style-type: none"> <li>• Grade Appeal hard copy records are securely maintained in the Academic Programs office within the Office of the Provost.</li> <li>• Accommodation Appeal Process records and Disability Resource Services Grievance Procedure records are maintained in Maxient, a cloud-based password-protected database.</li> <li>• Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking complaint records are securely maintained in Maxient, a cloud-based password-protected database, and any hard copies received by complainants are securely maintained in the Office of the Senior Associate Vice President of Human Resources, Equal Opportunity and Compliance.</li> <li>• Housing and Residential Life records pertaining to student complaints are maintained in two databases, StarRez (a password-protected database on the csustan.edu server) and Maxient (a cloud-based password-protected database).</li> </ul>

	<p>Does the institution have an effective way of tracking and monitoring student complaints over time? <span style="float: right;">X YES <input type="checkbox"/> NO</span></p> <p>If so, please describe briefly:</p> <ul style="list-style-type: none"><li>• Grade Appeals are tracked in an internal Academic Programs office database, and reported annually by the Provost and VP for Academic Affairs to the Academic Senate (via the Speaker of the Faculty) and the University President.</li><li>• Accommodation Appeal Process records and Disability Resource Services Grievances records are tracked through Maxient data analytic reports.</li><li>• Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking complaint records are tracked over time through Maxient data analytic reports.</li><li>• Housing and Residential Life complaint records are tracked through StarRez and Maxient analytic reports. Programming, communication, and procedures adaptations are made based on trends tracked over time.</li></ul>
	<p>Comments:</p>

## 4 – TRANSFER CREDIT REVIEW FORM

Under federal requirements\*, WSCUC is required to demonstrate that it monitors the institution's recruiting, transfer, and admissions practices accordingly.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for reviewing and receiving transfer credit? <span style="float: right;">X YES <input type="checkbox"/> NO</span>
	If so, is the policy publicly available? <span style="float: right;">X YES <input type="checkbox"/> NO</span>
	If so, where?  The policy is in the Academic Catalog posted on the University website (see below for specific links).
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? <span style="float: right;">X YES <input type="checkbox"/> NO</span>
	<p>Comments:</p> <p>Stanislaus State has ultimate authority in determining acceptance of transfer credit, but the institution closely adheres to CSU systemwide policies. Such authority is summarized <b>in the University's</b> Academic Catalog (<a href="http://catalog.csustan.edu/content.php?catoid=22&amp;navoid=1613">http://catalog.csustan.edu/content.php?catoid=22&amp;navoid=1613</a>) under section General Admission Procedures and Policies, subheading Transfer Policies of CSU campuses.</p> <p>More specific policies and procedures in the Academic Catalog are referenced on the Course Credit page (<a href="http://catalog.csustan.edu/content.php?catoid=22&amp;navoid=1531&amp;hl=%22course+credit%22&amp;returnto=search#CLEP_GE_Credit_Allowances">http://catalog.csustan.edu/content.php?catoid=22&amp;navoid=1531&amp;hl=%22course+credit%22&amp;returnto=search#CLEP_GE_Credit_Allowances</a> ) under the following sections:</p> <ul style="list-style-type: none"> <li>• College Board Advanced Placement Examination Policy (AP)</li> <li>• College Level Examination Program (CLEP) General Examination Credit Allowances</li> <li>• College Level Examination Program (CLEP) Subject Credit Allowances</li> <li>• International Baccalaureate Credit (IB)</li> <li>• Evaluation of Transfer Credit</li> <li>• Transfer of Credit from a Community College</li> <li>• Credit for Noncollegiate Instruction</li> <li>• Distance Learning Courses</li> <li>• Military Service Credit</li> </ul> <p>In addition, the University has specific course-to-course articulation with California Community Colleges displayed at <a href="http://www.assist.org">www.assist.org</a>.</p>

\*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

(1) Are publicly disclosed in accordance with 668.43(a)(11); and

(2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

**See also WSCUC Senior College and University Commission's Transfer of Credit Policy.**



## **Opportunity and Challenge Profile**

### **Search for the President California State University, Stanislaus Turlock, California**

The Board of Trustees of the California State University system invites nominations and applications for the next President of California State University, Stanislaus.

California State University, Stanislaus (Stanislaus State or Stan State), a public university located in Turlock, California, approximately 90 miles east of the San Francisco Bay Area, was founded in 1957. The university, which is a member of the 23-campus California State University system, enrolls approximately 9,045 students and has a general operating fund base budget of roughly \$97 million. The President will leverage the many strengths of Stan State – including its friendly campus atmosphere, diversity, and breadth of academic programs – and help it further advance its mission as a public university into the 21<sup>st</sup> century.

Located in the heart of California's Central Valley, the campus operates from a 228-acre park-like campus in the city of Turlock, as well as the Stockton Center, an extended campus in the city of Stockton. The university is home to the College of Business Administration; College of the Arts, Humanities, and Social Sciences; College of Education, Kinesiology, and Social Work; and the College of Science. Through its four colleges, Stanislaus State offers more than 100 majors, minors, and areas of concentration, along with 24 master's degree programs, a doctoral program in educational leadership, six graduate certificate programs, and seven school credential programs. The university employs more than 1,000 full-time and part-time faculty and staff.

The current President, Joseph F. Sheley, has announced that he will enter retirement on July 1, 2016. Under President Sheley's leadership, Stanislaus State has grown in size and quality, and has received a number of impressive national rankings, including recent recognition from National Public Radio, which ranked Stanislaus State No. 5 on its list of best institutions for upward mobility; only Harvard, MIT, Stanford, and UC Irvine ranked higher. Building upon these strong foundations, the next President will have an opportunity to bring this vital public institution into a new era of excellence.

Reporting to the Chancellor of the CSU System, the President serves as the chief executive, academic, and administrative officer for the university. As detailed in this profile, the President will address a set of diverse challenges and opportunities, including:

- Lead important conversations that will inform a collaborative vision, focused on teaching and learning at a liberal arts university, for the next phase of Stan State's development and growth;
- Further integrate the needs of the community with the academic mission of the institution;
- Champion the academic enterprise and ensure student success;
- Engage students, faculty, and staff in a meaningful manner; and
- Continue to promote and support diversity and inclusion.

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A list of the desired qualifications and characteristics of the President can be found at the conclusion of this document, which was prepared with the assistance of Isaacson, Miller, a national executive search firm. All confidential applications, inquiries, and nominations should be directed to the parties listed at the conclusion of this document.

**About California State University**

The California State University system spans the state of California and has an annual budget of more than \$5 billion; it is not only the largest four-year university system, but it is also one of the most diverse and affordable university systems in the nation. With 23 campuses, 460,000 students, and 47,000 faculty and staff, CSU is the a leader in high-quality, accessible, student-focused higher education, and trains the majority of California's leaders and policymakers: approximately 64 percent of Californians with master's degrees in public administration studied at the CSU, as well as 35 percent of those with bachelor's degrees. In addition, 49 percent of Californians with bachelor's degrees in city, urban, community, and regional planning studied at the CSU. The CSU system has produced hundreds of thousands of graduates who have had an immeasurable impact in fields such as education, health care, agriculture, government, arts and entertainment, medicine, and non-profit leadership. To learn more about the California State University system, see [www.calstate.edu](http://www.calstate.edu).

**About Stanislaus State**

Stanislaus State College was established in 1957 as the 15<sup>th</sup> campus of the California State University (CSU) system, following a vote by the California state legislature. Classes commenced in September 1960 in temporary quarters at the Stanislaus County Fairgrounds, with a faculty of 15 and fewer than 800 students. The college moved to its permanent, 228-acre site in 1965 following construction of the first facilities, including the Classroom Building and a library (later re-named Vasche Library in memory of the university's founding president, Dr. J. Burton Vasche). The college continued to grow steadily in enrollment and physical size, and in 1986 was officially renamed California State University Stanislaus, by action of the State Legislature and the Board of Trustees of the CSU system. Stanislaus State is regionally accredited by Western Association of Schools and Colleges (WASC) and has earned 12 specialized accreditations.

In 1974, the University established an extension program at the campus of San Joaquin Delta College in Stockton, in neighboring San Joaquin County. In 1997, 103 acres of the former Stockton Developmental Center hospital was transferred to the CSU, and in 1998, Stanislaus State—Stockton Center expanded and moved to its own permanent campus in downtown Stockton, in University Park. Today, this campus has enrollment of almost 400 students, who take courses in the four colleges leading to baccalaureate, master's degrees, and credentials, with additionally programs offered through extended education.

From its two locations in Turlock and the Stockton Center, Stan State offers a level of value and affordability that has earned national recognition; *Money* magazine recently ranked Stanislaus as the nation's top public value-added university, ranking first in the nation for helping students exceed their expectations. Stanislaus is also one of the two campuses (other one being Sonoma State University) in the 23-campus CSU system listed among the best undergraduate colleges by *The Princeton Review*, and *Time* Magazine recently ranked the university No. 28 in the nation for access, affordability, and graduation rate. Stanislaus State has been rated in the top 10 public universities in the new West Coast Master's category by *U.S. News & World Report* magazine, as well as a best buy in higher education for the past seven years.

Named after the county in which it is located, Stanislaus State's primary service area is a 10,000-square-mile region encompassing Stanislaus, San Joaquin, Merced, Mariposa, Tuolumne, and Calaveras Counties. This region is largely rural and agricultural, with a roughly 45 percent Hispanic population in

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Stanislaus County. The university has steadily evolved to serve the needs of the Central Valley; recently built facilities include the John Stuart Rogers Faculty Development Center; the 320-seat Bernell and Flora Snider Music Recital Hall; the 110,000 square-foot Nora and Hashem Naraghi Hall of Science; a 19-acre Student Recreation Complex with a 2,300 seat sports stadium; and a new science building with state-of-the-art nursing laboratories and classrooms. Other new facilities include a physical education field house, performing arts complex, and aquatic facility. The Residential Life Village currently accommodates about 655 student residents. A Campus Master Plan Revision approved in 2009 calls for the campus to grow to serve 12,000 FTE students in coming years.

As of fall 2014, the university employed 528 instructional faculty members and 492 staff members. Stanislaus State provides support to academic units through its administrative divisions: Academic Affairs, Student Affairs, Business & Finance, Faculty Affairs & Human Resources, and University Advancement. In addition to the president and provost, university governance at Stanislaus State includes several bodies: the Foundation Board of Trustees, the Academic Senate, a cabinet of deans and other academic officers, and senior administrators. Academics are delivered through four colleges:

- **College of Business Administration:** The College of Business Administration consists of three departments: Accounting and Finance, Computer Information Systems, and Management, Operations, and Marketing. In addition to course offerings on the Turlock campus, the College schedules upper-division and graduate courses at the Stanislaus State Stockton Center, mediated courses, and online courses. The College is fully accredited by The Association to Advance Collegiate Schools of Business (AACSB) International. The Human Resource Management program has the nation's top student testing success rate, and in 2012, Stanislaus State launched the first fully online, AACSB-accredited Master of Business Administration (MBA) degree program in California. For more information, see <https://www.csustan.edu/cba>.
- **College of the Arts, Humanities, and Social Sciences:** Created in 2012, CAHSS is the largest of the four colleges at Stanislaus State, offering twenty baccalaureate degree programs, including three nationally accredited programs in the Arts, a nationally accredited Masters program in Public Administration, and a distinctive endowed program in Agricultural Studies. The college supports more than fifty minors, concentrations, and multidisciplinary programs at the undergraduate level, and five MA degrees and several certificate programs at the graduate level. Many faculty contribute to the General Education program of the university. To learn more, see <https://www.csustan.edu/cahss>.
- **College of Education, Kinesiology, and Social Work:** The COEKSW offers initial and advanced credential and certificate programs that are approved by the California Commission on Teacher Credentialing (CCTC), Master of Arts programs, and a Doctor of Education in Educational Leadership. The college advances the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. Departments include Advanced Studies in Education, Doctor of Education in Educational Leadership, Kinesiology (Physical Education and Health), Liberal Studies, Social Work, and Teacher Education. To learn more, see <https://www.csustan.edu/coeksw>.
- **College of Science:** In Fall 2012, California State University, Stanislaus merged programs from two previous colleges to form a new College of Science (COS), which is now composed of diverse degree programs in Biological Sciences, Chemistry, Child Development, Computer Science, Geology, Mathematics, Physical Sciences, Physics, Psychology, and Nursing. The COS Departments form a scientific community dedicated to providing students the intellectual and technological capacity to contribute to and succeed in their academic and scientific pursuits. The

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School of Nursing provides our students with practical knowledge and experience necessary for the field of Nursing. To learn more, see <https://www.csustan.edu/cos>.

The most popular bachelor degree programs are BS Business Administration (18%), BA Psychology (10%); BA/BS Biological Sciences (9%); and a BA in Criminal Justice (8%). Stanislaus State is the only campus in the CSU system to offer a bachelor's degree in cognitive studies. The most popular graduate degree programs are the MA in Education (32%), MSW Social Work (19%), MPA Public Administration (12%), MA/MS Psychology (10%), and MBA Business Administration (9%).

Stanislaus State is home to a vibrant campus community, with art exhibitions, performances, and other cultural activities. The university competes in the Division II of the NCAA, and in the California Collegiate Athletic Association (CCAA). Stanislaus State fields 13 sports for men and women for the fall, winter, and spring seasons. CSU, Stanislaus is ethnically diverse<sup>1</sup>, with a significant Hispanic population, and approximately 65% of students are women. The graduation rate is roughly 52%, and the retention rate for full-time, first-time freshmen is approximately 87%. For an overview of the mission and values of Stanislaus State, please see Appendix I.

### **Role of the President**

The President reports to Dr. Timothy White, Chancellor of the CSU system, and serves as the senior executive, academic, and administrative leader for the Stanislaus State campus. Positions reporting directly to the President include the Provost and Vice President of Academic Affairs; Vice President of Enrollment and Student Affairs; Vice President of University Advancement; Vice President for Business and Finance; and Vice President for Faculty Affairs and Human Resources. In addition to direct reports, the President works closely with faculty, staff, and student leaders; Stanislaus State has a legacy of respect for academic freedom and strong shared governance which is also visible in the expectations of open and transparent participation in governing the university successfully.

### **Key Opportunities and Challenges for the President**

Stanislaus State is uniquely situated in the Central Valley of California at the interface of rural and urban communities of extraordinary ethnic diversity. The campus is already known as a highly affordable option for practical education, and the next President will lead the University through its next phase of growth and productivity. To achieve this potential, the President will address diverse challenges and opportunities, as detailed below:

***Lead important conversations that will inform a collaborative vision, focused on teaching and learning at a liberal arts university, for the next phase of Stan State's development and growth***

Upon arriving on campus, the next President will think strategically about ways to grow and improve the University in order to ensure maximum positive impact on the Central Valley and the State of California. S/he will work collaboratively to implement the recommendations laid out in the Two-Year Strategic Goals document<sup>2</sup>, put forward by the Committee to Implement and Prioritize the Strategic Plan, which includes six goals and action items around academic excellence, student success and engagement, and community outreach. The president must also begin conversations around a longer-term plan for the University's future, including growing the number of full-time equivalent students, strengthening

<sup>1</sup> Headcount by Race/Ethnicity: American Indian or Alaskan Native (0.3%); Asian (11%); Black or African American (3%); Hispanic or Latino (44%); Native Hawaiian or Other Pacific Islander (0.6%); Nonresident Alien (2%); Unknown (7%); Two or more races (4%); White (29%).

<sup>2</sup> [https://www.csustan.edu/sites/default/files/groups/Strategic%20Planning/documents/presidents\\_recommendations\\_for\\_two-year\\_strategic\\_goals.pdf](https://www.csustan.edu/sites/default/files/groups/Strategic%20Planning/documents/presidents_recommendations_for_two-year_strategic_goals.pdf)

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graduate education, and building institutional capacity to better serve the needs of the region. This planning must include discussions around how to further embrace and leverage the Stockton Center campus, an economic driver for that region. The President will be informed by a variety of sources, including data, but should recognize the limits of data-driven decision making.

Stanislaus State has defined itself as a teaching and learning centered university, and teaching is the primary criterion in retention, promotion, and tenure policies. The University is recognized for efforts toward student success, and a large part of that success is due to the primary emphasis on teaching and learning. The next President will be expected to uphold these values, and incorporate them into future planning conversations.

***Further integrate the needs of the community with the academic mission of the institution***

Stan State serves a remarkably diverse, underserved, and underrepresented population and has been recognized for its achievements as a springboard for student success. The President will share these values and work to further enhance the role the University plays in the larger community. The University has earned a presence in downtown Turlock as well as a strong connection to K-12 schools, and the President must continue to develop deep relationships with the community. S/he must have a cogent understanding of what the business needs are in order to both attract business and prevent the “brain drain” of young graduates. Additionally, there is a lack of coordination of government and private sector resources, and the income gap in the region is growing at an alarming pace. The future President must be attuned to this challenge, and work with various stakeholders to harness the deep commitment of constituents to the University and generate ideas and excitement about its future.

***Champion the academic enterprise and ensure student success***

Academic excellence and personalized student learning is at the center of Stanislaus State’s mission statement. The University attracts talented teacher-scholars who are deeply committed to their students, and the President will be an advocate for the recruitment and development of the next generation of tenure-track faculty. Lecturers also play a vital role in educating students at Stan State, and the President should appreciate and champion the faculty voice, regardless of rank and be committed to moving qualified, proven, and able temporary faculty into permanent positions. Staff, too, must be championed, and the President will play a role in ensuring appropriate levels of staffing to support the services, acreage, and programs of the University.

The President must also ensure that students have access to appropriate coursework that prepares them to be successful upon graduation, as well as work to improve graduation rates. In doing so, s/he must continue to support and expand key support services, including the Advising Resource Center, the Tutoring Center, and psychological counseling by permanent faculty, and as well as champion co-curricular activities, including the budding athletic programs. Additionally, the President must place an important value on the students as a key stakeholder and be open and accessible to students, willing to hear and work with their needs.

***Engage students, faculty, and staff in a meaningful manner***

While the President will have a very significant external role, s/he must also recognize the importance of local visibility, collaboration, and campus cohesiveness. The President must demonstrate a commitment to the principles of shared governance by eliciting input from all constituencies and openly communicating priorities and decisions. S/he will value and promote such open communication and ensure that all groups are heard, balancing consultation with appropriate and timely decision making. To achieve these goals, the President must be an active participant in the life of the University in both

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California State University, Stanislaus*

presence and communication style. In doing so, s/he will model transparency and accountability, and will establish the trust and confidence of students, faculty, staff, and community members alike.

***Continue to promote and support diversity and inclusion***

As a federally designated Hispanic-Serving Institution, Stan State students come from a variety of backgrounds; many are first-generation college students and working parents. The next President will be expected to promote an institution-wide commitment to embracing diversity through ongoing campus engagement and by upholding and expanding inclusive policies. These practices include targeted outreach toward the recruitment and retention of diverse faculty, students, and administrators; assembling services, activities, and committees that continually gauge the ways in which diversity is honored and promoted on campus and in neighboring communities; and offering courses that are centered on or incorporate material for diverse student, faculty, and staff populations. Moreover, retention programs should continue to be strengthened to ensure that all students, regardless of background, are properly supported.

**Qualifications and Characteristics**

The President will also possess many, if not all, of the following qualifications and characteristics:

- An earned doctorate or appropriate terminal degree.
- Deep commitment to the mission of a public institution of higher education.
- A special, tangible appreciation for and connection to students; a record of support for student success initiatives.
- Demonstrated commitment to diversity in all forms.
- Capacity to raise philanthropic support along with a record of success generating support from government and foundations.
- Entrepreneurial and innovative skills and the proven ability to build public-private partnerships and leverage external alliances.
- Evidence of a cooperative history working with local union representatives.
- A record of active listening and translating knowledge into action
- A demonstrated history of transparency and successful collaboration in shared governance
- A record of executing a successful tenure-track faculty recruitment and retention strategy.
- Proven appreciation of staff and demonstrable success in staff development.
- Strategic, progressive, and innovative academic program development.
- A record of working successfully in a multi-institution context.
- A demonstrated record of success in enrollment management.
- A strong civic and community orientation and outstanding political skills.
- An impeccable reputation for integrity, transparency, and accountability
- Strong communication, listening, and interpersonal skills.

**Location**

In the heart of California's Central Valley, Turlock is the second largest city in Stanislaus County, with a population that has grown steadily from 13,992 in 1970 to over 69,000 today. Turlock is within easy driving distance of some of California's most popular tourist destinations, including the San Francisco Bay Area, Monterey, Big Sur, the Sierra Nevada, and the governmental hub of Sacramento. Turlock prides itself on its small-town atmosphere, clean living space, excellent schools, and low crime rate. To learn more, see [www.visitturlock.org](http://www.visitturlock.org).

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**Applications, Inquiries, and Nominations**

Screening of complete applications will begin immediately and continue until the completion of the search process. For best consideration, please submit materials by April 15, 2016. Electronic submission of applications and correspondence is strongly preferred. Applications, inquiries, and nominations can be submitted at [www.imsearch.com/5673](http://www.imsearch.com/5673).



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David Bellshaw, Cati Mitchell, Courtney Wilk  
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California State University, Stanislaus*

## **Appendix I: Mission and Vision of California State University, Stanislaus**

### **Mission of the University**

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 lifelong 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 surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region.

### **Vision Statement**

CSU Stanislaus strives to become a major center of learning, intellectual pursuit, artistic excellence and cultural engagement for California's greater Central Valley and beyond. We will serve our diverse student body, communities and state by creating programs, partnerships and leaders that respond effectively to an evolving and interconnected world.

### **University Values**

In order to achieve our mission and vision:

- We inspire all members of the campus community to demand more of self than we do of others to attain new knowledge and challenge assumptions. We challenge one another to be fully engaged, responsible citizens with the ethics, knowledge, skills, and desire to improve self and community.
- We value learning that encompasses lifelong exploration and discovery through intellectual integrity, personal responsibility, global and self-awareness, grounded in individual student-faculty interactions.
- We are a student-centered community committed to a diverse, caring, learning focused environment that fosters collegial, reflective and open exchange of ideas.
- We, as students, create the collegiate experience through initiative, participation, motivation, and continual growth to meet the demands of self and others.
- We, as faculty, elicit, nurture, and enhance the different voices of our selves, students and communities through deliberate engagement, continual discovery and ongoing transformation.
- We, as staff and administrators, contribute to the learning environment by demonstrating the knowledge, skills and values that serve and support the University's mission.



- Must be able to work independently, be self-motivated, highly productive, and a problem solver.
- Must have the ability to interpret and apply various institutional and governmental standards, pronouncements, principles and policies.
- Ability to manage multiple assignments simultaneously, in an environment with constantly changing priorities.
- A background check (which may include: checks of employment records, education records, criminal records, civil records, motor vehicle records, professional licenses, and sex offender registries, as position requires) must be completed satisfactorily before any candidate can be offered a position with the CSU.

I. **SENSITIVE POSITION CRITERIA (please check ALL boxes that apply to the position):**

- This position will be responsible for the care, safety and security of people (including direct contact with children and minors), animals and CSU property.
- This position will have authority to commit financial resources of the university through contracts greater than \$10,000.
- This position will have access to, or control over, cash, checks, credit cards, and/or credit card account information.
- This position will have responsibility or access/possession of building master or sub-master keys for building access.
- This position will have access to controlled or hazardous substances.
- This position will have access to and responsibility for detailed personally identifiable Level 1 information about students, faculty, staff, or alumni that is protected, personal, or sensitive. (For examples of Level 1, 2, and 3 Data, please see CSU Policy 8065.)
- This position will have control over campus business processes, either through functional roles or system security access.
- This position will have responsibilities that require the employee to possess a license, degree, or credential or other certification in order to meet minimum job qualifications and/or to qualify for continued employment.
- This position will have responsibility for driving or operating vehicles, machinery or equipment that could pose environmental hazards or cause injury, illness, or death.
- None of the above are applicable to the position.

*The incumbent is considered a Limited mandated reporter under the California Child Abuse and Neglect Reporting Act, updated July 2017, Penal Code Section 11165.7(a)[41] and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.*

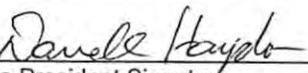
Daniell Hayden  
Employee Signature

9/6/18  
Date

J. <b>ESSENTIAL DUTIES AND RESPONSIBILITIES</b> include but are not limited to the following	Percentage of Time (%)
<b>General Management Oversight</b> <ul style="list-style-type: none"> <li>Advising the President on administrative matters in the development of goals and objectives to meet the total institutional needs.</li> <li>Formulating, planning, and implementing campus-wide administrative policies and procedures.</li> <li>Planning, developing and evaluating the University's administrative programs and services (e.g., financial, facilities, commercial operations, auxiliaries operations, etc.) to both achieve the campus' objectives and assure compliance with the policies of the California State University, and federal and state regulations.</li> <li>Consulting and coordinating with the Chancellors Office as needed, including the Office of the General Counsel, regarding the interpretation and implementation of administrative policies and procedures.</li> </ul>	40%
<b>Financial Operations</b> <ul style="list-style-type: none"> <li>Directing State financial operations, including budgeting, accounting, procurement, and cash, risk and asset management.</li> <li>Assuring that State administrative operations both serve the needs of the campus and comply with all State, Federal, and GAAP audit requirements.</li> <li>Advising the President on matters related to the fiscal standing and structure of the campus.</li> <li>Directing the campus' State investment activities.</li> </ul>	20%
<b>Auxiliary Operations</b> <ul style="list-style-type: none"> <li>Overseeing auxiliary financial operations, including budgeting, accounting, payroll, procurement, and cash risk, and asset management.</li> <li>Directing auxiliary construction and facilities operations.</li> <li>Directing the campus' auxiliary investment activities.</li> <li>Assuring that auxiliary administrative operations both meet the needs of the campus and comply with all State, Federal, and GAAP audit requirements.</li> <li>Serving on various boards and councils, including the Foundation Board of Directors, Auxiliary Business Services Board of Directors.</li> <li>Directing the development of new commercial activities on campus, and the financial and personnel matter related to these activities.</li> </ul>	10%
<b>Facilities Operations</b> <ul style="list-style-type: none"> <li>Chairing the University Facilities Planning Advisory Committee.</li> <li>Directing the campus physical master planning activities so that both short- and long-term campus growth are accommodated.</li> <li>Overseeing the capital planning, implementation, and maintenance activities to assure that the campus academic activities are productive.</li> <li>Directing facilities matters affecting the campus' Stockton Off-campus Center to accommodate the stability as well as expansion of the academic program.</li> </ul>	10%
<b>Other Operations</b> <ul style="list-style-type: none"> <li>Directing the campus' public safety and risk management activities to assure that the campus remains a safe environment for faculty, staff, and students.</li> <li>Directing the campus' emergency and business continuity planning activities.</li> <li>Directing, in consultation with the Chief Information Officer, the implementation of administrative systems.</li> </ul>	10%
<b>Assignment of other responsibilities</b> <ul style="list-style-type: none"> <li>The President may assign other responsibilities as the need arises.</li> </ul>	10%
	100% TOTAL

K. **SIGNATURES:** (Signature indicates that this is an accurate description of assigned duties.)

DR. DARRELL HAYDON  
Vice President Name

  
Vice President Signature

9/6/18  
Date

DR. ELLEN JUNN  
President Name

  
President Signature

9/6/18  
Date

## **POLICIES AND PROCEDURES FOR REVIEW OF PRESIDENTS**

### **I. Coverage:**

This document establishes policies and procedures for the review of presidents in the California State University.

### **II. Responsibilities:**

Decisions regarding appointment, salary, and continuity of presidents are made by the Board of Trustees upon recommendation of the chancellor.

### **III. Objectives:**

The objectives of the review are to provide the chancellor and the Board of Trustees with an understanding of the unique characteristics of the campus, a continuing assessment of campus operations and educational effectiveness, and an assessment of the leadership and management performances of the executive.

The review provides the presidents with an evolving understanding of their roles, their rights and their responsibilities; the plans, goals and expectations mutually agreed to by the president and the chancellor; and the criteria against which progress is measured. The review is also to provide an opportunity for open and frank discussions between the president and the chancellor of the conditions or state of the campus accomplishments, desirable courses of action, progress, and ideas for improvement or redirection of effort.

The review also provides the chancellor with information upon which to reassess CSU missions, goals, policies and the resources needed to facilitate and enhance campus activities.

### **IV. Procedures:**

#### **A. Frequency of Review**

1. The scheduling of reviews will be determined by the date of assumption of duties.
2. Newly Appointed Presidents:

Newly appointed presidents meet with the chancellor during the first year of service (preferably between the third and ninth month of the executive's incumbency). The president discusses his/her assessment of the state of the

campus, goals and objectives and possible plan(s) for their implementation. During this meeting the president makes an assessment of the needs of the campus and proposes goals and objectives and plans for action; after discussion with the chancellor an agreement is reached on needs and expectations.

One year later, there is a discussion between the president and the chancellor on progress, achievements, any changes in original plans or directions and general performance.

Approximately two years later, the president becomes part of the regular three-year review process.

### 3. Annual Conference:

Each president has a review conference with the chancellor once a year. These meetings focus on progress toward meeting campus missions and goals, program accomplishments, campus activities, problems and proposed solutions, the state of the campus and supplement the continuing interchanges about campus and system events between the president and the chancellor. The chancellor, following completion of an annual conference, may report results and findings to the Board of Trustees.

### 4. Triennial Review:

At the outset of the third academic year of the president's tenure, and every three years thereafter, the chancellor will conduct a review based upon the information collected pursuant to B.1. below which will be discussed with the president concerned in the annual conference (A.3. above). The chancellor, following completion of the triennial review, will report results and findings to the Board of Trustees. The chancellor will distribute to the board a summary document which also defines goals and criteria for subsequent reviews.

Depending on the circumstances, the board or the chancellor, with the concurrence of the board, may initiate a brief meeting of the board with the president in conjunction with the review.

### 5. Six-Year Review

A regular review of the campus and the stewardship of the president, involving an off-campus committee, occurs approximately every six years.

The chancellor, the board, or the president may request accelerated reviews.

## B. Background Information and Its Collection

### 1. Triennial Review:

The triennial review is based on information about activities of the campus collected by the chancellor in whatever manner is deemed appropriate. The president being reviewed presents information about the progress being made and the state of the campus.

The chancellor will request factual information from appropriate sources in the CSU community including, but not limited to, the ongoing leadership of the local academic senate, the student association, the alumni organization and the appropriate community-based advisory group. The chancellor will also request information from other faculty of distinction, alumni or community individuals, campus administrators, and Chancellor's Office personnel. The chancellor may utilize information gained from such sources as everyday working relations with the president, and internal and external reports on programs, operations and achievements.

The chancellor will issue an "open letter" to the affected campus to inform of the routine review, the time frame, the criteria, and the methodology. The letter will also give direction to anyone who is not contacted either randomly or by virtue of office held but feels compelled to participate. Petitions and unsigned letters will continue to be disregarded.

After the Board of Trustees has received and discussed a triennial review, the chancellor will prepare a brief report to the campus community that brings conclusion to the review and informs the campus community of the major findings and the goals for the president and the campus for the next period.

The chancellor and the president have the option to augment the triennial review framework when deemed beneficial for the president, the campus, or both. Aspects of the six-year review methodology or other models may be appropriate.

### Confidentiality:

Confidentiality will be preserved in obtaining information and in preparing the report.

### 2. Six-Year Review:

The six-year review will utilize assessments made by an advisory committee composed of individuals from off-campus. The chancellor, in consultation with the president, will appoint three persons to an advisory committee, two of whom may be from outside the CSU. The chair of the Board of Trustees will appoint a fourth member from the current membership of the board to the advisory committee.

When assessing a campus, the advisory committee utilizes information obtained from visits to the campus, review of written reports and interviews with members of the campus community, the community at large and appropriate CSU personnel. The advisory committee's assessment is directed toward the review of campus operations and the president's stewardship. The review shall be in the same academic year as the WASC review, whenever possible.

Questionnaires:

Questionnaires or other survey instruments will not be used.

Report of the Advisory Committee:

The advisory committee makes a confidential written report of its findings to the chancellor. Prior to submitting its final report to the chancellor, the committee furnishes a draft copy of its findings to the president of the campus being reviewed, and affords an opportunity for the president to make a written response and to discuss the findings with the committee. Upon receipt of the committee's final report, the chancellor furnishes a copy of the final report to the president and affords the president an opportunity to make a written response. The chancellor discusses the committee's findings and the response with the president.

Following completion of a six-year review of a campus, the president of that campus will be invited to meet with the Board of Trustees in closed session.

Confidentiality:

Confidentiality will be preserved in obtaining information, in implementation of the procedures, and in the reporting procedure.

## **V. CRITERIA FOR PRESIDENTIAL ASSESSMENT**

General criteria for consideration of both the operations and condition of the campus as well as the leadership and management effectiveness of the president include, but are not limited to, such factors as the following:

### **1. General Administrative Effectiveness Including Management of Human, Fiscal and Physical Resources:**

Evidence in campus operations of effective planning and decision making; development of and delegation to a management team; accomplishment of plans and objectives; flexibility in approach to solving problems and willingness to change programs and methods to keep up with current needs and developments; commitment to equal employment and programmatic opportunities and wise utilization of faculty and staff.

## **2. Working Relations with the System and the Campus:**

Evidence in campus operations that there are open lines of communications; work is accomplished effectively with and through others; the suggestions of others are solicited and considered in good faith and that the executive and the management team have established credibility.

Evidence that the president, in serving as executive officer of the campus, maintains a perspective of the mission of the CSU and cognizance of the special demands placed on the system; participates productively in deliberations in systemwide academic and administrative matters.

## **3. Educational Leadership and Effectiveness:**

Evidence in campus operations of development, maintenance and renewal of academic plans and programs that meet long-range needs; periodic evaluation of educational progress and accomplishments; the establishment of an environment that stimulates teaching, learning, scholarship, professional development and the pursuit of support to enhance academic programs and innovation.

## **4. Community Relations:**

Evidence in campus operations of community understanding of and support for the campus; good relations with the media; service to and from the community, alumni support, effective “Town and Gown” activities; local, regional and national reputation; and an effective institutional advancement program, including fundraising.

## **5. Major Achievements of the Campus and the President.**

## **6. Personal Characteristics:**

Evidence in campus operations of the president’s knowledge of the job, judgment, leadership, planning and organizing ability, drive, vision, human relations and communications skills, objectivity and fairness, ability to articulate ideas and concepts, ability to innovate, ability to take into account the public relations and political implications of his/her actions, ability to deal with many different problems and events at the same time, ability to withstand any criticism and to direct opposition into productive channels, ability to get to the key parts of complex problems, evidence of having facts before making decisions and ability to promote coordination and efficiency of programs and operations.

Adopted January 25-26, 1994

Modified November 13-14, 2001

Board of Trustees CSU