

Appendices

Appendix 1-1: Changes in the Cabinet.

Position	Date	Leaving and Status	New and Previous Position
Associate Provost	July 2008	Ken Shipley (retired)	Ellen Junn (CSU Fullerton)
Provost	January 2009	Jeronima Echeverria (Associate Vice chancellor and then Vice Chancellor-CSU)	Dennis Nef-Interim (AVP and Dean of Undergraduate Studies)
Provost	July 2009	Dennis Nef (AVP Academic Planning and Resources)	William Covino (Provost CSU Stanislaus)
Associate Provost	January 2012	Ellen Junn (Provost San Jose State)	Lynnette Zelezny Interim (Dean of Continuing and Global Education)
President	July 2013	John Welty (Retired)	Joseph Castro (VP Student Affairs UC San Francisco)
Provost	July 2013	William Covino (President CSU LA)	Andrew Hoff-Interim (Dean, College of Health and Human Services)
VP for Student Affairs	August 2013	Paul Oliaro (retired)	Carolyn Coon-Interim
Provost	June 2014	Andrew Hoff (retiring)	Lynnette Zelezny (Associate provost)
VP Student Affairs	July 2014	Carolyn Coon (Dean of Students)	Frank Lamas (UT Arlington)
VP Advancement	July 2014	Peter Smits (retiring)	Paula Castidio (Valley PBS)

Appendix 1-2: Physical Infrastructure Changes

Structure	Description
<u>Science II</u>	In fall 2004 the Science II the building, a \$22-million three-building complex which houses 100 faculty offices and is the new home of the College of Science and Mathematics. In addition to classrooms and teaching Labs, Science II has a central courtyard for college events, the hallways contain special exhibit cases, and some of the walls have specially commissioned murals with science themes.
<u>Henry Madden Library</u>	The new <u>Henry Madden Library</u> opened in 2009 with over 365,000 square feet of space for study, collections, computing, and services. It has the largest installation of public access compact shelving anywhere in the nation. The Library contains the Table Mountain Rancheria Reading Room which provides a unique environment for study and reflection as well as the Ellipse Gallery and several meeting rooms which provide space for exhibits, seminars, and events.
<u>Jordan Research Center</u>	The Jordan Research Center construction project is scheduled for groundbreaking in May of 2014. Funded by a private gift of \$29 million from the Jordan family, the 30,000 square foot multi-disciplinary Jordan Research Center will include research laboratories and project spaces that enhance research capabilities in the areas of agriculture, engineering and the sciences.
Faculty Office Lab Building	The Faculty Office Lab Building is a 23,000 sq. ft. building located near the pool complex. The new building, currently in the schematic design phase, will feature labs, offices, and meeting rooms and will house the Physical Therapy and Athletics coaching faculty. Construction is anticipated to begin in 2014.
<u>Meyers Sports Medicine Building</u>	The Meyers Sports Medicine Building is a new 10,726 sq. ft. building, currently under construction with completion scheduled for fall 2013. The \$6.3 million project is supported entirely by donors and will provide wellness and sports medicine services to Fresno State student athletes.
<u>Save Mart Center</u>	The Save Mart Center is a \$103 million special events center supported entirely through private and corporate gifts and sponsorships, which opened in 2003. This arena, which accommodates over 15,000 spectators, has become a center for athletics and cultural events for the region.
<u>Aquatics Center</u>	The facility, which was dedicated in October 2011, opened up to students and faculty on August of 2012. Prior to this, the Aquatic Center had been reserved for the Bulldog swimming and diving team as well as kinesiology courses. The Aquatics Center also houses a kinesiology pool. The center provides trained lifeguards and pool attendants to maintain safety and assist as needed.
<u>University High School</u>	University High School on the Fresno State campus is a one-story 37,500 GSF facility consisting of classrooms, science labs, and a computer music room. It also contains a music center which houses

	three rehearsal rooms and an administrative center which houses the principal, support staff, faculty, and counseling support personnel.
<u>Rue and Gwen Gibson Farm Market</u>	Fresno State's new Gibson Farm Market (funded by a private gift) offers a wide variety of products that are produced that have been either grown, packaged, and/or processed by Fresno State and its students. This unique market is the only location that unifies and showcases the products of the different enterprise units of the Fresno State University Farm Laboratory: Crop, Dairy, Enology, Floral, Food Processing, Horticulture, Meat, Orchard, and Viticulture Departments.
<u>Photovoltaic (PV) Solar Parking Structure</u>	A Photovoltaic (PV) Solar Parking Structure recently completed in partnership with Chevron Energy Solutions provides covered parking with a solar PV roof. The structure covers 722 parking spaces on 5.5 acres in Parking Lot V. This solar system is estimated to provide 20% of core campus power.
<u>Student Recreation Center</u>	The Student Recreation Center opened its doors in February 2006. The Student Recreation Center promotes student development and provides leadership opportunities in a diverse setting for its participants and employees. It advances the mission of Student Affairs by providing quality recreational opportunities, experiences, and facilities for the university community.
<u>Water and Energy Technology (WET) Incubator</u>	The Water and Energy Technology Incubator is a collaborative venture between the university, industry and public agencies. This modern test facility provides independent testing and performance certification for pumps and other water technology equipment, an educational learning lab for students, and an incubator facility for businesses specializing in water, irrigation and clean-energy.
<u>Peace Garden Renovation</u>	The Peace Garden was greatly enhanced to include new walkways, accessible pathways to monuments, enhanced seating, and new plantings. Visitors to the library are able to experience the new garden through the north facing glass, while visitors to the garden itself can note the serenity it affords. The improvements allow for both quiet meditation and more accommodating group experiences.
In addition to new buildings and renovations of existing facilities, in fall 2013 President Castro announced that the campus has secured \$30 million from the Chancellor's Office to upgrade and repair the campus's aging electrical infrastructure including underground wiring and substations.	

Appendix 1-3: Contributions to Public Good

Center	How It Contributes to Public Good
Community Service + Service Learning	
<u>Jan and Bud Richter Center for Community Engagement and Service-Learning</u>	Fresno State became the first CSU to establish a named center for engagement and service. For three successive years, the Richter Center has provided over one million hours of service to the community through university-organized initiatives that engaged approximately 75% of the student body (just over 16,000 students) and roughly 150 faculty and staff to volunteer hands-on leadership. The total estimated economic impact of this service, using Independent Sector figures and specific financial commitments, exceeds \$28.5 Million.
Water	
<u>California Water Institute</u>	CWI was created to provide education, research, and analysis of policy issues involving water resources including water quality issues and integrated regional water management planning.
<u>Center for Irrigation Technology</u>	CIT is internationally recognized as an independent testing laboratory, applied research facility, and educational resource.
<u>International Center for Water Technology</u>	ICWT was established to educate, promote, and assist in developing and adopting innovative technologies that improve water utilization, reduce energy demand, and positively impact air quality.
<u>Water and Energy Technology (WET) Incubator</u>	The Water and Energy Technology Incubator is a collaborative venture between the university, industry, and public agencies. This modern test facility provides independent testing and performance certification for pumps and other water technology equipment, an educational learning lab for students, and an incubator facility for businesses specializing in water, irrigation and clean energy.
Health	
<u>Central Valley Health Policy Institute</u>	CVHPI was established in 2002 at Fresno State to facilitate regional research, leadership training, and graduate education programs to address emerging health policy issues that influence the health status of people living in Central California.
<u>Central California Autism Center (CCAC)</u>	CCAC is a treatment & research center that provides principle-based behavior therapy for children 18 months to 6 years of age with a diagnosis of autism or a related disability. Most children receiving behavior therapy services improve their skills and abilities across many domains including language, motor skills, self-help skills, social skills, pre-academic skills and general learning skills.

Social Welfare Evaluation, Research and Training (SWERT) Center	The SWERT Center partners with human service providers and other stakeholders to support knowledge and learning about the human condition, social issues, and service delivery systems in the Central California region. SWERT is a regional university resource for evaluation, research, and training.
Central California Training Academy (CCTA)	The mission of the Central California Training Academy (CCTA) is to enhance the ability of staff in public social services and child welfare agencies to protect children and to prevent placement whenever possible.
Education	
Central Valley Educational Leadership Initiative (CVELI)	School districts throughout the Central Valley benefit from conferences, training, coaching, and consulting activities provided by the CVELI to create cultures of high achievement for students.
Bonner Center for Character Education and Citizenship	The education community of the Central Valley benefits from the varied activities of the Center to promote character education in the Central Valley.
Fresno Family Counseling Center	Children and families benefit from high quality, intensely supervised, low-cost professional counseling services.
Joyce M. Huggins Early Childhood Education Center	Low-income student families and others with young children benefit from the training, demonstration, and research in early learning and early childhood programs through supervised classroom experiences provided by the Center.
Reading Laboratory.	Children in the community receive literacy tutoring from students specifically trained in reading achievement and offered in our Reading Laboratory.
Rehabilitation Counseling Program	Clinics include Ticket to Work, Workability, and Rehabilitation & Evaluation Services.
Mediator Mentors	Mediator Mentors is a university-public school partnership in which future teachers, counselors, social workers, and school psychologists support the development of conflict resolution skills in school children. More than 6,000 children and teachers have participated to date.
Economy	
Lyles Center for Innovation and Entrepreneurship	Founded in 2003, the Lyles Center is a nationally-ranked entrepreneurship center with a successful track record of inspiring students, faculty, alumni, and community leaders to act on ideas that build a prosperous future. The Center assists innovators and entrepreneurs in the development of their ideas into a business.
Office of Community and Economic Development (OCED)	OCED connects the university to the community throughout the eight counties of the San Joaquin Valley. We connect the community to the resources of Fresno State, through data, research, industry insights, and connections to collaborators, investors, researchers, affiliates, and new markets.

Appendix 1-4: Adjunct Faculty Percentages

Faculty* by Academic Rank Fall 2009 to Fall 2013										
	2009		2010		2011		2012		2013	
	N	%	N	%	N	%	N	%	N	%
Lecturer	569	50.0%	589	51.6%	555	51.0%	670	56.5%	728	57.8%
Assistant professor	180	15.8%	165	14.4%	139	12.8%	111	9.4%	127	10.1%
Associate professor	137	12.0%	138	12.1%	155	14.2%	153	12.9%	161	12.8%
Professor	252	22.1%	250	21.9%	240	22.0%	252	21.2%	243	19.3%
Grand Total	1,138	100.0%	1,142	100.0%	1,089	100.0%	1,186	100.0%	1,259	100.0%

*Excludes librarians, coaches, academic-related student service professionals and grant-related faculty.
Note: In this table, employees with any portion of a faculty assignment are included.

Full-Time Faculty* by Academic Rank Fall 2009 to Fall 2013										
	2009		2010		2011		2012		2013	
	N	%	N	%	N	%	N	%	N	%
Lecturer	112	17.4%	113	17.7%	114	18.3%	139	22.2%	142	22.3%
Assistant professor	178	27.6%	165	25.9%	138	22.1%	111	17.8%	126	19.8%
Associate professor	131	20.3%	135	21.2%	154	24.7%	149	23.8%	152	23.9%
Professor	224	34.7%	224	35.2%	218	34.9%	226	36.2%	217	34.1%
Grand Total	645	100.0%	637	100.0%	624	100.0%	625	100.0%	637	100.0%

*Excludes librarians, coaches, academic-related student service professionals and grant-related faculty.
Note: In this table, employees with any portion of a faculty assignment are included.

CFR	Documents Required	Links to website or document portfolio	WASC check
1.1	Mission statement	http://www.fresnostate.edu/president/mission/	
1.2	Public posting of student achievement (retention/graduation, student learning) if not in Catalog	http://www.fresnostate.edu/academics/oie/data/	
1.3	Organization chart	http://www.fresnostate.edu/home/documents/orgchart.pdf	
1.4	Academic freedom policy	http://www.fresnostate.edu/academics/aps/forms-policies/apm/100.html	
1.5	Diversity statements and procedures; also for accommodations of disabilities	http://www.fresnostate.edu/president/pchre/ http://www.fresnostate.edu/accessibility/index.html	
1.6	Documents setting forth the authority of a controlling or sponsoring entity that is affiliated with the accredited institution, if any	http://www.calstate.edu/bot/overview.shtml	
1.7.a	Catalog (online, hard copy) with complete program descriptions, graduation requirements, grading policies	http://www.fresnostate.edu/catalog/	
1.7.b	Student complaint and grievance policies	http://www.fresnostate.edu/academics/aps/documents/apm/243.pdf and http://www.fresnostate.edu/academics/aps/documents/apm/415.pdf	
1.7.c	Grade appeals policies	http://www.fresnostate.edu/academics/aps/documents/apm/243.pdf and http://www.fresnostate.edu/academics/aps/documents/apm/247.pdf	
1.7.d	Faculty complaint and grievance policies	http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/2012-2014/article10.pdf and http://www.calstate.edu/LaborRel/Contracts_HTML/CBA_Contract/Article_10.shtml	

1.7.e	Staff complaint and grievance policies	http://www.calstate.edu/HR/er_gpcba.shtml http://www.calstate.edu/LaborRel/Contracts_HTML/CSEA_Contract/2012/Article8.pdf http://www.fresnostate.edu/mapp/III/G/G_56.pdf	
1.7.f	Employee handbook or equivalent	Pending significant revisions to the handbook Fresno State is relying on the terms of governing collective bargaining units (http://www.calstate.edu/LaborRel/Contracts_HTML/current_cba.shtml), policies on the MAPP (http://www.fresnostate.edu/mapp/III/G/index.html), and CSU executive orders (http://www.calstate.edu/eo/) and coded	
1.7.g	Redacted examples of student transcripts with key that explains credit hours, grades, degree levels, and related interpretive information	Registrar can provide upon request.	
1.7.h	Policies for changing grades	http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/242.pdf	
1.7.i	Tuition and fee schedule	http://www.fresnostate.edu/adminserv/accounting/services/money/regfee.html	
1.7.j	Tuition refund policy	http://www.fresnostate.edu/adminserv/accounting	
1.7.k	Policy on credit hour/award of credit; processes for review of assignment of credit; examples of reviews of syllabi to ensure equivalency among kinds of courses	http://www.fresnostate.edu/catoffice/current/acadreg.html . Review is handled through bizflow online.	
1.7.l	Policies on human subjects in research, if applicable	http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/516.pdf	
1.8	Independent annual audit of finances	System provides	

CFR	Documents Required	Links to website or document portfolio	WASC check
2.1	List of degree programs, showing curriculum and units for each	http://www.fresnostate.edu/catoffice/current/courses.html	
2.2	For associate and bachelor's degrees: general education requirements	http://www.fresnostate.edu/catoffice/current/general.html	
2.6	Placement data, if available	Not Available	
2.7	Program review process and schedule	http://www.fresnostate.edu/academics/policies-	
2.8	Policies re faculty scholarship and creative activity	http://www.fresnostate.edu/academics/aps/forms-policies/apm/500.html	
2.10	Policy on student evaluation of faculty	http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/322.pdf and http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/322a.pdf	
2.12	Academic calendar	http://www.fresnostate.edu/catalog/calendar.html	
2.13	Examples of recruitment and advertising material	http://www.fresnostate.edu/studentaffairs/home	
2.14	Policy on transfer of credit	http://www.fresnostate.edu/catalog/academic-regulations/admissions.html	
3.1	Staff development policies	http://www.fresnostate.edu/adminserv/learning/learn/lead.html	
3.2	List of faculty with classifications, e.g., core, full-time, part-	Faculty Affairs can provide	
3.3.a	Faculty evaluation policy and procedures	http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/322.pdf http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/325.pdf http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/327.pdf http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/328.pdf	

3.3.b	Faculty handbook or equivalent	http://www.fresnostate.edu/academics/facultyaffairs/forms-policies/faculty-handbook.html and Entire APM at http://www.fresnostate.edu/academics/aps/forms-policies/apm/357.pdf	
3.4	Faculty development policies	http://www.fresnostate.edu/academics/aps/documents/apm/357.pdf	
3.4.a	Faculty orientation policies and procedures	http://www.fresnostate.edu/academics/facultyaffairs/forms-policies/faculty-handbook.html	
3.4.b	Policies on rights and responsibilities of non-full-time faculty	http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/2012-2014/ and http://www.calstate.edu/LaborRel/Contracts_HTML/CBA_Contract/ and http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/306.pdf	
3.5.a	Most recent financial aid audits	System level. Most recent is at http://www.calstate.edu/bot/agendas/Jan12/Item4-Single-Audit-Rpts.pdf	
3.5.b	Last federal composite score, if applicable	Not required for a public institution as described in: Federal Regulation Title 34, Part 668.171	
3.5.c	Last report of two- and three- year cohort default rates	http://www.fresnostate.edu/academics/wasc/documents/SS-Cohort_Default_Rates.docx	
3.9.a	List of governing board members with CVs	http://www.calstate.edu/bot/trustees.shtml	
3.9.b	List of governing board committees with members	http://www.calstate.edu/bot/standing-	
3.9.c	Minutes of board meetings for last two years (where located;	http://www.calstate.edu/bot/agendas/	
3.9.d	Governing board bylaws and operations manual	http://www.calstate.edu/bot/documents/rules_of_procedure.pdf	
3.10.a	CEO biographical information	http://www.fresnostate.edu/president/president-	
3.10.b	Policy and procedure for the evaluation of president/CEO	http://www.calstate.edu/executive_orientation/d	
3.11.a	Faculty governing body charges, bylaws and authority, if applicable	http://www.fresnostate.edu/academics/senate/committees/	
3.11.b	Faculty governance organization chart, if applicable	http://www.fresnostate.edu/academics/wasc/doc	
4.1	Strategic plan and related documents	http://www.fresnostate.edu/president/mission/strategic-plan.html	

4.2	Description of planning process including plan for monitoring of implementation	http://www.fresnostate.edu/academics/oie/planning/strategic.html	
4.4	New program approval process	http://www.fresnostate.edu/academics/policies-forms/undergrad-dev/index.html	
4.5	Description of institutional research function and staffing	http://www.fresnostate.edu/academics/oie/about	
4.8	List of major industry or other advisory committees	http://www.fresnostate.edu/academics/wasc/doc	

Team Comments:

Accuracy and Availability of Records: Team Only	
Policies and procedures for students, faculty and staff are stated consistently in all media	
Policies, procedures, and information are readily available to relevant constituents	http://www.fresnostate.edu/academics/aps/forms-policies/apm/index.html
Records are accurate and up to date	

Appendix 2-2: Review Under WSCUC Standards and Compliance with Federal Requirements

Review under WSCUC Standards and Compliance with Federal Requirements

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 checklists 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 federal requirements cited in the checklists. 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>Provide the institution's consensus rating for columns 3 and 4; add comments as appropriate in column 5. 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="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Self-Review Rating</u> 1= We do this well; area of strength for us 2= Aspects of this need our attention 3= This item needs significant development 0= Does not apply</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Importance to address at this time</u> A= High priority B= Medium priority C= Lower priority 0= Does not apply</p> </td> </tr> </table>	<p><u>Self-Review Rating</u> 1= We do this well; area of strength for us 2= Aspects of this need our attention 3= This item needs significant development 0= Does not apply</p>	<p><u>Importance to address at this time</u> A= High priority B= Medium priority C= Lower priority 0= Does not apply</p>	<p style="text-align: center;">Institutional Information</p> <p>Institution ___ California State University, Fresno _____</p> <p>Type of Review: <input checked="" type="radio"/> Comprehensive for Reaffirmation <input type="radio"/> Initial Accreditation <input type="radio"/> Other _____</p> <p>Date of Submission: <u> 7 </u> / <u> 8 </u> / <u> 2014 </u> <small style="margin-left: 100px;">Mo Day Year</small></p> <p>Institutional Contact Andrew Lawson</p>
<p><u>Self-Review Rating</u> 1= We do this well; area of strength for us 2= Aspects of this need our attention 3= This item needs significant development 0= Does not apply</p>	<p><u>Importance to address at this time</u> A= High priority B= Medium priority C= Lower priority 0= Does not apply</p>		

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						
1.1 The institution's formally approved statements 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. The institution's purposes fall within recognized academic areas and/or disciplines.	2	B	Mission statement is there and ok, but no essential values and character, some of that comes across in Vision Statement, but could probably strengthen this and articulate/ communicate more clearly and more widely	http://www.fresnostate.edu/president/mission/	

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)
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 outcomes. X 2.4, 2.6, 2.10, 4.2		2	B		Evaluated during comprehensive review through Component 3: <i>Degree Programs</i> and Component 5: <i>Student Success</i> . Public disclosure links verified by Annual Report.	
Integrity and Transparency						
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. X 3.2, 3.10	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.	1	C	APM 103 is academic freedom policy – fairly standard language – not sure on due process procedures	http://www.fresnostate.edu/academics/aps/forms-policies/apm/100.htm !	
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	The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Diversity Policy.	1,2	B	Most policies reflect diversity where appropriate; there are several diversity type programs and certainly lots of co-curricular programs (SSTF, title V); Hiring-emphasis on faculty hiring process. Admissions criteria ok. Cite recent survey of campus climate and ASPIRE Deans follow through on negotiation and speed of response-sometimes lose candidates	Evaluated during comprehensive review.	

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)
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	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.	1	C		Evaluated during comprehensive review.	
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	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 transcripts. The institution's policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed.	1,2	B,C	Policies are clear Who keeps the records on the results of grievances? Are these public? Catalog clearly distinguished types of credit (212 Policy on certificates). Do we demonstrate degrees can be completed in a timely fashion? 202 –Degree Guarantee program) We have roadmaps, but they don't connect with scheduling. Student Conduct: 235 Policy on Cheating and Plagiarism, 236 Honor Code of Academic Integrity, 369 (Interim Policies and Procedures for Addressing Harassment)419 (disruptive classroom behavior), 420 (student athlete code of conduct), Student Complaint and Grievance Policies - APM 243 (Policies and Procedures for Student Academic Petitions Committee), 247 (Guidelines and Policies for Graduate and Postbaccalaureate Student Petitions/Appeals), 248 (Graduate Student Petitions Committee Policy and Procedures) 415 (dispute resolution), Executive Order 1074. Policy on grading – 242 (Policy and Procedures on Assignment of Grades), 244 (policy on credit – no credit grading), human subjects in research (516 (Research and Protection of Human Subjects), student disabilities	Evaluated during comprehensive review. Truthful representation and complaint policies evaluated during comprehensive review.	

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)
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 performance in these areas. The institution's finances are regularly audited by qualified independent auditors. X 3.4, 3.6. 3.7		1,2	B	Audit of finances is system level – don't know about data on responses to student grievances	Audits submitted with Annual Report.	
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.		1	C		Evaluated during comprehensive review through Component 1: <i>Introduction</i> . Commitments to integrity with respect to WSCUC policies are demonstrated in prior interactions with WSCUC.	

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 definition of “values and character” is not strong in the mission statement. The university should review the extent to which it makes public the data on achievement of student outcomes.

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?

Policies in all the right areas and they are readily available. Institution is transparent. Strategic planning has been ongoing and effective. Office of Institutional Effectiveness has made great strides in providing information to the institution and the public. The focus on diversity through ASPIRE is a strength

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?

Data gathering systems for outcomes assessment (annual reports) need to be strengthened along with the reporting on achievement of student learning outcomes.

Standard 2: Achieving Educational Objectives Through Core Functions
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.

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						
2.1 The institution’s educational programs are 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. X 3.1	The content, length, and standards of the institution’s academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	1,2	B	Program content is there with standard units. Data on rigor consists of grade distributions. Program review includes peer review. Program review also examines staffing issues examined at all levels of administration. Grade distributions	Evaluated during comprehensive review, documented in “Credit Hour and Program Length Checklist”.	
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		3	A	Degrees have clear requirements, and all programs have outcomes (publicly available). Meaning, quality, and integrity are measured at the program level.	http://fresnostate.edu/catalog/index.html	

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)
<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>	1	B,C	<p>The GE program covers all areas except information literacy – which needs to be addressed. Innovation, ethics, and teamwork should be more broadly discussed</p>	<p>http://fresnostate.edu/catalog/general-education/index.html http://fresnostate.edu/ge</p>	
<p>2.2b The institution’s graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students’ active 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>	1	C	<p>Program review provides evidence of staffing, curricula, resources, and so forth.</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i> and Component 4: <i>Educational Quality</i>.</p>	
<p>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. 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>	3	A	<p>Program level outcomes exist but are there stated standards of performance for those outcomes? Missing institutional level outcomes (but working on them). Not sure about data on internships. Field work practicum, field experience, student teaching. Theses?</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</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)
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. X 4.3 – 4.4	Student learning outcomes are reflected in course syllabi.	2	B	Student learning outcomes exist at the course and program level but the extent they are shared and have clear standards associated with them is not clear.	Evaluated during comprehensive review through Component 3: <i>Degree Programs</i> , Component 4: <i>Educational Quality</i> , and Component 6: <i>Quality Assurance</i> .	
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. X 4.4		1,2	B,C	What evidence exists? GE writing policy requires feedback. Others? Research, independent study, theses, culminating experiences, conference papers. Fieldwork would work here also labs conferences on campus, presentations	Evaluated during comprehensive review.	
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	The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.	2,3	A,B	Programs own data on achievement of student learning outcomes. Question the existence of standards and there is a hole at the institutional level. The eportfolio issue will be key to the infrastructure part.	Evaluated during comprehensive review through Component 3: <i>Degree Programs</i> , Component 4: <i>Educational Quality</i> , and Component 6: <i>Quality Assurance</i> .	
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 the program's learning outcomes; retention and graduation rates; 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		1,2	C	Program review yes, Not sure on licensing rates – some may use this.	http://www.fresnostate.edu/academics/aps/documents/apm/220_000.pdf http://www.fresnostate.edu/academics/documents/program_review_schedule_1-15-14.pdf	

Scholarship and Creative Activity						
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)
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 appropriate to the institution’s purposes and character. X 3.2	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.	1	C	Clear policies for faculty (APM 324, 324a, 325, 327). Grading policy well defined for student scholarship. Valuing and promoting innovation?	http://www.fresnostate.edu/academics/aps/documents/324.pdf http://www.fresnostate.edu/academics/aps/documents/apm/324a.doc http://www.fresnostate.edu/academics/aps/documents/apm/325.pdf http://www.fresnostate.edu/academics/aps/documents/apm/327.pdf	
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service. X 3.2		2	B	Linkages between scholarship and teaching and service and the link to assessment is growing. Certainly is part of the RTP process. What about post-tenure review?	http://www.fresnostate.edu/academics/aps/facultyrtp.html	
Student Learning and Success						
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 fashion, given the institution’s mission, the nature of the students it serves, and the kinds of programs it offers. 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.	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.	1	C	Lots of evidence of commitment here. Student satisfaction piece may be more anecdotal.	Included in Annual Report. Also evaluated during comprehensive review in Component 6: <i>Quality Assurance</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)
2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement. X 4.3 – 4.5		1,2	B?	Lot of student services programs. Assessment is part of program review	Evaluated during comprehensive review.	
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	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.	1	C	Catalog has all costs, academic requirements and so forth. Mandatory advising policy.	Evaluated during comprehensive review; documented in "Marketing and Recruitment Review" Checklist.	
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		1	C		Evaluated during comprehensive review.	
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	Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.	1	C	Course-to-course articulation agreements are maintained with major feeder institutions. SB 1440 TMC degrees guarantee students can finish in 60 units. Dog Days for transfer students and advising	Evaluated during comprehensive review through Component 5: <i>Student Success</i> . Also documented in "Transfer Credit Policy Checklist."	

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?

Standards of performance; institutional level outcomes; and the meaning, quality, and integrity of degrees. Also the linking of assessment to all aspects of faculty performance (teaching, research, service) in the RTP process.

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?

Efforts undertaken to improve student success (SSTF, GRIT) that have led to year-by-year research to understand differences among students and discover which interventions work.

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?** Better assessment of support services; e.g. Health Center, Grad Writing, Early Start. Establishment of and data on achievement of institutional learning outcomes. Establishment of standards of performance.

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

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 and to achieve the institution's educational objectives, 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.	2	B	Staffing plans are assessed annually by the Deans. All tenured/tenure track hires must have terminal degree. Faculty senate committees actively involved with institutional policy. Shared governance is strong.	Evaluated during comprehensive review.	
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		1	C	Workload is at the department level. Faculty evaluation processes have been changed since last visit to incorporate validity and reliability in instruments used. Both peer and student review occurs. Evaluation of effectiveness of service and research?	http://www.fresnostate.edu/academics/aps/faculty.html	
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	The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.	2	B	CSALT staff has lost positions, but there is intent to rebuild faculty development more broadly. Part-time faculty could use more attention.	http://www.fresnostate.edu/academics/csalt/ http://www.fresnostate.edu/academics/tilt/	

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						
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	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.	1	C	Part of the CSU system. Audits occur at system level. Campus consistently meets enrollment and revenue targets.	Audits submitted with Annual Report. Also evaluated during comprehensive review in Component 7: <i>Sustainability</i> .	
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 institution's educational objectives and are aligned with student learning outcomes. X 1.2, 2.1, 2.2	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.	1	C	Research space and technology in the sciences may be a concern.	Evaluated during comprehensive review.	
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	C		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	C	Organizational chart, APM, senate committee structures.	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	Not sure on evidence – what is sufficient (same could be said of faculty numbers).	Position Descriptions for CEO , CFO .	

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)
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	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.	1	C		http://www.calstate.edu/bot/trustees.shtml	
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. X 2.1, 2.4, 2.5, 4.3, 4.4	The institution clearly defines the governance roles, rights, and responsibilities of all categories of full- and part-time faculty.	1	C	APM, senate committee structures	http://www.fresnostate.edu/academics/senate/ .	

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?

1. Integration of part-time faculty into the institution.
2. Role of faculty development.

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?
Governance, financial stability, leadership stability, faculty evaluation

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? Faculty development and integration of part-time faculty.

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement
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.

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		2	A	OIE needs to be in the loop on non-academic review data such as those dealing with Student Affairs and Administration. Is closing the loop on academic assessment occurring? GE assessment is course level rather than programmatic.	Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i> .	
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		1	C	OIE is in good shape. The office and the director underwent review two years ago	Evaluated during comprehensive review in Component 6: <i>Quality Assurance</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 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. 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>	2	B	<p>Program review is evidence-based. Campus climate survey two years ago provides evidence of institutional commitment as does campus participation in the CLA the last 3 years. OIE website provides evidence but how much is recent? Not sure on the co-curricular side.</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>	2	A	<p>Faculty are engaged in inquiry into the process of teaching as evidenced by regular peer and student evaluations. Reporting in the RTP process. What standards of performance are set by the institution? While reports on grade distributions exist, do departments or schools/colleges engage in periodic analysis of grades or analyze rigor in other ways?</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>		2	B	<p>Some programs have advisory boards used in this capacity and will be in the documents portfolio. To what extent are community/alumni involved in assessment?</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</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)
<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 processes assess the institution’s strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution. X 1.1, 1.3</p>		1	C	Yes –strategic planning processes have been inclusive.	Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i> .	
<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	C	Strategic planning process is robust with five years updates and annual reviews. Programs are aligned with plan. New president has yet to address modifications that might be made.	Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i> .	

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?

Institutional learning outcomes, analysis of data, closing the loop on assessment, scholarship of teaching and learning, comparative data.

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?

Strategic planning, provision of institutional data, engagement with community. History of use of student learning outcomes

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?

Inquiry on rigor, question on involvement of community in assurance of quality, collection of data on institutional learning outcomes, closing the loop

Summative Questions

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

WASC Executive Committee, subcommittees working on WASC, and the WASC steering committee lead the effort. Discussions with the Academic Policy and Planning committee and the Graduate committee of the Academic Senate reviewed the preliminary analysis.

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

The meaning, quality, and integrity of the degree as well as core competencies

3. What areas were identified as issues or concerns to be addressed before the review? We won’t do themes, but student success initiatives are probably one of the major strengths. Institutional data gathering, financial stability, strategic planning, strong leadership, and a commitment to diversity are also strengths

4. What are the next steps in preparing for the review? Complete audit checklist, prepare summary narrative. Refine ILOs, analyze written communication, and discuss eportfolios as platform to assess other core competencies

FEDERAL COMPLIANCE CHECKLISTS

OVERVIEW

There are four checklists 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 Checklist
- 2 – Marketing and Recruitment Review Checklist
- 3 – Student Complaints Review Checklist
- 4 – Transfer Credit Policy Review Checklist

Teams complete these four checklists 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 CHECKLIST

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 CHECKLIST

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? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Where is the policy located?
	Comments:
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)? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution adhere to this procedure? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed?
	Type of courses reviewed: <input type="checkbox"/> online <input type="checkbox"/> hybrid
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?
	Are students doing the amount of work per the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
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>	How many syllabi were reviewed?
	What kinds of courses?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?
	Are students doing the amount of work per the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed?
	What kinds of programs were reviewed?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?
	Does this material show that the programs offered at the institution are of an acceptable length? <input type="checkbox"/> YES <input type="checkbox"/> NO

Review Completed By:

Date:

2 - MARKETING AND RECRUITMENT REVIEW CHECKLIST

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? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Degree completion and cost	Does the institution provide information about the typical length of time to degree? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution provide information about the overall cost of the degree? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution provide information about the employment of its graduates, as applicable? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

**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.

Review Completed By:

Date:

3 - STUDENT COMPLAINTS REVIEW CHECKLIST

Under federal regulation*§602-16(1)(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? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Is the policy or procedure easily accessible? <input type="checkbox"/> YES <input type="checkbox"/> NO Where?
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Please describe briefly Does the institution adhere to this procedure? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Records	Does the institution maintain records of student complaints? <input type="checkbox"/> YES <input type="checkbox"/> NO Where?
	Does the institution have an effective way of tracking and monitoring student complaints over time? <input type="checkbox"/> YES <input type="checkbox"/> NO Please describe briefly:
	Comments:

4 – TRANSFER CREDIT REVIEW CHECKLIST

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? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Is the policy publicly available? <input type="checkbox"/> YES <input type="checkbox"/> NO
	If so, where? 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? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

*§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.

Review Completed By:

Date:

Appendix 4-1: Written Rubric: Writing Competency Assessment

Appendix B: Writing Competency Assessment Rubric			
Dimension	Ratings 1-2	Ratings 3-4	Ratings 5-6
	Developing	Competent	Accomplished
Genre & Style Knowledge	appears unaware of purposes and uses of disciplinary genres, or unaware of audiences' genre expectations, which includes a lack of control over appropriate style conventions (e.g., MLA, APA, Chicago, etc.), often misuses quoted material (or doesn't quote found material at all), or doesn't cite appropriately or consistently, and shows inconsistency in organizing and expressing ideas, which includes a lack of appropriate word choice and language use.	uses appropriate disciplinary genres for meaningful rhetorical purposes and specific audiences, which includes an emerging knowledge and proficiency with the appropriate style (e.g., MLA, APA, Chicago, etc.) and citation guidelines, particular ways of organizing and expressing ideas, language use, word choice, and sentence structures that are native to that discipline or appropriate to the discussion being attempted by the writer.	uses, often self-consciously, appropriate disciplinary genres for meaningful rhetorical purposes and specific audiences, which includes a clear knowledge and proficiency with the appropriate style (e.g., MLA, APA, Chicago, etc.) and citation guidelines, organizes and expresses ideas coherently and persuasively, and uses consciously language, word choice, and sentence structures that are appropriate, sometimes original, and native to that discipline or the discussion being attempted by the writer.

<p>Academic Conversation</p>	<p>Lacks a meaningful engagement with an academic conversation on the topic at hand and that is appropriate to the writer's discipline (major) that generates informed opinions, which may appear as writing that does not incorporate any research or found academic materials, or is a clearly one-sided argument in which sources only offer one position; often important or reasonably controversial claims will not be supported, sources used may not be interrogated for their validity, appropriateness, or reliability; and there is a general lack of a developed, sustained, coherent focus/argument that answers or explores a question in a structured manner.</p>	<p>engages with academic conversations in the writer's discipline (major) that generates informed opinions, which includes effectively integrating outside sources in support of claims, interrogating the validity and reliability of ideas in sources, showing some awareness of the significance of sources cited (i.e., sources are not chosen haphazardly or randomly), and developing a sustained, coherent focus/argument that answers or explores a question in a structured manner.</p>	<p>engages self-consciously with academic conversations in the writer's discipline (major) that generates informed opinions, which includes effectively integrating outside sources in support of claims, commenting on those conversations, perhaps revealing assumptions and points of agreement and disagreement, interrogating the validity and reliability of ideas in sources, showing awareness of the significance of sources cited, and developing a sustained, coherent focus/argument that answers or explores a question in a structured manner.</p>
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<p>Rhetorical Knowledge</p>	<p>does not seem to understand the rhetorical situation of texts and arguments, may not distinguish between texts and their authors, issues/questions and the ways those issues/questions are articulated by various voices/people in the field; does not take into consideration context of discussions and problems, or the authority (or lack of authority) of some voices/people when considering various positions and arguments; often does not respond in a discipline-appropriate way, or even a sophisticated manner, which includes the ability to explain the rhetorical situation in which a text (the writer's or others' texts) exists.</p>	<p>understands the rhetorical situation of texts and arguments and responds in a discipline-appropriate and a semi-sophisticated manner, which includes the ability to explain the rhetorical situation in which a text (the writer's or others' texts) exists.</p>	<p>understands the rhetorical situation of texts and arguments, either self-consciously or explicitly discussing the rhetorical aspects of texts and arguments engaged with and in, and responds in a discipline-appropriate and sophisticated manner, may even use explicitly rhetorical elements of texts and academic discussions to make sense of things.</p>
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Reflection	<p>does not show any indications of reflection on the writer's own writing practices and drafts, or revision practices, which could show up as inconsistent editing problems but more often are revealed as inconsistent writer-choices in the text, from the use of sources (or a lack of sources) to problems with organization, to problems with the nature of the claims and ideas expressed (too simple or too oblique); the writer appears to not understand how he/she creates or revises his/her own text, or how particular writer-decisions in a text create potential reader/audience effects and reactions since many decisions create contradictory (counter-productive) reactions in readers; the act of writing and the text that is produced by the writer from that process both appear uncontrolled and not thought through or reflected upon by the writer.</p>	<p>reflects on occasion on the writer's own writing practices and drafts; while rarely in the text/document itself, a reader can see how the writer has thought carefully about how and why the writing decisions made are appropriate and what potential effects on audiences/readers those decisions may have.</p>	<p>shows clear reflection on the writer's own writing practices and drafts by conscious and careful choices in the text to create certain effects or reactions in readers that lead to purposeful audience reactions or interesting ways to argue or arrange the discussion at hand; a writer may reveal his/her thinking in meta-discourse in the text (i.e. moments in the text where the writer discusses how he/she is making meaning or understanding something, another text, or an assumption or idea, or when he/she steps outside the argument to make a comment that focuses the reader in productive ways), which also can explain how and why writing decisions are made and what potential effects on audiences/readers those decisions may have.</p>
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<p>Assessment- Judgment Capacity</p>	<p>does not assess effectively a variety of texts (e.g. the writer's own, peers' texts, and/or published texts) for some explicit purpose that is clear in the written assessments or discussions of those texts; any discussion or assessment of any text often lacks contextual information about the argument and/or author, and may not be clear on why something is good or bad in a text; there is not much indication that the writer can articulate clear judgments based on textual and other evidence that are informed by appropriate expectations for those texts (evidence-based judgments).</p>	<p>assesses effectively a variety of texts (e.g. the writer's own, peers' texts, and published texts) for some purpose that may be clear in the written assessments or discussions of those texts, which includes demonstrating the capacity to make clear judgments based on textual and other evidence that are informed by appropriate expectations for those texts (evidence-based judgments).</p>	<p>assesses consciously and effectively a variety of texts (e.g. the writer's own, peers' texts, and published texts) for some explicit purpose that is clear in the written assessments or discussions of those texts and moves the discussion forward, often in interesting ways, which includes demonstrating the capacity to make clear judgments based on textual and other evidence that are informed by appropriate expectations for those texts (evidence-based judgments).</p>
<p>Language Effectiveness</p>	<p>does not use, or inconsistently uses, effective, clear sentences and language, which causes the writer's ethos (i.e. credibility and authority on the subject) to be considered unreliable; the writer appears to not be able to edit drafts successfully, since the language, grammar, and syntax</p>	<p>uses effective, clear sentences and language that build an appropriate ethos (i.e., credibility) for the writer, even if occasionally there are errors; the writer appears to be able to edit drafts successfully, moving them toward increasing effectiveness, clarity, and power, and using a variety of sentence</p>	<p>consistently uses effective, clear sentences and language that build a strong ethos (i.e., credibility) for the writer; there are few noticeable errors in the writing; the writer appears to be able to edit drafts successfully, moving them to an effective, clear, and powerful draft, and purposefully uses a</p>

	is not effective, clear, or powerful; sometimes the language may be relatively clean but shows no variety of sentence structures, opting for safe, short, and repetitive sentences.	structures.	variety of sentence structures that work toward positive effect on readers.
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Appendix 4-1: Definitions of the Evaluation Rubric & Rating Scale

1. (Genre and Style Knowledge)

Uses appropriate disciplinary genres for meaningful rhetorical purposes and specific audiences, which includes an emerging knowledge and proficiency with the appropriate style (e.g., MLA, APA, Chicago, etc.) and citation guidelines, particular ways of organizing and expressing ideas, language use, word choice, and sentence structures that are native to that discipline or appropriate to the discussion being attempted by the writer.

2. (Academic Conversation)

Engages with academic conversations in the writer's discipline (major) that generates informed opinions, which includes effectively integrating outside sources in support of claims, interrogating the validity and reliability of ideas in sources, showing some awareness of the significance of sources cited (i.e., sources are not chosen haphazardly or randomly), and developing a sustained, coherent focus/argument that answers or explores a question in a structured manner.

3. (Rhetoric)

Understands the rhetorical situation of texts and arguments and responds in a discipline-appropriate and a semi-sophisticated manner, which includes the ability to explain the rhetorical situation in which a text (the writer's or others' texts) exists.

4. (Reflection)

Reflects on the writer's own writing practices and drafts, explaining how and why writing decisions are made and what potential effects on audiences/readers those decisions may have.

5. (Assessment)

Assesses effectively a variety of texts (the writer's own, peers' texts, and published texts) for some explicit purpose that is clear in the written assessments of those texts, which includes demonstrating the capacity in peer feedback to make clear judgments based on textual and other evidence that are informed by appropriate expectations for those texts and demonstrating the same capacity to make evidence-based judgments of published texts.

6. (Language Effectiveness)

Uses effective, clear sentences and language that build a strong ethos (i.e., credibility) for the writer, which includes the ability to edit drafts successfully, moving them toward increasing effectiveness, clarity, and power, and using a variety of sentence structures.

Rating Scale

Developing

1. Consistently inadequate, of poor quality, and/or significantly lacking
2. Consistently inadequate, of poor quality, but occasionally showing signs of demonstrating competence

Competent

3. Adequate or of acceptable quality but inconsistent, showing signs of competence mingled with some problems
4. Consistently adequate and of acceptable quality, showing competence with perhaps some minor problems

Accomplished

5. Consistently good quality, showing clear competence with few problems, and some flashes of excellent or superior work
6. Mostly or consistently excellent/superior quality, shows very few problems and several or many signs of superior work

Appendix 4-2: Critical Thinking Rubric

Scoring Level	Interpretation	Analysis & Evaluation	Presentation
4. Accomplished	Analyzes insightful questions Refutes bias Critiques content Examines conclusions Values information	Examines inconsistencies Uses reasonable judgment Discriminates rationally Synthesizes data Views information critically	Argues succinctly Discusses issues thoroughly Shows intellectual honesty Justifies decisions Assimilates information
3. Competent	Asks insightful questions Detects bias Categorizes content Identifies inconsistencies Recognizes context	Formulates conclusions Recognizes arguments Notices differences Evaluates data Seeks out information	Argues clearly Identifies issues Attributes sources naturally Suggests solutions Incorporates information
2. Developing	Identifies some questions Notes some bias Recognizes basic content States some inconsistencies Selects sources adequately	Identifies some conclusions Sees some arguments Identifies some differences Paraphrases data Assumes information valid	Misconducts arguments Generalizes issues Cites sources Presents few options Overlooks some information
1. Beginning	Fails to question data Ignores bias Misses major content areas Detects no inconsistencies	Fails to draw conclusions Sees no argument Overlooks differences Repeats data Omits research	Omits argument Misrepresents issues Excludes data Draws faulty conclusions Shows intellectual dishonesty

Appendix 4-3: Oral Communication Rubric

<http://ustudies.semo.edu/oralcom/holistic.htm>

SCORE 6

*Designates a **Clearly Excellent** speech.*

A. Focus: the thesis is very clearly stated; the topic is narrowed sufficiently; the specific audience has clearly been taken into account when delivering the speech

B. Organization: the speech has a clear introduction that catches the audience's attention effectively and is connected to the whole; effective transitions recap each main point; the conclusion effectively summarizes the speech and is related to the whole

C. Development: all main points begin with a clear topic sentence; all main and supporting points are supported by specific and highly effective examples/evidence; the main and supporting points all relate to each other

D. Style: language is memorable; language usage is felicitous; tone is appropriate

E. Delivery: eye contact is effectively established with the audience; gestures and paralinguistic cues are used to reinforce particularly important ideas; no excessive use of vocalized pauses (e.g., "ah, um"); student is extremely articulate

F. References: outside sources and incorporated logically, insightfully, and elegantly; sources are documented accurately

SCORE 5

*Designates a **Still Impressive** speech.*

A. Focus: the thesis is clearly stated; the topic is limited; the specific audience has clearly been considered when delivering the speech

B. Organization: the introduction catches the audience's attention and is connected to the whole; transitions signal movement to another point; the conclusion is clean and related to the whole

C. Development: almost all main points begin with a clear topic sentence; the main and supporting points include concrete, specific evidence/examples; almost all the main and supporting points relate to each other

D. Style: most language is memorable; language usage is accurate; tone is appropriate

E. Delivery: eye contact is established with the audience; gestures and paralinguistic cues are mostly used to reinforce particularly important ideas; some vocalized pauses are used; student is articulate

F. References: source material is used logically and proficiently; sources are accurately documented

SCORE 4

*Designates an **Adequate** speech.*

A. Focus: the thesis is clear or clearly implicit; the topic is partially limited; it is implied that the specific audience has been considered when delivering the speech

B. Organization: the introduction and conclusion are clear and somewhat related to the whole; some transitions are used

C. Development: some main points begin with a clear topic sentence; some main and supporting points include specific evidence/examples; most main and supporting points relate to each other

D. Style: most language is somewhat memorable; language usage is correct; tone is usually appropriate

E. Delivery: eye contact with the audience is somewhat established; gestures and paralinguistic cues are sometimes used to reinforce particularly important ideas; several vocalized pauses are used; student is somewhat articulate

F. References: source material is incorporated logically and adequately; sources are documented accurately for the most part

NON-MASTERY SCORES

SCORE 3

Designates a Developing speech

A. Focus: the thesis is unclear; the topic is only partially limited; the specific audience has been partially considered when delivering the speech

B. Organization: the introduction and conclusion may be ineffective and not related to the whole; the logical plan must be inferred, as no transitions are used

C. Development: some main points have stated or implied topic sentences; some main points are supported by specific evidence/examples; some main and supporting points relate to each other

D. Style: language is not very memorable; language usage is generally accurate; tone is often inappropriate

E. Delivery: eye contact with the audience is hardly established; gestures and paralinguistic cues are seldom used to reinforce particularly important ideas; vocalized pauses are used frequently; student is not very articulate

F. References: source material is incorporated but sometimes inappropriately or unclearly; sources are documented accurately only occasionally

SCORE 2

*Designates a **Rudimentary** speech.*

A. Focus: the thesis is unclear; the topic is not limited; the specific audience has been considered vaguely when delivering the speech

B. Organization: the introduction and conclusion are ineffective and not related to the whole; the logical plan must be inferred, as no transitions are used

C. Development: few main points have stated or implied topic sentences; few main points are supported by specific evidence/examples; supporting material is imprecise, unclear, or redundant; few main and supporting points relate to each other

D. Style: language is not memorable; language usage is inaccurate; tone is inappropriate

E. Delivery: almost no eye contact with the audience; gestures and paralinguistic cues are seldom used to reinforce particularly important ideas; vocalized pauses are used frequently; student is not very articulate

F. References: source material is inappropriately or unclearly incorporated; documentation is infrequent

SCORE 1

*Designates an **Incoherent** speech*

A. Focus: the topic and thesis are unclear; no apparent attempt has been made to limit the topic; the specific audience has not been considered at all

B. Organization: no attempt has been made to compose an effective introduction or conclusion; there is no logical plan to the speech

C. Development: main points contain no topic sentences; main points are not supported by specific examples/evidence; little or no supporting material is used; main and supporting points do not relate to each other

D. Style: language is not memorable or is confusing; language usage is inaccurate; tone is inappropriate or distracting

E. Delivery: no eye contact is made with the audience; gestures and paralinguistic cues are not used to reinforce particularly important ideas; vocalized pauses are used in abundance and distract from the overall message

F. References: source material is never incorporated or incorporated inappropriately or unclearly; documentation is inaccurate

SCORE 0

Designates a speech that has clearly not been developed on the assigned topic or makes no attempt to answer the given question or relate to the given topic. This rubric is based upon the scoring rubric used by the Writing Outcomes Program at Southeast Missouri State University.

Appendix 4-4: Quantitative Reasoning Rubric

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact valu@aacu.org



Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a “habit of mind” competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Evaluators are encouraged to assign a score to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones		1
		3	2	
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confining positive and negative trends.
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skilfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as “many,” “few,” “increasing,” “small,” and the like in place of actual quantities.)

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact valu@aacu.org



Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a “habit of mind” competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Evaluators are encouraged to assign a score to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones		1
		3	2	
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confining positive and negative trends.
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skilfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as “many,” “few,” “increasing,” “small,” and the like in place of actual quantities.)

Appendix 4-5: Information Literacy Competency

Rubrics for Assessing Information Competence in the California State University

ACRL	Beginning	Proficient	Advanced
1. Determine the Extent of the Information Needed	Student is unable to effectively formulate a research question based on an information need.	Student can formulate a question that is focused and clear. Student identifies concepts related to the topic, and can find a sufficient number of information resources to meet the information need.	Question is focused, clear, and complete. Key concepts and terms are identified. Extensive information sources are identified in numerous potential formats.
2. Access the Needed Information Effectively and Efficiently	Student is unfocused and unclear about search strategy. Time is not used effectively and efficiently. Information gathered lacks relevance, quality, and balance.	Student executes an appropriate search strategy within a reasonable amount of time. Student can solve problems by finding a variety of relevant information resources, and can evaluate search effectiveness.	Student is aware and able to analyze search results, and evaluate the appropriateness of the variety of (or) multiple relevant sources of information that directly fulfill an information need for the particular discipline,
3. Evaluate Information and its Sources Critically	Student is unaware of criteria that might be used to judge information quality. Little effort is made to examine the information located	Student examines information using criteria such as authority, credibility, relevance, timeliness, and accuracy, and is able to make judgments about what to keep and what to discard.	Multiple and diverse sources and viewpoints of information are compared and evaluated according to specific criteria appropriate for the discipline. Student is able to match criteria to a specific information need, and can articulate how identified sources relate to the context of the discipline.
4. Use Information Effectively to Accomplish a Specific Purpose	Student is not aware of the information necessary to research a topic, and the types of data that would be useful in formulating a convincing argument. Information is incomplete and does not support the intended purpose.	Student uses appropriate information to solve a problem, answer a question, write a paper, or other purposes	Student is aware of the breadth and depth of research on a topic, and is able to reflect on search strategy, synthesize and integrate information from a variety of sources, draw appropriate conclusions, and is able to clearly communicate ideas to others
5. Understand the Economic, Legal, and Social Issues surrounding the Use of Information, and Access and Use	Student is unclear regarding proper citation format, and/or copies and paraphrases the information and ideas of others without giving credit to authors. Student does not know how to distinguish between information that is objective and biased, and does not know the role that free access to information plays in a democratic society.	Student gives credit for works used by quoting and listing references. Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society.	Student understands and recognizes the concept of intellectual property, can defend him/herself if challenged, and can properly incorporate the ideas/published works of others into their own work building upon them. Student can articulate the value of information to a free and democratic society, and can use specific criteria to discern objectivity/fact from bias/propaganda.

*Prepared by the CSU Information Competence Initiative, October 2002, based on the 2000 ACRL *Information Literacy Competency Standards For Higher Education*. For more information, see http://www.calstate.edu/LS/1_rubric.doc.

Appendix 5-1: Does Service Learning Help Students Succeed?



Through Service Learning, students learn while serving the community. This “educational approach ties relevant community service to academic content and uses critical reflection activities to strengthen learning and developmental outcomes” (www.csufresno.edu/sl/). Studies have shown (Astin, et al., 2000; Eyler, et al., 2001) that Service Learning (SL) helps students improve their academic performance, build leadership skills, strengthen their sense of community, gain professional and career advantages, foster personal development, and cultivate a lifelong civic and service ethic.

At Fresno State, “engaging with the region” is one of our strategic goals. Adopting effective teaching methods is a goal in our Academic Plan. SL is one of the means by which engagement and active, experiential learning are achieved. Since 2005-06, the number of SL classes has grown from 124 to 160 in 2007-08. The number of students participating increased from 3,660 to 3,774. Approximately 10% of 2007-08 Fresno State graduates completed a SL course. The university has supported SL since the early 1990s. In 2007, Fresno State received a \$3.5 million donation to launch the Jan and Bud Richter Center for Community Engagement and Service Learning to continue and expand those activities.

So, more faculty members are using SL. More students are participating. And the university and Fresno community are supporting this method of teaching and learning. But does SL show positive effects for Fresno State students?

Demographics and Academic Preparation

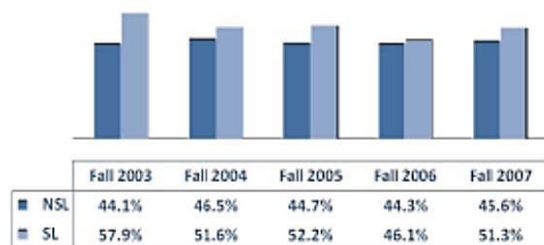
SL students are slightly more likely to enter as freshmen than as transfers. They are more likely to be female and a little more likely to be White and to need Math remediation than non-SL students.

Academic Performance

Does SL improve academic performance?

Students who took SL as seniors were more likely than seniors who did not take SL to graduate within one year after taking the class (even when controlling for cumulative units earned and other factors) (Chart 1). This was true for seniors who entered as first-time freshmen or as transfers.

Chart 1: One-Year Graduation Rates for Seniors*



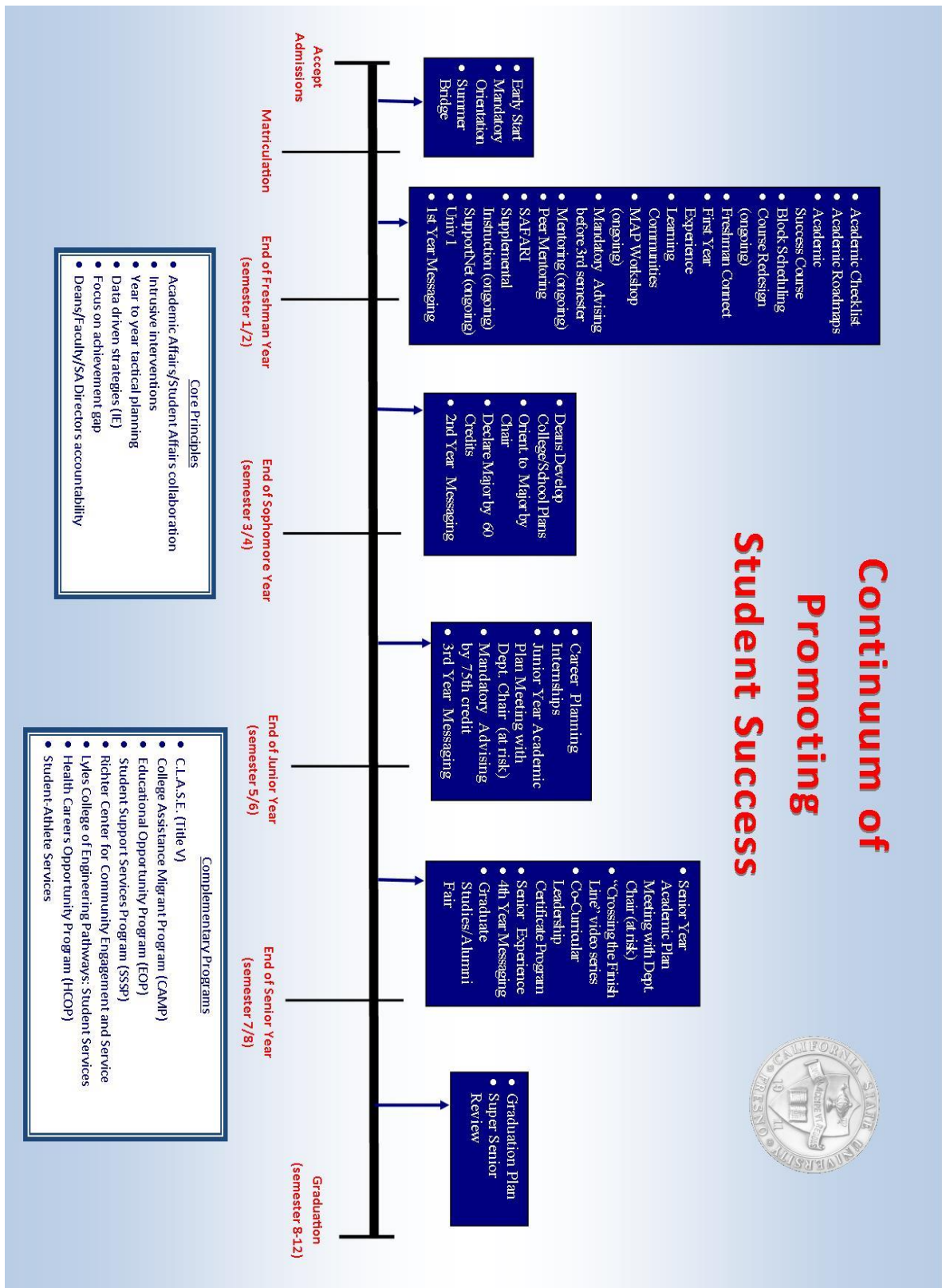
* One-year graduation rates refer to the percentages of students who graduated in one year after taking Service Learning classes.

Seniors who did not graduate within one year after taking an SL class persisted into the next year at higher rates than comparable non-SL students (again, even when controlling for cumulative units earned and other factors) (Chart 2).

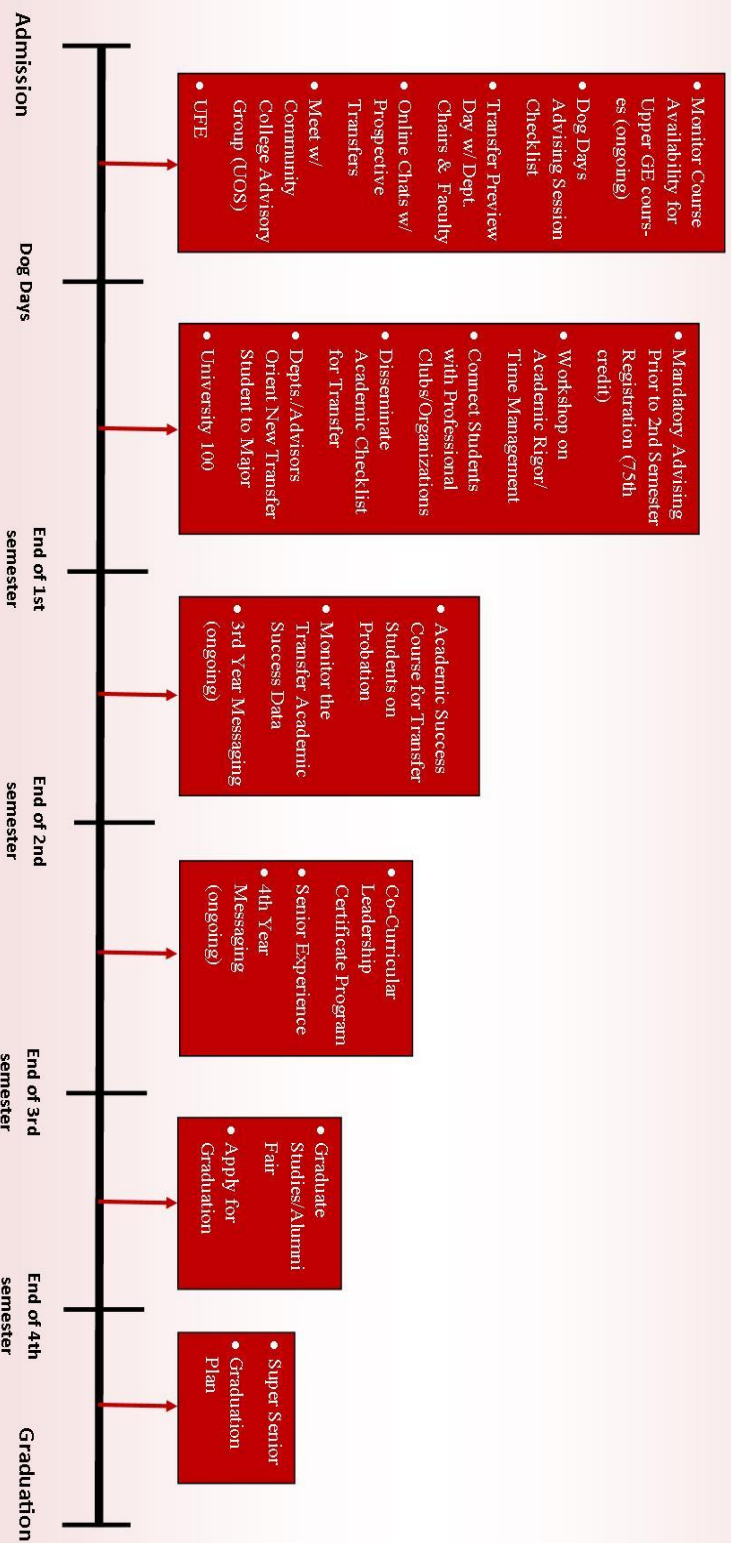
The difference between SL and non-SL seniors on time to degree is very small and not consistently different across the 5 cohorts included in this analysis.

Freshmen who took an SL class had a higher 4-year graduation rate than non-SL freshmen until controlling for High School GPA and SAT scores. Being prepared for college outweighs the effect of SL for these students. The 5-year graduation rate though continues to show SL as influential. SL freshmen’s one-year persistence rates

Appendix 5-2: Continuum of Promoting Student Success & Transfer Student Graduation Plan



TRANSFER STUDENT GRADUATION PLAN



Collaboration with Community College Reeder Schools (TOS)

Appendix 5-3: Institution Initiatives to Ensure or Improve Student Success

Institutional Initiatives to Ensure or Improve Student Success

Instructions: "In an appendix, provide detailed plans (metrics, timelines, etc.) for how unacceptable rates, including achievement gaps, will be address and improved."

Fresno State's strategic plan for the next five years calls for the following goals and actions to improve retention and graduation of its students:

TIMELINE: 2012 to 2015.

- 1) Gap in six-year freshmen and transfers graduation rates between traditional and under-represented students reduced by 50%.
- 2) Six-year first-time, full-time freshman graduation rates increased by 6 percentage points (45% baseline from Graduation Rate Initiative).
- 3) Six-year underrepresented minority graduation rate will rank in the top 25% of public Carnegie Engaged Universities.
- 4) 100% of complete applications have an admissions decision rendered within 60 days.
- 5) Increased percentage of new freshmen satisfying remediation through their high school senior experience before enrolling.

Appendix 5-4: Effect of Supporting Programs

Effect of Supporting Programs: Comparison of Students of Similar Background By Participation in the Supporting Programs

Only includes FTFTF who have the following characteristics: 1) Being URM, FGS, Pell grant eligible. 2) Requiring Eng and Math remediation

	HC	Academic preparation		Retention rates					Cumulative Graduation rates					Continuing rates after 6th yr
		Avg. HS GPA	Avg. SAT_C OMP	1st yr	2nd yr	3rd yr	4th yr	5th yr	6th yr	7th yr	8th yr	9th yr		
Fall 2003	Others	116	3.12	797	0.73	0.60	0.54	0.47	0.25	0.33	0.41	0.43	0.47	13.8%
	SupportProg	117	2.97	720	0.79	0.69	0.64	0.53	0.21	0.34	0.44	0.49	0.49	16.2%
Fall 2004	Others	144	3.19	796	0.76	0.60	0.56	0.44	0.22	0.32	0.40	0.41		12.5%
	SupportProg	145	3.06	753	0.88	0.75	0.70	0.61	0.26	0.39	0.42	0.46		15.9%
Fall 2005	Others	163	3.19	805	0.74	0.69	0.58	0.48	0.20	0.37	0.42			11.0%
	SupportProg	177	2.94	755	0.81	0.71	0.66	0.53	0.23	0.40	0.50			16.4%

Note: SupportProg includes five Student Support Programs of EOP (Educational Opportunity Program), Summer Bridge, CAMP (College Assistance Migrant Program), UMS (Univ Migrant Student Services), and SSSP (Student Support Services).

Appendix 5-5: Supplemental Instruction Progress/Growth Chart

Semester	Number of Course Supported	Number of Sections	Unique Students	Total Visits	Mean Final Course Grade SI vs. Non-SI
Fall 2008	5	10	193	848	2.60 vs. 2.08
Spring 2009	3	6	82	756	2.47 vs. 1.96
Fall 2009	5	10	201	978	2.74 vs. 2.10
Spring 2010	9	16	128	1131	1.97 vs. 1.89
Fall 2010	3	10	335	1345	2.32 vs. 1.87
Spring 2011	7	18	342	1220	2.45 vs. 2.16
Fall 2011	6	14	372	1846	2.38 vs. 2.03
Spring 2012	7	14	411	1739	2.65 vs. 1.87
Fall 2012	10	21	843	4043	2.63 vs. 1.76
Spring 2013	15	31	1161	6050	2.60 vs. 2.01
Fall 2013	19	42	IP	IP	IP

* Office of Institutional Effectiveness (OIE) conducted the data analysis for grade

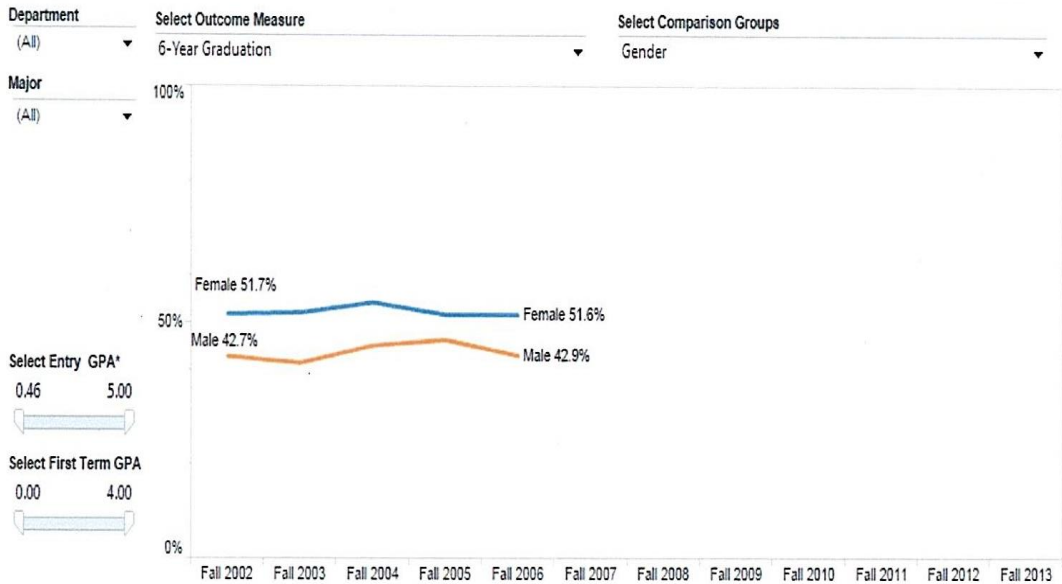
Appendix 5-6: Undergraduate Cohort Retention, Graduation, and Persistence

Undergraduate Cohort Retention, Graduation, Persistence

Select Cohort Term
Fall

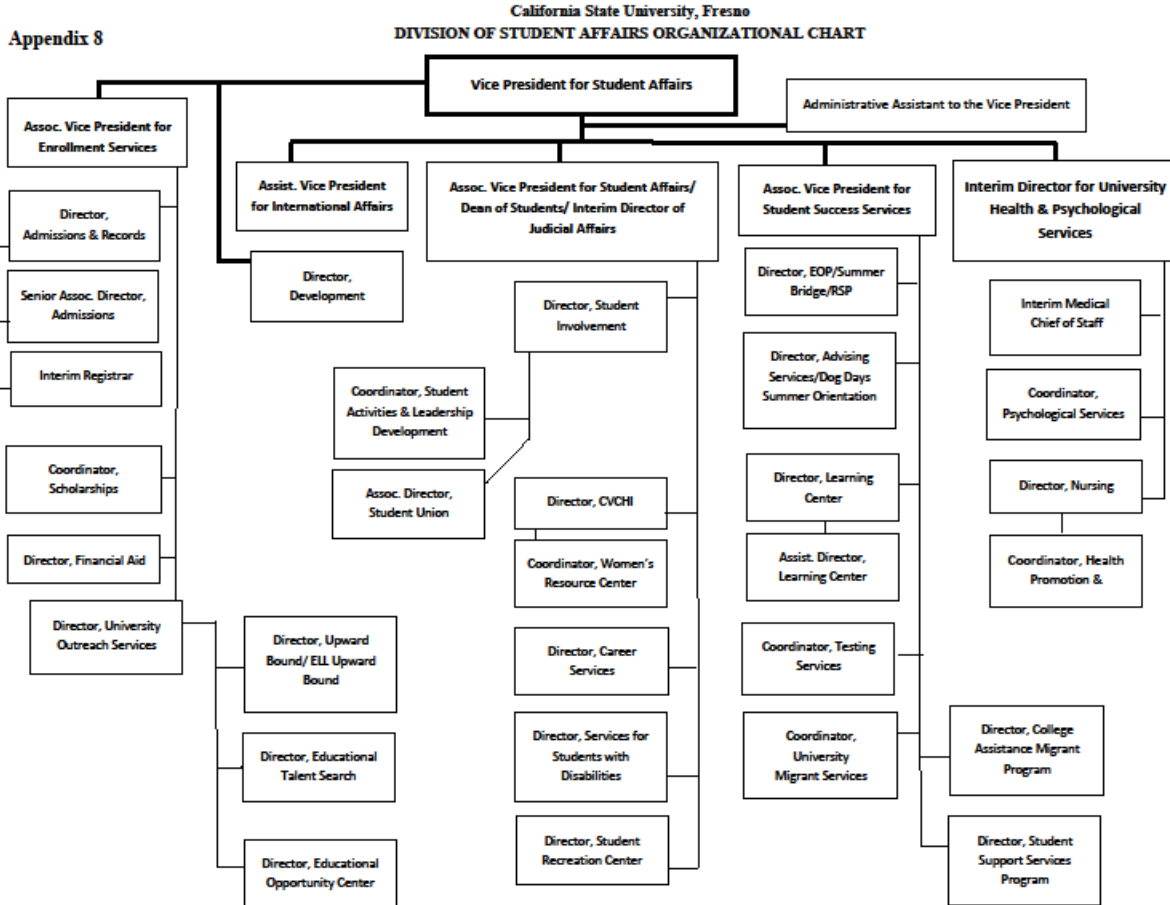
Full-Time First-Time Freshman Cohorts

Enrollment Type	Entry Cohort	Cohort Size	Avg. Entry GPA*	Avg. 1st Term GPA	Retention after 1 Year	Retention after 2 Yrs	Degree within 3 Years	Contin. after 3 Years	Degree within 4 Years	Contin. after 4 Years	Degree within 5 Years	Contin. after 5 Years	Degree within 6 Years	Contin. after 6 Years
First-Time Freshman	Fall 2002	2,191	3.29	2.86	82.1%	71.8%	0.9%	65.3%	15.8%	46.3%	36.5%	22.7%	48.0%	10.5%
Full-Time	Fall 2003	2,486	3.31	2.80	83.9%	73.1%	0.9%	65.7%	14.2%	47.7%	36.9%	21.6%	47.8%	9.8%
	Fall 2004	2,243	3.34	2.86	85.7%	73.9%	0.6%	67.8%	16.9%	48.2%	39.5%	22.2%	50.6%	10.2%
Gender	Fall 2005	2,356	3.27	2.78	82.3%	73.0%	0.7%	66.5%	13.7%	48.9%	37.2%	22.8%	49.4%	10.0%
(All)	Fall 2006	2,528	3.29	2.72	81.0%	70.0%	0.6%	65.0%	13.6%	48.4%	35.9%	24.1%	48.1%	10.1%
Race/ Ethnicity	Fall 2007	2,553	3.26	2.71	81.9%	70.4%	0.4%	66.2%	13.7%	49.7%	35.6%	24.5%		
(All)	Fall 2008	2,732	3.27	2.74	80.2%	73.5%	0.7%	68.9%	14.7%	51.2%				
Pell Recipient	Fall 2009	2,620	3.29	2.76	86.6%	79.7%	0.6%	73.5%						
(All)	Fall 2010	2,583	3.35	2.79	86.2%	77.7%								
	Fall 2011	2,831	3.33	2.81	83.5%									
Select Entry Major	Fall 2012	3,036	3.30	2.72										
College	Fall 2013	3,147	3.31											
(All)	Grand Total	31,306	3.30	2.78	83.3%	73.7%	0.7%	67.5%	14.6%	48.7%	36.9%	23.0%	48.7%	10.1%

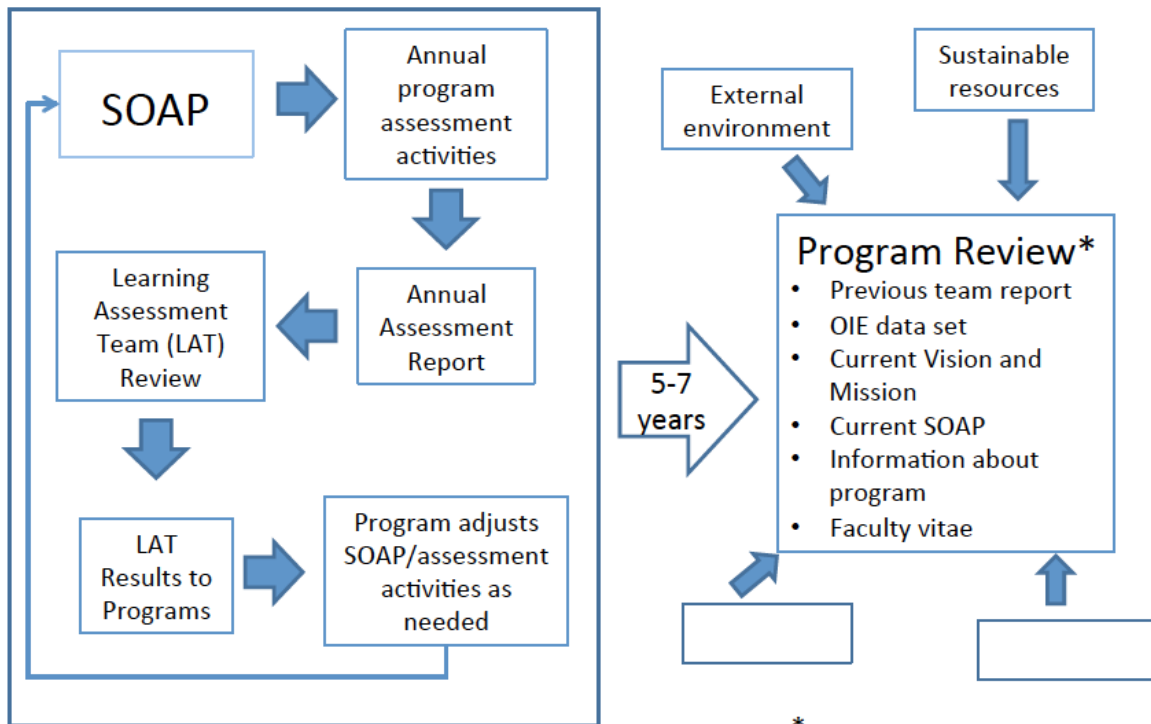


* HS GPA for First-Time Freshmen; Transfer GPA for Transfers

Appendix 5-7: Division of Student Affairs Organizational Chart



Appendix 6-1: Annual Assessment Activities



Annual Assessment Activities

Appendix 6-2: Annual Report Rating by College- Undergraduate & Graduate

**Table 1.1: Annual Report Rating by College
(Undergraduate Programs)**

	2011	2012	2013
College	Annual Report Rating Mean	Annual Report Rating Mean	Annual Report Rating Mean
College of Arts and Humanities	1.83	1.88	2.71
College of Health and Human Services	3.22	3.39	3.79
College of Science and Math	1.45	1.22	1.78
College of Social Sciences	1.77	1.07	3.04
Craig School of Business	2.83	2.83	3.88
Jordan College of Agricultural Sciences and Technology	1.53	1.30	2.98
Kremen School of Education & Human Development*	n/a	n/a	n/a
Lyles College of Engineering	2.50	2.95	2.83
University Mean	1.97	1.83	2.84

*n/a, no undergraduate program

Table 2.1: Annual Report Rating by College (Graduate Programs)

	2012*	2013
College	Annual Report Rating Mean	Annual Report Rating Mean
College of Arts and Humanities	0.21	1.19
College of Health and Human Services	2.17	2.95
College of Science and Math	1.22	1.47
College of Social Sciences	0.75	2.50
Craig School of Business	2.33	4.00
Jordan College of Agricultural Sciences and Technology	2.00	2.50
Kremen School of Education & Human Development	1.79	2.33
Lyles College of Engineering	2.33	2.08
University Mean	1.48	2.09

*No data available for 2011

Appendix 7-2: Senate Organization Chart

AcadSenOrgChart 2013

