
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

PREPARATORY REVIEW REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

NOVEMBER 19TH, 2002

INTRODUCTION

This new twenty-third campus of the California State University System, California State University Channel Islands, is being anchored in the characteristics and needs of the region. Its distinction will derive largely from its location in a region with a strong agricultural tradition, a culturally diverse community, a Navy base presence, and thriving industries in such burgeoning fields as genetic engineering and information and communication systems. Academic programs are responsive to the characteristics, needs, goals, and circumstances of the region's prospective students. The University will identify niche programs that are consistent with the overall university mission and values.

Although Channel Islands expects to embody the major strengths of regional universities and those of the CSU in particular, this new university aspires to develop its own unique identity and culture. It is seeking to do so by honoring key elements of its mission, including (1) learning within and across disciplines through integrative approaches, (2) emphasizing experiential and service learning, (3) inculcating an appreciation of different cultures, (4) creating learning communities, (5) developing community-university partnerships, and (6) supporting lifelong learning. The University will use technology to expand and advance all elements of its mission.

Identifying learning outcomes and regular systematic assessment of the extent to which students are mastering those outcomes are central organizing principles that permeate the University, all of its programs, and services. We will establish goals, identify outcomes, and develop appropriate measures to assess the achievement of the goals and outcomes, and describe how assessment and evaluation are used to (a) inform strategic planning, (b) set priorities, (c) guide budgeting, and (d) improve the University's programs, services, and administrative functions.

California State University Channel Islands is a work-in-progress. The priorities at this time are ensuring that necessary processes and administrative structures are in place, and that the initial programs are ready to serve students. The following questions have guided our preparation of the Preparatory Review Report.

Are the goals of the institution and its major components appropriate and clear?

Are the academic programs, administrative services, and student services sufficiently responsive to the needs of the region's students?

Are the initial programs sufficiently aligned with the needs and characteristics of the region?

To what degree are assessment and evaluation integral parts of each unit of the institution?

To what extent is learning outcomes assessment a central tenet of the University?

How effectively is the institution addressing the low college participation rates characteristic of the region's students?

To what degree are assessment and evaluation results used to inform strategic planning, set priorities, guide budgeting, and improve programs and services?

The University acknowledges that attracting and retaining students from the region will pose a special challenge. Students from the area have had low college participation rates, and those who have entered higher education have tended to gravitate to community colleges because there has been no California State University in the region. Many Channel Islands students have obligations that interrupt their pursuit of educational goals. We are working to orient, organize, and structure flexible programs and services to provide for the needs of students whose family and employment demands require them to move in and out of the University periodically.

We recognize the need to make extraordinary efforts to establish and maintain active relations with high schools throughout the area, and to convey information to prospective students and their families. Intensive programs will encourage middle and high school students to enroll in college preparatory courses, identify opportunities for a university education, and inform students of the availability of financial aid. Campus faculty and staff have engaged pre-school through community college educators throughout the region to ensure sound preparation

for university studies. University faculty members will work closely with area community colleges, as academic programs are developed to ensure effective course articulation, and smooth transfer to CSU Channel Islands without loss of credit.

Channel Islands graduates will be comfortable working in teams, well versed in their respective disciplines, yet grounded on a sound foundation of liberal arts education. They will be able to articulate and demonstrate the values of their education, and exhibit confidence in applying their learning in practical situations. They will have a well-developed appreciation of the environment and their place in it, and recognize the importance of lifelong service to their communities. Our graduates will be technologically literate, have deep respect for multicultural diversity, and be capable of functioning effectively in an international society and economy. As a public university, we will educate citizens for the commonweal who know how to participate in and contribute to a flourishing democratic society. We hope our graduates will have a commitment to something larger than themselves, developed through such activities as service learning, experiential learning, and participation in community activities.

CSU Channel Islands opened to transfer students in fall 2002, and will open to freshmen in 2003, and graduate its first students in 2004. The initial accreditation process parallels closely the institution's planning and development process. We have embraced the WASC vision of a university and how a university is accountable to the accrediting body. We have adopted the WASC handbook as the road map for establishing the policies, principles, and practices of this new university. Unlike mature universities that have to reshape themselves to conform to regional accreditation standards, we are using WASC and the model developed by WASC as the road map for designing our university. Although the WASC road map as a model for learning organizations is clear, it is sufficiently flexible to allow Channel Islands to assume its own character and form to be responsive to regional needs. The external, unbiased assistance of WASC is very helpful during the developmental stages of the institution. The University looks forward to benefiting and learning from an informed "critical friend" who is sufficiently removed from the day-to-day development and operation of the campus to provide objective feedback and constructive recommendations.

A broad cross section of the University community has been included in the development and approval of this report. An important element of the process was a three-day off-campus retreat held as the institutional proposal was being drafted. Campus executive officers, faculty members, and administrative department heads participated in the retreat. Plenary sessions were held to identify common themes, strategies, culture and values, strengths and weaknesses, and opportunities and threats (see Exhibit 4.1).

INSTITUTIONAL PORTFOLIO

The institutional portfolio contains the following three sections: a) basic descriptive data; b) a set of prescribed exhibits and data displays; and c) a listing of exhibits presented in this report.

A. BASIC DESCRIPTIVE DATA

Chart A-1. Headcount Enrollment by Level (Fall Term)¹

	Total Headcount Enrollment	Lower Division Headcount	Upper Division Headcount	Graduate Headcount	Post-Baccalaureate (Non-Graduate) Headcount	Non-Degree Headcount	Total FTE Headcount
Year 1: 2002-2003	630	---	495 ²	---	135 ³	---	465

¹Taken from SIMS-R¹ Report: Card 20.

²Includes 4 students that fell below the threshold of 56 transfer credit hours but were allowed to enroll in the transfer curriculum.

³Includes post-baccalaureate undeclared students admitted to the credential program, plus students completing pre-requisites for the credential program.

Chart A-2. Headcount Enrollment by Status and Location (Fall Term)⁴

	Total Headcount Enrollment	Full-Time	Part-Time	On-Campus Location	Off-Campus Location
Year 1: 2002-2003	630	270	360	630	---

⁴Taken from SIMS-R¹ Report: Card 20.

Chart A-3. Degrees and Certificates Granted by Level (Academic Year)⁵

	Total Degrees Granted	LT 2-Year	Associate	Bachelor	Post- Baccalaureate	Master	Doctorate	Other
Year 1: 2002-2003	---	---	---	---	---	---	---	---

⁵No CSUCI students will graduate in Fall '02; but approximately 20 students have been identified as possible May '03 graduates.

Figure 1. Academic Programs

Programs	2002	2003	2004
Anthropology	---	---	BA
Bioinformatics	---	---	MS
Biology	BS	---	---
Business	BS	---	MBA
Chemistry	---	---	BA, BS
Computer Science	BS	---	---
Economics	---	---	BA
Education	---	MA	---
English	BA	---	---
Environmental Science	BS	---	---
Art	BA	---	---
History	---	BA	---
Liberal Studies	BA	---	---
Mathematics	BS	---	---
Psychology	---	BA	---
Public Administration	---	---	MPA
	8	3	7

Chart A-4. Faculty by Employment Status

	Total Faculty Headcount	Full-Time Faculty	Part-Time Faculty	Total Faculty FTE
Year 1: 2002-2003	80	39 ⁶	41	53.13 ⁷

⁶ Includes 9 full-time lecturers.

⁷ Count based on 39 FTEs for full-time faculty; plus 14.13 FTEFs for part-time faculty (212 Weighted Teaching Units / 15).

Chart A-5.6. Financial Ratios⁸

	Net Asset Generation	Surplus Loss [on] Activities	Income/Expense Ratio	Debt-to-Equity	Support of Educational Mission
Year 1: 2002-2003	---	---	---	---	---

⁸ At this time, KPMG is auditing CSUCI's records for 2001-2002 and will produce a report in time to meet the Chancellor's deadline for reports.

B. PRESCRIBED EXHIBITS AND DATA DISPLAYS

STIPULATIONS

Please see Appendix 1 for CSUCI's Institutional Stipulation Statement.

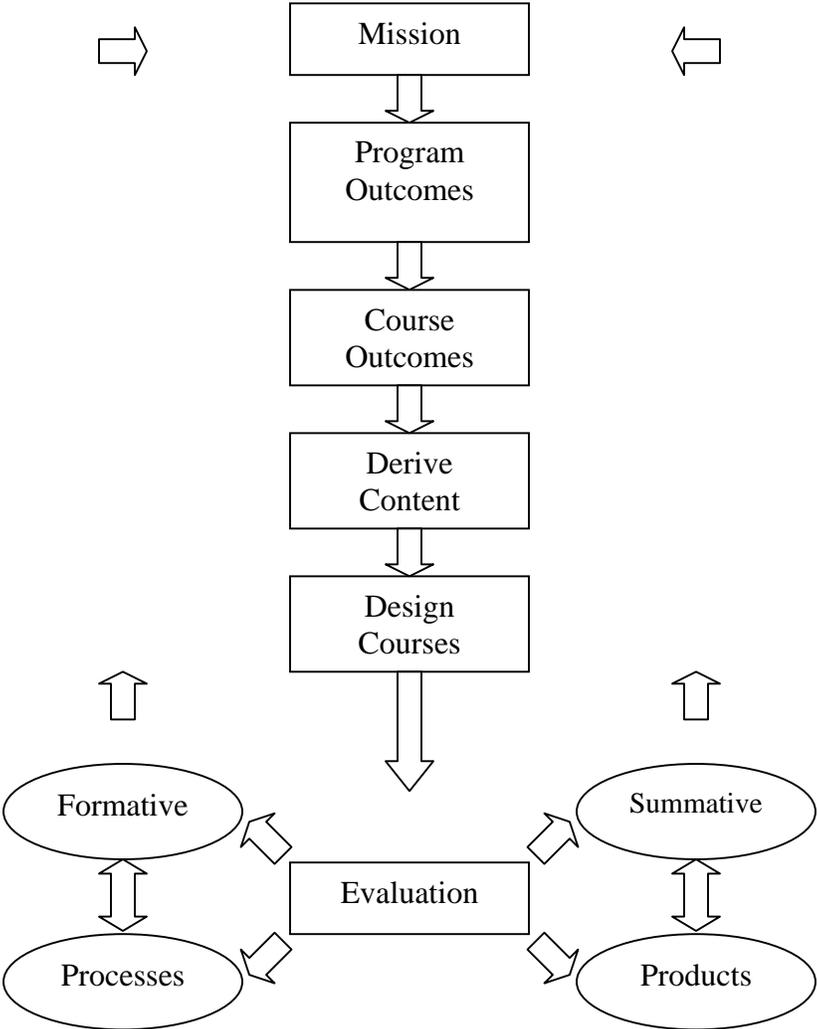
CHANNEL ISLANDS EDUCATIONAL STATISTICS

Available student data from the SIMS-R' database are presented in Appendix 2.

PLANNED ASSESSMENT ACTIVITIES

At the time of writing this report, we were in the tenth week of instruction. We have identified the desired characteristics of our graduates (see page 3 of this document, 1st paragraph) and developed program objectives. Before any course is taught, faculty specifies learning outcomes and methods of assessment, including the appropriate indicators and metrics. The information obtained from these assessment activities will be used in formative and summative evaluation of processes and products (see Figure 1).

Figure 1
Conceptual Framework for Program Outcomes Assessment



C. LISTING OF EXHIBITS

- 1.1 California State University Channel Islands (CSUCI) Mission Statement
- 1.2 Academic Master Plan for CSUCI
 - 1.2.1 Educational Program Objectives
 - 1.2.2 Student Outcomes Assessment
- 1.3 Speeches and Articles authored by President Richard Rush
 - 1.3.1 List of President Rush's Speaking Engagements
 - 1.3.2 40-page supplement to the Ventura Star Newspaper
- 1.4 Academic Senate Bylaws
 - 1.4.1 CSUCI Policy on Free Speech
 - 1.4.2 Governor's Edict on Free Speech
- 1.5 U.S. Census Data, CA Dept. of ED data, CC Data, and CSUCI Data
 - 1.5.1 CSU Executive Order 11246, Employee Diversity
 - 1.5.2 CSUCI Employee Diversity
 - 1.5.3 CSU Executive Order 774, Nondiscrimination
 - 1.5.4 CSU Statement on Equal Opportunity and Diversity
 - 1.5.5 Dr. Rush's response to an inquiry on CSUCI staff diversity
 - 1.5.6 CSUCI Admission and Recruitment Plan
 - 1.5.7 Participation by Chumash Elder at inauguration
 - 1.5.8 Mace as described in Current Magazine
- 1.7 CSUCI Student GuideBook
- 1.8 Management Personnel Plan for employees.
 - 1.8.1 CSU Executive Order 792, Student Grievances
 - 1.8.2 CSUCI Memo addressing CSU Executive Order 792
- 2.1 Correspondence with CSU, external reviewers, and CPEC
- 2.2 CSU Executive Order 595
 - 2.2.1 CSUCI Catalog, General Education, pp. 41-44
- 2.3 CSUCI Advising Center
- 2.4 Listing of Campus Committees and Boards
 - 2.4.1 News Release on Appointment of Director of Community Relations
- 2.5 Material on service learning and learning communities
 - 2.5.1 President's Cabinet Minutes Regarding mid-term Grades
- 2.7 CSU Student Needs and Priorities Survey
- 2.8 Faculty Scholarly Productivity during the 1st year of operation
- 2.9 Brown Bag Lunch Schedule
 - 2.9.1 Proposed Research and Scholarship Program
- 2.10 NCHEMS Needs Analysis
 - 2.10.1 Assessment of Educational Needs in Agriculture
 - 2.10.2 Assessment of Graduate Education Needs
 - 2.10.3 California Postsecondary Education Commission Report
- 2.11 CSUCI Co-Curricular Programs
- 2.12 CSUCI publications for students
- 2.13 Division of Student Affairs Annual Report
 - 2.13.1 Campus Housing Needs Analysis
 - 2.13.2 Student Material in Spanish

C. LISTING OF EXHIBITS (CONTINUED)

- 2.14 CSU Executive Orders on Transfer Student
- 2.14.1 CSUCI Publications for Transfer Students
- 2.14.2 Articulation Agreement on Transfer Credits
- 3.1 Vitas for Professional Staff
- 3.2 Qualifications of Faculty
- 3.2.1 CSUCI Online Hiring System
- 3.2.2 CSUCI Faculty Workload
- 3.2.3 New Faculty Orientation
- 3.3 Collective Bargaining Agreement
- 3.3.1 Academic Resolution 44-01 on RTP policies
- 3.3.2 Results of 1st year RTP recommendations
- 3.3.3 Schedule of RTP for 2002-2003
- 3.3.4 Proposed Policy on Student Rating of Instruction
- 3.4 Charge/Membership of Faculty Development Committee
- 3.4.1 Faculty Development Plan
- 3.4.2 Professional Development Opportunities for Staff
- 3.5 Charge and Membership of Budget Committee
- 3.5.1 CSUCI Capital Development
- 3.5.2 CSUCI Site Authority
- 3.5.3 CSUCI Site Authority Agenda Item
- 3.6 Information Technology Plan
- 3.6.1 Library services for students
- 3.6.2 Library services for faculty
- 3.6.3 Library Collection Development and Gift Policies
- 3.7 Process for Information Technology Resources
- 3.7.1 Charge and Membership of Enterprise Technology Committee
- 3.7.2 CSUCI Integrated and Collaborative Technology Environment
- 3.8 Evolution of Campus Organization
- 3.9 CSU Board of Trustees
- 3.10 Resumes for President Rush and Cabinet
- 4.1 Strategic Planning Documents
- 4.1.1 Key Components of Strategic Planning
- 4.3 IO Consulting proposal for PeopleSoft Student Information System
- 4.4 CSUCI curriculum approval process
- 4.4.1 Student evaluation of 1st CSUCI program
- 4.5 Mission Statement for the Office of Institutional Research and Assessment
- 4.5.1 Charge and Membership of Institutional Review Board
- 4.8 CSU Policy on Accountability
- 4.8.1 CSUCI Plan to Implement Accountability

REFLECTIVE ESSAYS

STANDARD 1

DEFINING INSTITUTIONAL PURPOSES AND ENSURING EDUCATIONAL OBJECTIVES

THE INSTITUTION DEFINES ITS PURPOSES AND ESTABLISHES EDUCATIONAL OBJECTIVES ALIGNED WITH ITS PURPOSES AND CHARACTER. IT HAS A CLEAR AND CONSCIOUS SENSE OF ITS ESSENTIAL VALUES AND CHARACTER, ITS DISTINCTIVE ELEMENTS, ITS PLACE IN THE HIGHER EDUCATION COMMUNITY, AND ITS RELATIONSHIP TO SOCIETY AT LARGE. THROUGH ITS PURPOSES AND EDUCATIONAL OBJECTIVES, THE INSTITUTION DEDICATES ITSELF TO HIGHER LEARNING, THE SEARCH FOR TRUTH, AND DISSEMINATION OF KNOWLEDGE. THE INSTITUTION FUNCTIONS WITH INTEGRITY AND AUTONOMY.

INSTITUTIONAL PURPOSES

- 1.1 California State University Channel Islands inherited a mission statement (see [Exhibit 1.1](#)) developed in fall 2000 by a planning body called the Faculty Council, which was composed of faculty from throughout the CSU system. The University community embraces the basic tenets and values inherent in this mission statement. However, in its current form the mission statement diffuses rather than focuses the University community's efforts. The CSUCI strategic planning committee is developing a more focused mission statement.

Our vision is that Channel Islands will realize its mission through the following processes: (1) learning within and across disciplines through integrative approaches, (2) emphasizing experiential and service learning, (3) inculcating an appreciation of different cultures, (4) creating learning communities, (5) developing community-university partnerships, and (6) supporting lifelong learning.

- 1.2 Globally we describe Channel Islands' educational objectives in terms of the desired characteristics of its graduates. We expect Channel Islands graduates to be comfortable working in teams, well versed in their chosen disciplines, yet grounded on a sound foundation of liberal arts education. They will be able to articulate and demonstrate the values of their education, and exhibit confidence in applying their learning in practical situations. They will have a well-developed appreciation of the environment and their place in it, and recognize the importance of lifelong service to their communities. Our graduates will be technologically literate, have deep respect for multicultural diversity, and be capable of functioning effectively in an international society and economy. As a public university, we will educate citizens for the commonwealth who know how to participate in and contribute to a flourishing democratic society. We have established educational experiences to encourage our graduates to have a commitment to something larger than themselves, developed

through such activities as service learning, experiential learning, and participation in community activities.

Specific educational objectives are identified for each program of study (see [Exhibit 1.2](#)), and learning outcomes are developed for each course before it is taught for the first time (see [Exhibit 1.2.1](#)). The skills, competencies, and dispositions the University expects to develop in graduates will be developed for each degree program, as will a list of assessment devices to measure these expectations. As a brand new university, we have the opportunity to have mission and values truly drive program and course objectives (see [Exhibit 1.2.2](#)). The University is also in the process of developing policies and practices to ensure that results of ongoing assessment are used to improve the educational programs.

- 1.3 Leading any university with its communities of scholars, teachers, and researchers is a challenge. To craft a 21st Century University that is responsive to the current and future needs of the communities it serves requires even more insightful leadership, and a willingness to undertake risk. Effective leadership under these circumstances requires careful and regular evaluation of all who serve in leadership positions.

The California State University system requires annual reviews of all Executive and Management Personnel Plan personnel. Annual performance evaluation of staff members is also required. Faculty are evaluated through the retention, tenure, and promotion process. Exhibit 1.3 provides examples of articles authored by the president. This exhibit provides an example of high-quality executive and faculty leadership, and continuing efforts to sustain that high performance level. Exhibit 1.3.1 is a list of the President's speaking engagements during his first fifteen months and text from his speeches. Exhibit 1.3.2 is a special supplement to the Ventura County Star featuring the opening of CSUCI.

INTEGRITY

- 1.4 No construct is held more firmly in the University than academic freedom. Early in its development, the University adopted an academic freedom statement. This statement is included in the catalog, the academic senate constitution, Article 1, Section 2F (see [Exhibit 1.4](#)), the Student Guidebook, pp. 29, 30 (see Exhibit 1.7), and has been disseminated throughout the campus. [Exhibit 1.4.1](#) is the proposed campus free speech area. The campus response to a Governor's edict on free speech is also shown as [Exhibit 1.4.2](#).
- 1.5 Like much of California, the service area of Channel Islands is home to diverse peoples. [Exhibit 1.5](#) illustrates that the ethnic distribution of Ventura County's community college enrollment is about 31.4% Hispanic,

8.4% Asian, 2.5% African American, 1.1% Native Americans, 6.9% Other Race or Unknown, and 49.7% White. CSUCI enrollment reports for fall 2002 indicate that the opening class approximates the rich diversity of the region. The ethnic distribution of the first transfer class (fall 2002) is 22% Hispanic, 6.8% Asian, and 1.4% African American (see Exhibit 1.5).

Exhibit [1.5.1](#) is the 2000-2001 reports required by Governor's Executive Order 11246 demonstrating that Channel Islands is an unusually diverse campus with respect to employees. [Exhibit 1.5.2](#) illustrates the diversity of all employees, faculty hires, and those who applied for faculty positions. [Exhibit 1.5.3](#) is CSU Executive Order 774, System-wide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment. [Exhibit 1.5.4](#) includes CSU statements on equal opportunity and diversity. [Exhibit 1.5.5](#) is a letter from the President responding to an inquiry about the extent of campus staff diversity. [Exhibit 1.5.6](#) is the University admission and recruitment plan.

Additional exhibits establish that the University is attentive to ensuring that its policies, practices, ceremonies, and commemorations reflect the rich diversity of the region's peoples. The invocation at the President's inauguration and the benediction at the campus opening were given by a Chumash Elder (see [Exhibit 1.5.7](#)). [Exhibit 1.5.8](#) pictures the University mace that includes two dolphins reflecting the Chumash legend of dolphins leading the Chumash people from the Channel Islands to the mainland.

- 1.6 The University is effectively buffered from political interference by the CSU Board of Trustees and the system's Chancellor's Office. The University and its representatives avoid political affiliation since support is needed from all quarters.
- 1.7 The institution's official publications such as the catalog and student guidebook, and informational publications portray fully and accurately the campus policies, programs, services, and goals. To ensure that students may complete their academic programs in a timely fashion, the University offers its coursework so students can complete all of their lower division requirements in two years, and all of their upper division requirements in two years. This includes offering classes at night and on Saturdays. All degree programs are limited to 120 semester units except for Computer Science, which is 124 units. Student academic records convey clearly the type and meaning of the credit recorded. Pages 44-60 of the student guidebook ([Exhibit 1.7](#)) spell out the Student Code of Conduct and other provisions to ensure students are treated fairly. (See also responses to 2.10 and 4.5)

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- 1.8 All collective bargaining agreements include grievance and complaint procedures. With the exception of the Management Personnel Plan employees, all employees are represented. Due process for MPP employees is described in [Exhibit 1.8](#). The student guidebook describes how student complaints and disciplinary issues are handled (see Exhibit 1.7, pp. 32,33). CSU Executive Order 792 (see [Exhibit 1.8.1](#)) has prompted the University to develop a new student grievance and grading policy to expand the current basic policy. [Exhibit 1.8.2](#) is a memorandum from the Vice President, Academic Affairs describing the campus implementation process for the system policies. This new process includes clear assignments of responsibility, a response schedule, and timelines to achieve compliance with the new executive order.
- 1.9 The University is fully committed to an honest and open relationship with the Accrediting Commission and endeavors to comply with all Commission policies and procedures. We look forward to benefiting and learning from an informed “critical friend” who is sufficiently removed from the day-to-day development and operation of the campus to provide objective feedback and constructive recommendations.

STANDARD 2

ACHIEVING EDUCATIONAL OBJECTIVES THROUGH CORE FUNCTIONS

THE INSTITUTION ACHIEVES ITS INSTITUTIONAL PURPOSES AND ATTAINS ITS EDUCATIONAL OBJECTIVES THROUGH THE CORE FUNCTIONS OF TEACHING AND LEARNING, SCHOLARSHIP AND CREATIVE ACTIVITY, AND SUPPORT FOR STUDENT LEARNING. IT DEMONSTRATES THAT THESE CORE FUNCTIONS ARE PERFORMED EFFECTIVELY AND THAT THEY SUPPORT ONE ANOTHER IN THE INSTITUTION'S EFFORTS TO ATTAIN EDUCATIONAL EFFECTIVENESS.

TEACHING AND LEARNING

- 2.1 The CSU system has checks and balances built into the processes by which it reviews all proposed new degree programs. The system provides guidance to its individual campuses regarding program content, quality, and degree level. The CSU Chancellor's Office and the California Postsecondary Education Commission (CPEC) must approve all new degree programs. First, proposals are submitted to the Chancellor's Office. If acceptable, the proposals are sent by the Chancellor's Office to a team of external reviewers. The Chancellor's Office sends the comments of the external reviewers to the campus to revise the proposal in response to the observations and recommendations of the reviewers. Only then is the proposal forwarded to CPEC. [Exhibit 2.1](#) includes exchanges of correspondence among the campus, the Chancellor's Office, the external reviewers, and CPEC. Exhibit 1.2.1 is the proposal for the eight programs offered during the first year of instruction.

All faculty members developing the educational programs have terminal degrees appropriate to their disciplines, many are nationally recognized, and most previously held positions at distinguished universities. Where the campus has only one faculty member in a discipline, outside experts are consulted to help develop degree programs and curriculum. In addition to full-time tenure track faculty, Channel Islands is fortunate to have an extraordinarily well qualified part-time faculty (see Exhibit 3.2)

- 2.2 Compliance with CSU system and CPEC requirements for approval of proposed degree programs requires clear definition of entry-level standards and graduation requirements. [Exhibit 2.2](#) is the CSU system-wide policy on General Education, and [Exhibit 2.2.1](#) represents upper division General Education requirements. These course outlines include learning outcomes and means of assessment of the extent to which students master these outcomes. At Channel Islands, all nine units of upper division General Education must be interdisciplinary. CSUCI has no graduate programs at this time except for the teacher credential program.
- 2.3 During the year prior to its opening, the University devoted a great deal of effort to preparing publications describing its programs and expectations of students. [Exhibit 2.3](#) is the description of the advising center, Exhibit 3.6.1 is the brochure orienting students to the library, Exhibit 2.5 is the wide array of material on community/service learning, learning communities, and Exhibit 2.11 is co-curricular programs. Information on educational programs and admission and graduation policies is in the catalog. The campus has centers for math tutoring and development of writing skills to assist students who need help acquiring those key skills.
- 2.4 During the formative years, the faculty is functioning as a committee of the whole. All academic programs are being developed, and all decisions are being made collaboratively. Not having departments means all faculty members are involved in the development and review of all programs (see Exhibit 1.4). A conscious decision has been made by the academic community to seek ways to institutionalize cross-disciplinary structures and collaborative decision-making as the University grows. It is expected that all program areas will have advisory committees that include community members. [Exhibit 2.4](#) displays all campus committees and boards. [Exhibit 2.4.1](#) is an announcement of the appointment of a Director of Community Relations in which the President reaffirms his commitment to working closely with the community.
- 2.5 Experiential learning, service learning, and learning communities are key elements of the University's mission and values that are intended to actively involve students in learning (see [Exhibit 2.5](#)). The campus is also developing a process for giving mid-term grades to identify students in trouble as early as possible and to initiate steps to remedy their problems

before the end of the term. (See [Exhibit 2.5.1](#), President's Cabinet minutes for September 16, 2002, Item 9b.) Anticipating the needs of students, the University has created math and writing centers to help students develop their basic skills.

- 2.6 The University sets out its expectations of graduates through its program educational objectives, course learning outcomes, and desired characteristics of its graduates (see Exhibit 1.2.1). Since learner outcomes for individual courses are derived from educational objectives, assessment of learning outcomes should provide formative information on attainment of program objectives. The primary exhibits are the course outlines that include learning outcomes and assessment methods. The first paragraph on page 3 of this document identifies the skills, competencies, and dispositions we wish our graduates to possess. Currently, we are determining the experiences most likely to yield those characteristics. Also, please see Exhibit 1.4, Academic Senate resolution 1-01, Curriculum Approval Process.
- 2.7 CSU system policy stresses the importance of maintaining program currency. Board of Trustees policy requires cyclical review of all academic programs. The Academic Senate is developing a campus policy for 5-year cyclical review of educational programs. In addition, there will be regular review of the extent to which learning outcomes are being achieved. Also, surveys of employers of Channel Islands graduates are being developed and the system-wide Student Needs and Priorities Survey (see [Exhibit 2.7](#)) data will be used to measure students' satisfaction with their educational experiences.

SCHOLARSHIP AND CREATIVE ACTIVITY

- 2.8 Although the institution is very new, it has begun to establish a supportive environment for scholarly and creative activity, and innovation in teaching and learning. In the first year of university operation, faculty workload was devoted almost entirely to curriculum development. However, faculty members who presented papers at any conference were fully supported by the University. Although there was no reassigned time for scholarship, faculty productivity was extraordinary. [Exhibit 2.8](#) presents the faculty scholarly productivity during the first year. The Senate Faculty Affairs Committee is planning to develop a faculty travel policy, which is supportive of scholarship.
- 2.9 Channel Islands links scholarship, teaching, student learning, and service in a variety of ways. A major feature of academic programs at Channel Islands includes opportunities for community/service learning and participation in learning communities. Exhibit 2.5 illustrates these opportunities. The service learning opportunities are of two kinds:

(1) internships which are essentially hands on or action-oriented study, and (2) partnerships with community organizations such as the Gold Coast Innovation Center and other research organizations located on campus as placements for students at local high tech companies. Among other benefits, this will enable students majoring in biology, math, and science to participate in internships in science labs to translate experience into science for profit. Another example is an art professor who is incorporating digital technology in the education of artists so that they will be prepared to be both artists and individuals who are employable; they are involved in the productive efforts of their study.

Faculty members have organized bi-weekly brown bag lunches where their research is shared with colleagues. [Exhibit 2.9](#) is a schedule of the brown bag lunches. Another pertinent exhibit ([Exhibit 2.9.1](#)) is a proposal for a research and scholarship program for probationary faculty.

SUPPORT FOR STUDENT LEARNING

- 2.10 Beginning with the original NCHEMS needs analysis ([Exhibit 2.10](#)); the campus has tailored its programs and services to respond to the needs and characteristics of its prospective students. Additional studies include the Survey of Educational Needs in Agriculture, February, 1999 ([Exhibit 2.10.1](#)); the Assessment of Graduate Education Needs for the Port Hueneme Division of the Naval Surface Warfare Center ([Exhibit 2.10.2](#)); and the Needs Analysis prepared for the California Postsecondary Education Commission ([Exhibit 2.10.3](#)) For planning purposes, the campus also has used system-wide data from the 1999 administration of the Student Needs and Priorities and Survey (SNAPS). The campus will participate in the next administration of SNAPS in 2004 and use campus-specific data to assess student levels of satisfaction. Exhibit 1.8.1 is CSU Executive Order 792 – Grading Symbols, Assignments of Grades, and Grade Appeals. The campus grade appeal policy is in both the catalog and student guidebook.
- 2.11 Considering its newness, the University has an unusually wide array of co-curricular programs. [Exhibit 2.11](#) lists and describes all student clubs and organizations as well as policies and procedures establishing new student organizations, including obtaining campus approval, and securing necessary resources. These are examples of student co-curricular programs that augment, and are integrated with academic programs to enrich student growth and development.
- 2.12 The University has developed an impressive range of publications and electronic means to provide students with information on academic programs and requirements. Exhibit 2.3 and [Exhibit 2.12](#) illustrate the recruiting and admission publications, financial aid information, academic

calendars, advising programs, and other documents that explain the requirements of all educational programs. The Student Affairs division has developed a very comprehensive and user-friendly web site.

- 2.13 [Exhibit 2.13](#) the 2001-2002 Division of Student Affairs Annual Report describes how student support services have been, and are being developed to respond to the needs, characteristics, goals, and circumstances of the region's students. [Exhibit 2.13.1](#) is the campus housing needs analysis that illustrates one way that student services are being developed in response to student needs. Recognizing the significant number of bilingual students, many student publications are published in Spanish (see [Exhibit 2.13.2](#)).
- 2.14 CSU system directives govern most policies defining the acceptance of transfer credits. [Exhibit 2.14](#) includes the three system-wide executive orders that establish policy that applies to all students transferring from California community colleges with respect to (a) courses to be accepted toward the baccalaureate degree, (b) courses completed at a community college that are applicable toward lower division General Education requirements, and (c) courses applicable toward the American institutions and government requirement. [Exhibit 2.14.1](#) shows campus publications prepared expressly for prospective transfer students. [Exhibit 2.14.2](#) is an articulation agreement between CSUCI and service area community colleges.

STANDARD 3

DEVELOPING AND APPLYING RESOURCES AND ORGANIZATIONAL STRUCTURES TO ENSURE SUSTAINABILITY

THE INSTITUTION SUSTAINS ITS OPERATIONS AND SUPPORTS THE ACHIEVEMENT OF ITS EDUCATIONAL OBJECTIVES THROUGH ITS INVESTMENT IN HUMAN, PHYSICAL, FISCAL, 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.

FACULTY AND STAFF

- 3.1 The University has assembled highly qualified faculty and staff to sustain its programs and aspirations. [Exhibit 3.1](#) displays the vitas for all Management Personnel Plan (MPP) personnel and faculty members as well as position descriptions for other staff. [Exhibit 1.5.3](#) is CSU Executive Order 774, System-wide Guidelines for Nondiscrimination and Affirmative Action in Employment, the system policy on diversity in employment.

3.2 About 2,300 applications were received for the first year's hiring of 13 faculty and over 4,300 applicants sought the 17 positions hired the second year (see [Exhibit 3.2](#)). This has resulted in a faculty of extraordinary quality. [Exhibit 3.2.1](#), the state-of-the-art online application system developed to support processing, evaluating, and acting on applications for Channel Islands faculty positions, is being analyzed by system staff for possible use by campuses throughout the CSU. Exhibit 3.2 lists each academic program, the faculty member(s) for each program, and a brief summary of their qualifications. The recently completed system-wide study of how faculty spend their time and energy is believed to be an accurate reflection of the balance of Channel Islands faculty workload among teaching, scholarship and other creative efforts, and other uses of faculty time ([Exhibit 3.2.2](#)). [Exhibit 3.2.3](#) is the new faculty orientation program.

3.3 The University is building its recruitment, staff and faculty development, and evaluation practices to support its mission and objectives. [Exhibit 3.3](#) is the faculty collective bargaining agreement that addresses evaluation processes. [Exhibit 3.3.1](#) is Academic Senate Resolution 44-01, RTP Policies (see Academic Senate Resolutions), which spells out campus policies governing retention, tenure, and promotion. [Exhibit 3.3.2](#) is a summary of the first year RTP recommendations; [Exhibit 3.3.3](#) is the schedule for the RTP process for academic year 2002-2003.

Faculty members have developed a process for student rating of instruction. [Exhibit 3.3.4](#) presents first term results and academic senate minutes describing development of the policy and process

3.4 It is noteworthy that, with so many demands in its first year of operation, the campus elected to dedicate a full position to faculty development. [Exhibit 3.4](#) describes the charge and membership of the faculty development advisory committee. [Exhibit 3.4.1](#) is the proposal for the faculty development plan. It is our belief that support staff are essential to the instructional function inasmuch as they support the instructional enterprise. Consistent with its commitment to lifelong learning and the instructional enterprise, the University offers a variety of professional development programs for staff (see [Exhibit 3.4.2](#)).

FISCAL, PHYSICAL, AND INFORMATION RESOURCES

3.5 As the University moves through the first year of operation, it is developing a budget process to ensure alignment and balance with institutional purposes and educational objectives. The budget originates with the Trustees, and then comes to the campus, then to the budget committee. Both the budget and campus development processes are focused on defining and creating rather than maintaining. The President

was hired first, followed by faculty members, then administrators. Faculty focused first on building the curriculum, writing the catalog, and recruiting students. The campus has budgeted on an ad hoc basis to get the campus underway. [Exhibit 3.5](#) displays the charge to the budget committee, its membership, and copies of drafts and other documents emanating from committee deliberations, including final budget for 2002-2003.

[Exhibit 3.5.1](#), Capital Development, indicates the nature and pace of the building and remodeling of all campus buildings. [Exhibit 3.5.2](#) is information on the establishment of the Channel Islands Site Authority, including a spreadsheet displaying estimated sources and projected uses of funds. [Exhibit 3.5.3](#) is a Site Authority agenda item approving seven campus construction projects, which will renovate approximately 91,000 gross square feet of existing space at a cost of \$9,890,000.

- 3.6 The institution started early planning for adequate information resources. [Exhibit 3.6](#) is the campus Information Technology Master Plan completed in August, 2001, a full year before the campus began instruction. During the first year of the University, library plans are being developed to create an innovative and creative library both as a physical space and a virtual space. The library is currently working on renovating and providing access to the adjacent courtyard for an outdoor study area to expand student study space and to provide a pleasant environment to enhance student learning. The library is designing a virtual interface to enable students to have a virtual group study room. The interface will quickly and easily provide study groups with access to a threaded discussion list and instant messaging. Additionally, the interface will enable group members to post documents that can be viewed and discussed. Student library services are illustrated in [Exhibit 3.6.1](#). A wireless classroom will come online spring semester so the library can fulfill its teaching mission by instructing students how to find, evaluate, and apply information in various formats. The library is supporting the teaching faculty through a variety of digital initiatives including: Electronic Reserve, an image database, web resource pages for each major, and the planning and development of digital courseware and collections. Faculty library services are illustrated in [Exhibit 3.6.2](#). [Exhibit 3.6.3](#) is the policy on collection development and gifts for the library. Also, all faculty have space on the faculty web server. For example, see: <http://art.csuci.edu/jreilly>.
- 3.7 [Exhibit 3.7](#) describes in detail the process for achieving effective coordination and support of information technology resources. [Exhibit 3.7.1](#) spells out the charge and composition of the campus Enterprise Technology Committee. [Exhibit 3.7.2](#) presents the CSUCI Integrated and Collaborative Technology Environment. The membership of the Enterprise Technology Committee (ETC), which includes the Associate Vice Presidents and directors from all divisions, is responsible for developing integrated information management processes and

strategies. The meeting minutes are available on-line. The Cabinet reviews and approves the recommendations of the committee. Sub-committees, which are chaired by a member of the ETC, coordinate projects such as the Student Information System Implementation Project.

ORGANIZATIONAL STRUCTURES AND DECISION-MAKING PROCESSES

- 3.8 The following materials establish that the institution has effective organizational structures and decision-making processes. [Exhibit 3.8](#) traces the evolution of the campus organization through organization charts from July 1999 to present. Exhibit 1.4 is the Academic Senate Resolutions, Constitution, and Bylaws.
- 3.9 The CSU system is under the control of a Board of Trustees appointed by the Governor. [Exhibit 3.9](#) is a description of the authority, responsibilities, and operation of the CSU Board of Trustees and the Trustees' policies and practices for hiring and evaluating campus presidents. The Board of Trustees exerts its legal and fiduciary authority with appropriate oversight over institutional integrity, policies, and ongoing operations.
- 3.10 The Board of Trustees appoints full-time presidents of CSU campuses. Dr. Rush was appointed president of Channel Islands in June 2001 and was inaugurated as president in April 2002. [Exhibit 3.10](#) includes the resumes for the president and all vice presidents, demonstrating that they are well qualified to provide effective leadership.
- 3.11 During its first 18 months, the Channel Islands faculty recommended and the president approved sufficient high quality academic policies and shared governance provisions to permit the University to open as scheduled in August 2002. Exhibit 1.4 displays the Academic Senate Bylaws, Constitution, and Resolutions, which establish that the faculty is exercising effective academic leadership and playing the central role in developing high quality curriculum and learning experiences.

STANDARD 4

CREATING AN ORGANIZATION COMMITTED TO LEARNING AND IMPROVEMENT

THE INSTITUTION CONDUCTS SUSTAINED, EVIDENCE-BASED, AND PARTICIPATORY DISCUSSIONS ABOUT HOW EFFECTIVELY IT IS ACCOMPLISHING ITS PURPOSES AND ACHIEVING ITS EDUCATIONAL OBJECTIVES. 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 AT DIFFERENT LEVELS OF THE INSTITUTION, AND TO REVISE INSTITUTIONAL PURPOSES, STRUCTURES, AND APPROACHES TO TEACHING, LEARNING, AND SCHOLARLY WORK.

STRATEGIC THINKING AND PLANNING

- 4.1 The campus strategic planning process has been underway for less than a year. Foundational information included in the strategic planning documents was derived from the campus-wide meeting in December 2001 (see [Exhibit 4.1](#)). [Exhibit 4.1.1](#) includes a graphic that depicts the key components of the strategic planning model. The exhibit also presents a statement of the culture and values of the University and the general strategy for the next 2-5 years. Under development are the organizational profile and the description of the external environment. The last elements to be addressed are the strategic divisions, strategic initiatives, and long-range objectives. The exhibit also lists the members of the strategic planning committee that is chaired by the president and includes all vice presidents, the chief information officer, the faculty senate chair, a staff representative, and a student. Two members of the community are also included on the committee. It is the President's goal to have the strategic plan completed by the time of the site visit.
- 4.2 Addressed in response to previous question.
- 4.3 The University is in the process of establishing an institutional research function, and basic data systems. Since it drives its funding base, priority is placed on the production of enrollment data and enrollment projections, and reports of these estimates to the Chancellor's Office in early fall and spring. There will also be future data reporting requirements such as IPEDS as well as the development of a common dataset for use by external sources.

Presently Channel Islands does not have the infrastructure nor the staff required to support a student database. In a temporary arrangement with California State University, Northridge (CSUN), Channel Islands student information is captured in a relational database known as SIMS-R' that resides on CSUN's computer network. The Office of Institutional Research and Assessment (OIRA) worked with technical staff at CSUN to create two extract files known as ERSS and ERSA which are the databases that support student enrollment figures required by the Chancellor's Office. ERSS and ERSA and other reports are driven by this initial capture of SIMS-R' data. Since CSUN is in the process of converting its corporate database to a product known as PeopleSoft, and all CSU campuses are under a Chancellor's Office mandate to implement PeopleSoft, the OIRA is participating on a CSUCI campus-wide committee that will be responsible for the installation of this product at CSUCI. A tentative schedule for CSUCI has been proposed by external consultants (see [Exhibit 4.3](#)).

COMMITMENT TO LEARNING AND IMPROVEMENT

4.4 The University is first and foremost focused on student learning. The first seven faculty senate resolutions addressed the curriculum approval process (see [Exhibit 4.4](#)), characteristics of majors and minors, course approval procedures, new course approval form, approval procedure for new academic programs, category descriptions of General Education courses, and General Education policies for integrative courses. Exhibit 4.4 is a statement of academic senate curriculum approval procedures. Consistent with its student learning focus, it dedicated a full position to faculty development during its first year of operation. Consistent with its commitment to using the WASC accreditation philosophy as a road map for building a quality learning centered institution, all degree programs and courses are founded on learning objectives and assessment of the degree to which learning objectives are being realized. The University is committed to using assessment processes to refine and improve its educational programs, student support services, and co-curricular activities.

Evidence of our commitment to assess program effectiveness is found in [Exhibit 4.4.1](#), which is the results of an evaluation of the first program, conducted at the CSUCI campus, the first student orientation program. The SNAPS results will also be used to assess effectiveness.

4.5 Because clear educational objectives, measurable learning outcomes, and continuous assessment are central tenets of Channel Islands, a strong and comprehensive institutional research function is essential. [Exhibit 4.5](#) is the mission statement for the Office of Institutional Research and Assessment which states: “To enhance institutional effectiveness at the California State University Channel Islands (CSUCI) by providing leadership and information services which support decision-making, strategic planning and policy formation throughout the University.” The first director took office in August 2002. Although there is not yet technical support available to support this function, the development of infrastructure to support institutional research and assessment has begun. The new director is also developing the protocols, policies, and procedures required for review of experiments that involve the use of humans and animals. [Exhibit 4.5.1](#) is the charge and membership of the Institutional Review Board.

4.6 The University is confident that the activities of the OIRA will result in a campus culture of evidence and continuous improvement. Exhibit 3.3.1 includes minutes of faculty senate discussions of a student faculty evaluation process. Exhibit 3.3.1 is the faculty Senate Resolution 44-01 on RTP policies. Exhibit 2.7.1 is the SNAPS information; SNAPS collects

and summarizes information on student satisfaction with their campus educational experience. Please see also the response to criterion 3.3.

- 4.7 CSU Channel Islands is defining, via faculty committees, its institutional objectives, General Education program objectives and academic degree program objectives. The campus Academic Senate has established an Evaluation Committee to advise on inquiry and evaluation processes and for promoting valid and reliable faculty and institutional assessment of student core competencies and learning outcomes. Recently, the Office of Institutional Research and Assessment has been charged with leading the accountability effort for the University. This will involve working with newly formed Academic Senate committees in order to coordinate their efforts and those of program administrators in setting accountability goals as well as in developing accountability processes. Additionally, the Office of Faculty Development is promoting implementation of (1) informal classroom assessment techniques to improve student learning, and (2) more formal inquiry into conditions and practices that promote learning (scholarship of teaching and learning).
- 4.8 The University's approach to assessment of the effectiveness of educational programs includes surveying currently enrolled students, alumni, employers, and graduate and professional schools. Students register their level of satisfaction with their campus educational experiences through SNAPS (Exhibit 2.7.1). Alumni will be subject to periodic surveys of their assessment of their educational experience at Channel Islands. Plans are underway to survey employers on a regular basis. Community advisory committees will also be established for all disciplines. [Exhibit 4.8](#) is the system policy on accountability (p. 19). Together these efforts provide a wide range of participants in the continuing assessment of the educational programs at Channel Islands. [Exhibit 4.8.1](#) is a draft proposal for campus implementation of the system-wide accountability policy.

CONCLUDING ESSAY

INTRODUCTION

California State University Channel Islands has adopted the WASC model as a framework within which to examine and discuss the development of this new university. The WASC Handbook prompts us to be mindful of institutional purposes and integrity. WASC standards and criteria help us identify the core functions for achieving learning objectives, in teaching and learning, scholarship and creative activity, and support for student learning. WASC reminds us that if we are to build a university that persists and is successful, we have to develop and identify resources and organizational structures that ensure the sustainability of

this new university. It reminds us that these include faculty and staff, fiscal, physical, and information resources, and decision-making processes that include shared governance of the institution. Finally, Standard 4 reminds us that we are an institution committed to learning and improvement. If we are going to achieve this status, it is going to involve strategic thinking and planning and a commitment to learning and improvement. Other universities have legacies to overcome to reshape themselves as 21st Century institutions. CSU Channel Islands does not have the institutional inertia of a mature university, but it does have the legacies that our faculty and administration bring from prior experiences.

The enrollment projections approved by the California Postsecondary Education Commission are displayed in Exhibit 2.10.3. Developing CSU campuses have historically been funded by the State on the basis of CPEC enrollment projections. We recognize that we are a growing campus, expected to add about 350 FTES annually. This steady growth will require persistent attention to meet the needs of a growing student body, i.e., more faculty and classrooms. Issues of capacity can be considered from two perspectives: (1) the ability to provide expected services to students and (2) the ability to accommodate an increasing number of students with these services.

Recognizing that the Preparatory Review focuses on university capacity, we have approached capacity or capacities as they relate to being a student-centered university. Being student-centered is at the heart of the capacity issues that follow. We have organized our thinking around four broad areas:

ACADEMIC PROGRAMS

faculty, curriculum, instructional facilities, organizational structure, library, and information technology

CULTURE AND VALUES

culture of evidence, diversity, General Education, and social responsibility, experiential/service learning, and teamwork

STUDENT SUPPORT SERVICES

class scheduling, co-curricular activities, housing, advising and counseling, academic records, registration, degree audit, and financial aid

ADMINISTRATIVE SERVICES

administration and finance, human resources, and plant operations

ACADEMIC PROGRAMS

FACULTY

We described earlier the tremendous interest this new campus generated when it advertised for its initial faculty hires. Because we are seeking to be a student-

centered, responsive university, connected to the communities that we serve, applying the culture and values of the University in the hiring process resulted in only 13 initial hires. This meant that not all disciplines proposed for initial implementation were represented among the first faculty hires. In order to ensure that disciplinary expertise guided program development, Channel Islands hired consultants to assist us in program development in those areas where we had no resident expertise.

The second round of faculty hiring resulted in at least one tenure track faculty member in every program offered fall 2002. Because of tremendous interest shown by the academic community in our university, we were able to be highly selective, choosing only 30 tenure track employees from 6,600 applications. We have an unusually talented faculty who are committed to a common vision for CSUCI.

CURRICULUM

Anticipating an enrollment of 505 FTES, and recognizing the expectation that the University would operate with a moderate degree of efficiency, we implemented only nine academic programs for the first cohort of students in fall 2002 (see Exhibit 1.2.1). We attempted to achieve a balance between university core programs and programs developed to respond to the region's needs. Although not all programs can be classified as either core or meeting a regional need, i.e., some programs fall into both categories, seven of the nine programs clearly are responsive to regional needs and four of the nine programs can be considered as university core disciplines.

The art program at Channel Islands includes both General Education courses to provide liberal education, as well as courses that prepare students for careers in expanding fields of technologically based art such as digital animation. Such technologically skilled artists are in great demand in the film and advertising industry of Southern California.

Biology is also both a core discipline and responsive to regional needs since the initial baccalaureate degree has a molecular and cellular focus. Graduates will be especially valuable to the biotech industries and health professions of Ventura County.

Business is responsive to regional needs for small business development building an interdisciplinary program around a strong liberal arts core.

Computer Science focuses on the needs of the high tech and biotech industries as well as the computer and Internet driven enterprises of the Highway 101 high-tech corridor.

English is a core discipline focusing on study of literature, writing, and criticism in an interdisciplinary context.

The Environmental Science and Resource Management degree program is specifically in response to the region's rich legacy of natural resources, e.g., petroleum, agriculture, and marine, including the Channel Islands National Park. The University is especially interested in supporting the sustainable economic development of the region.

The Liberal Studies degree program responds to the region's need for well-prepared teachers for its elementary schools.

Mathematics is a core discipline of the University with significant contributions to computer science and other high tech and biotech industries.

The Multiple Subjects post-baccalaureate credential program prepares teachers to work with students in K-8 and is also responsive to the region's need for credentialed teachers.

INSTRUCTIONAL FACILITIES

Although Channel Islands inherited 1.2 million square feet of space from the State, this space was not intended for instructional purposes. Classroom availability at the campus is limited. However, we have benefited from the CSU's foresight in developing an off-campus center for CSU Northridge on the Channel Islands campus. The first reprogramming of the space was to accommodate the CSUN off-campus center that had been located in downtown Ventura. Because it is difficult to reprogram space to support instruction in the lab sciences, we are building a new science facility to be completed in fall 2003.

Faculty and administrators have had to be resourceful to find adequate instructional facilities for fall 2002. For example, to provide necessary lab courses in biology, a temporary laboratory was created in a former hospital building. To teach lab classes in chemistry, a partnership was developed with Oxnard College to use some of their labs during times when they were not needed. Sufficient temporary laboratory space will be available by spring 2003. The new science building will contain eight new science labs, a 100-seat lecture hall, and 16 faculty offices.

ORGANIZATIONAL STRUCTURE

The written materials distributed during the hiring process for faculty and administrators included the original mission statement for the institution. It is clear that the institution values of student-centeredness and study within and across disciplines played a key role in the identification of the initial faculty and administrative hires. The president has repeatedly reminded the faculty that he

wishes to avoid creating disciplinary silos since such structures tend to inhibit communication and limit institutional creativity. Such silos foster fragmentation within the academy. Ernest Boyer has written that the greatest challenge facing American higher education is to move from fragmentation to coherence. Silos are evidence of fragmented institutions. Our goal is to create a 21st century university with coherent programs of study and programs and graduates that are responsive to the communities in which we live.

Working across the first twelve months in this new university has emphasized the benefits of operating without disciplinary structures. The faculty working as a committee of the whole has examined each issue and concern raised by the faculty community. Viewing the issue or concern through the lenses of multiple disciplines has resulted in richer solutions than would have been produced had the same issues and concerns been considered by a single discipline. The faculty as a whole continues to endorse and embrace the concept of a college without disciplinary silos.

The retention, tenure, and promotion (RTP) processes during the first year appear to have worked well, perhaps because the faculty was quite small and colleagues who understood each other very well conducted RTP evaluations. A challenge for the future will be to design an RTP process that includes review by disciplinary peers when the University grows to a point where it houses more than one college. Despite the close friendships that developed among this small body of initial faculty, the RTP review groups were disciplined and rigorous in applying standards developed and adopted by the faculty as a whole. Two faculty requested early promotion and tenure review; only one received both promotion and tenure. Three faculty requested early promotion review; two were promoted.

LIBRARY

During the 2001-2002 academic year, directors from two CSU libraries acted as consultants in establishing a collection development plan for the new library. As a result, when school started, students and faculty had on-site access to a print collection of about 53,000 volumes. Twenty-four hour access is also available to numerous bibliographic and full-text databases, electronic journals, and digital images. These resources provide both retrospective and current coverage of scholarly and popular literature in over 15,000 journals and magazines. Selection of resources was based on the need of the General Education program and majors that are currently being offered and that will come online over the next five years.

The library has also developed a web page providing services and resources for faculty and students. Faculty and students have access to all the library resources within and beyond CSU through Interlibrary Loan. The library, working through a Chancellor's Office contract, is providing access to patron initiated document delivery service. The library is currently housed in a building that provides a welcoming environment conducive to both individual and group study. A wireless

classroom is being developed to provide a center for instruction in information literacy for the spring semester. There are a number of instructional handouts and guides on databases and various services available to assist student in their research. A new \$50 million library is in the planning stages and is expected to be completed in 2005.

INFORMATION TECHNOLOGY

The initial group of faculty defined the basic technology resources required to support fall 2002 courses. Two computer classrooms were available for regularly offered courses and for one-time demonstrations. Two specialized classrooms for Art and Computer Science were installed to support these specialized programs. Each classroom is equipped with Internet and network access, and equipment is available on request. Students use an open general computer laboratory. The faculty, Academic Vice President and the CIO are working to develop an integrated technology environment for all students while establishing specialized and research areas for specific programs.

CULTURE AND VALUES

CULTURE OF EVIDENCE

The WASC Handbook of Accreditation (2001) with its focus on determining university success based upon the degree to which graduates achieve defined learning objectives complements the CSU Trustees' policy as stated in Cornerstones (1998). While this does not seem revolutionary, it challenges the way universities and accrediting bodies have functioned across the twentieth century. Rather than describing degree programs in terms of student opportunity to learn, the CSU Trustees have asserted that "the California State University will award the baccalaureate on the basis of demonstrated learning ..." What is especially valuable as we build this new 21st century university is that our regional accrediting body holds us to this same standard. In addition, the newly defined processes for WASC accreditation require us to develop a culture of evidence to demonstrate that our academic programs and their graduates are achieving the defined learning objectives. Perhaps even more important is the requirement for continual monitoring of student achievement and explicit mechanisms that demonstrate how these assessments will be used to evaluate and improve our educational programs. Thus, instead of the University preparing a document every ten years, the process of re-accreditation involves an ongoing set of processes and relational databases from which snapshots of the institution are developed and submitted cyclically to WASC.

DIVERSITY

Problem solving offers more challenges in heterogeneous cultures. However, the richness of diverse cultures provides solutions and insights that cannot be derived

from a homogeneous environment. The CSU Channel Islands service area encompasses a rich array of people and cultures.

We recognize that lecturing has been the dominant means by which information has been shared with students. Knowing that students learn in many different ways, faculty members and the administration have begun a series of conversations about the environments in which students learn. Within an environment that focuses on student learning, we will need to create classrooms that are responsive to a variety of learning and teaching styles. Thus, we do not assume that our instructional spaces will look like the classrooms of a 20th Century University. Classroom space will be designed with new pedagogies in mind.

GENERAL EDUCATION

The General Education program provides a vital element in fulfilling the mission of the University. Interdisciplinary courses facilitate learning within and across disciplines, enabling students to use information and approaches from a wide variety of disciplines. Language and multicultural courses provide the opportunity for students to experience cultures other than their own in meaningful and respectful ways. General Education requirements are designed to assure that all graduates of the University, whatever their major, have acquired essential skills, experiences and a broad range of knowledge appropriate to educated people within our society.

General Education courses are intended:

To foster an ability to think clearly and logically;

To prepare students to find and critically examine information;

To communicate at an appropriate level in both oral and written forms;

To acquaint students with the physical universe and its life forms and to impart an understanding of scientific methodology and of mathematical concepts and quantitative reasoning;

To cultivate – through the study of philosophy, literature, languages, and the arts – intellect, imagination, sensibility, and sensitivity;

To deal with human social, political, and economic institutions and their historical background, with human behavior and the principles of social interaction;

And to integrate their knowledge by forming an interdisciplinary and insightful approach to learning.

The upper division General Education program consists of courses that have been designed to meet the following interdisciplinary standards. To be considered “interdisciplinary,” the syllabus must show that it is an integrative course with significant content, ideas, and ways of knowing from more than one discipline. These courses provide students with an understanding of the interrelationships among disciplines and their applications to contemporary environments, with multicultural and gender issues given special attention.

SOCIAL RESPONSIBILITY, EXPERIENTIAL/SERVICE LEARNING, TEAMWORK

We have concluded that an effective way to encourage social responsibility is to organize student learning such that a significant portion occurs within the context of community partnerships.

In response to Governor Davis’ Call to Service, the University prepared a service learning report for 2001-2002 (see Exhibit 2.5). Included in this report was the goal to hire a service-learning director. As a result of the state’s late budget approval this year, hiring in this position is being delayed until January 2003. We expect that we can combine the service learning with learning community experiences to provide valuable educational opportunities for our students.

In summer 2002, the University sent a team of faculty and administrators to a learning community workshop at Evergreen State University in Tacoma, Washington. As a result of that experience, one of the presenters at the workshop was invited to provide a full day program at the Channel Islands campus (see Exhibit 2.5). Faculty members, working in concert with the service-learning director, are creating service-learning opportunities for students in the second semester of this academic year. One option under consideration is to develop a service learning opportunity for seniors where groups of students from multiple disciplines are offered a service learning opportunity working in partnership with a community agency to provide viable solutions to a community issue or problem. This experience provides students an environment in which students must learn to work as a team, an opportunity to examine real life issues or concerns from several professional or disciplinary perspectives. Thus, the community is connected more closely with the University, and students have the opportunity to practice in their professional fields before they graduate.

STUDENT SUPPORT SERVICES

CLASS SCHEDULING

We are a student-centered university. Consistent with this commitment, our academic programs can be completed in 120 semester units. Further, the

University offers its coursework so students can complete all their lower division requirements in two years, and all of their upper division requirements in two years. As mentioned elsewhere in this report, we expect a large fraction of our undergraduate student body to be first generation college students. Although the Channel Islands campus is located in a rural setting, we expect that our student body will be similar to more urban/metropolitan campuses, with many students over traditional age with family obligations. Many of the first generation college students will likely need financial aid in order to attend the University, and will also need to be employed full-time or part-time. We will offer a schedule of classes that includes evenings and weekends to accommodate the needs of our students.

CO-CURRICULAR ACTIVITIES AND HOUSING

Student organizations at CSUCI increase the vitality of the campus as well as provide leadership opportunities and services to the community. These groups cater to a wide array of interests from recreational sports and environmental issues to politically motivated clubs and academic honor societies. The Division of Student Affairs has developed a student organizations handbook that spells out processes by which student clubs may be formed, registered, and recognized.

On-campus student housing is not scheduled to be available until fall 2004. To develop a better understanding of student housing needs, the University conducted a survey of high schools in July 2002 (see Exhibit 2.13.1). Of those who completed the survey, 28% of the respondents say they are definitely or probably planning to apply to Channel Islands for admission as freshmen. Significantly, if Channel Islands had on-campus housing for freshmen that was newly constructed, reasonably priced, with up-to-date technology and reasonable amenities, 52% of the respondents said they would be more likely to apply for admission as freshmen. From these data we can conclude that the availability of student housing greatly influences student decisions to attend.

ADVISING AND COUNSELING

The composition of the student body at CSU campuses is somewhat different than is generally found in other four-year universities. Approximately 70% of the student body is in the junior and senior years, and represents transfers from California's community colleges. Thus, when we think of academic advising we must begin the process within the community college system prior to students transferring to the University campus. The initial group of faculty spent a great deal of time during the first year of the University's operation working closely with colleagues in the region's community colleges to develop clearly defined articulation agreements to help students move seamlessly between the community colleges and the University. We now have four such articulation agreements.

To facilitate advising in fall 2002, the University created a task force charged to develop a model for student advising that serves the academic, personal, and professional needs of our students. The task force envisioned that academic advising has two broad components: programmatic advising and general university advising.

Faculty serve as programmatic advisors. Program coordinators assist program advisors with program detail, and facilitate the flow of information among the disciplines. General university advising will assume new importance with the influx of first-time freshmen in the fall 2003. The curriculum coordinators will work closely with the advising center staff, and student affairs staff, to ensure accuracy of information on academic programs.

General university advising will be provided within the Academic Advising Center (AAC). Students will be provided information about General Education, course transfer, articulation, majors, undeclared student status, and information about changing majors. The AAC and the faculty program advisors will work cooperatively in supporting students. The principal purpose of advising at CSUCI is student retention.

At CSUCI the counseling services are housed within the Career Development, Student Health, Disability Accommodations and Personal Counseling Services (CHAPS) program within the Division of Student Affairs. Career development services help students integrate their educational experiences with lifelong learning and career opportunities through effective academic/career decision-making, planning, and job search. The counseling mission also helps students understand important concepts related to health promotion and disease prevention. Also, under the broad umbrella of counseling services at CSUCI are services provided to students with disabilities to help them to realize their academic and personal potential. More traditional personal counseling services facilitate social and emotional health for students who experience life challenges that interfere with personal growth and adjustment to university life.

ACADEMIC RECORDS, REGISTRATION, AND DEGREE AUDIT

The admission and registration of the first cohort of junior transfers at CSUCI was conducted with only the most rudimentary technological support. Students completed a paper and pencil registration that was entered into the SIMS-R' database by clerical staff. The university is in the process of purchasing software that will allow it to develop student records and produce transcripts. These are interim measures as we await the installation of PeopleSoft, a system-wide initiative to upgrade administrative software, which includes student services. Unfortunately, it is expected to be two years before this installation is completed.

FINANCIAL AID

Financial aid for students at CSUCI is facilitated through a memorandum of understanding with CSU Northridge. To allow students to receive Federal financial aid, Channel Islands is listed as a branch campus on the CSU Northridge US Department of Education participation agreement. We will submit our own participation agreement to the US Department of Education once we achieve candidacy status with WASC. Currently, we are awarding Stafford Loans and Pell Grants. We have been recognized by the California Student Aid Commission. Thus, CSUCI is eligible for all student aid programs. In the absence of support from the California Legislature, the President has earmarked \$100,000 of University funds in support of the Educational Opportunity Program (EOP).

ADMINISTRATIVE SERVICES

With the exception of human resources functions that relate to faculty contracts, all other activities housed under business services lie within the purview of the Vice President for Finance and Administration.

ADMINISTRATION AND FINANCE

Executive oversight concerning administrative controls falls under the Vice President for Finance and Administration, who must approve all expenditure related documents. The controller reviews all checks before they are disbursed. Purchasing procedures are in place, the RFP process is in compliance with standard CSU policies, and the bid process for awarding of contracts follows CSU guidelines. Finance office procedures have been established under the guidance of the State Administrative Manual, Chancellor's Office executive orders, coded memoranda, and Board of Trustee policies. As one member of a very large CSU organization, CSUCI follows the standard procedures already established by the CSU.

In 1998, special legislation created the Channel Islands Site Authority with broad powers. The general purposes of the Site Authority include: facilitating the optimal use of the former state hospital site by the University; providing the special authority with the power to promote use of the site through tax incentives so as to result in preservation of the site, needed income for the development of the University, and necessary economic, cultural, and social benefits to the region; and providing financial authority to achieve the development and other beneficial educational uses of the campus and its environs.

CSUCI has leased its East Campus land to the Site Authority for faculty and staff housing and a town center. Bonds have been issued to cover the infrastructure development of a 900 sale and rental unit housing project. The homes, town homes, and apartments will generate revenue to help fund the University's capital needs.

According to the financial model that has been created, the aforementioned housing is expected to provide revenue for the next forty years. While the assumptions are very complex, in simple terms we expect to earn revenues from the initial sale of the properties, subsequent re-sales, apartment and town home rentals, lease income for the commercial businesses in the town center, and various sales and property taxes. So far, we have built into the model our identified capital needs for development of the University for the next six years. The net income from the Site Authority is expected to approximate one hundred million dollars over the next five years.

HUMAN RESOURCES

Human resource activities are divided between the human resources department within Administration and Finance, and the academic resources subunit of the Division of Academic Affairs. The human resources unit within Administration and Finance deals with all human resource functions with the exception of full-time and part-time faculty hires.

Staff recruitment is handled consistently using an approved recruitment and selection process coupled with an online application and evaluation system. The process includes the requisitioning of new personnel, reference checks, and offers of employment. Search committees for positions are diverse, and many times will include student as well as community representatives. From an affirmative action standpoint, all categories (EEO 6) stipulated by the federal government, including faculty and administrators exceed the availability rates last gathered by the 2000 census.

California State University Channel Islands is governed by a number of collective bargaining agreements that stipulate such issues as salary increases, including performance based increases and bonus payments. The campus has developed criteria and guidelines for awarding such increases for staff and management personnel.

The collective bargaining agreement for faculty is a mature contract. Over the course of time the CSU has found it to be more efficient to deal with faculty contractual issues separately. Recently, part-time faculty and librarians were also included in this collective bargaining agreement. To ensure uniformity of treatment, the CSU has developed a network of academic and personnel officers who deal with faculty contractual issues.

PLANT OPERATIONS

The pastoral elegance of the CSU Channel Islands campus results from the Spanish mission style architectural design of its buildings, its mature landscape, open spaces, and magnificent trees. The Board of Trustees of the CSU has directed the University to retain the architectural style and landscape

characteristics as new buildings are constructed, and existing buildings are reprogrammed for educational purposes. This commitment to the past and its history, while transforming these beautiful buildings presents many challenges. In its life as a state hospital the structures were characterized by having thick concrete walls that defined many small rooms. Reprogramming these small spaces to create larger spaces adaptable to the pedagogies of the 21st Century is expensive and difficult.

As the need arises, the Office of Operations, Planning and Construction (OPC) reprograms and remodels existing building space. A master plan committee is actively engaged in master planning for future development, and future priorities. Two new buildings have been designed (the new science building and the new university library). One is currently under construction, and the architects are finalizing the design of the other.

IN PREPARATION FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

Forty years ago the California Master Plan for Higher Education identified Ventura County as a site for a new California State University campus. Since that time, the people of Ventura County have been waiting for and dreaming about a new CSU campus. After years of anticipation, their new University finally opened its doors in August.

California State University Channel Islands is the realization of a dream—the fruition of these 40 years of hoping and planning. The students of Ventura County, many of whom are place-bound for economic and other reasons, finally have a University they can call their own. After the closure of Camarillo State Hospital, teams of faculty, staff and administrators began working together to build the foundation for the new University, including the development of an Academic Master Plan, a campus facilities plan, and a faculty and student recruitment plan, among others. This report, the heir to that planning process, is the result of focused thought and reflection, bringing together the aspirations of generations with the vision and creativity of those who are leading the University into a 21st Century reality. The implementation of the vision has required that we build the boat and sail it simultaneously. It has meant that our plans and solutions have sometimes worked out well—and sometimes have fallen short. Nonetheless, we have moved forward, impelled by the common commitment to open our doors to students on time, with quality programs in place, outstanding faculty ready to engage the learning process, and our vision for the future of this University motivating all of us who have come from elsewhere to be a part of a millennial enterprise.

The process of preparing for WASC accreditation has been helpful to us in refracting the light of our vision's prism because it forced us to reflect on the day-

to-day operation of the University. In the *Examined Life* (1990), Robert Nozick wrote that:

The activities of life are infused by examination, not just affected by it, and their character is different when permeated by the results of concentrated reflection. They are interpreted differently within the hierarchy of reasons and purposes examination has yielded. Moreover since we can see the components of life, including its activities and strivings, as fitting together into a pattern, when an additional and distinctive component, such as reflection, is added - like adding new scientific data to be fit to a curve - a new overall pattern then results. The old components too then get seen and understood differently, just as previous scientific data points are now seen as fitting a new curve or equation. Therefore, examination and reflection are not just about the other components of life; they are added within a life, alongside the rest, and by their presence call for a new overall pattern that alters how each part is understood.

Thus, the guided reflection inherent in the accreditation process causes us to re-examine, across the University, our operation in terms of the issues, values, and principles upon which our University is founded. We are, then, more certain of our purposes, and more certain that our resources and efforts are focused on achieving these purposes.

At this early stage of the development of CSU Channel Islands, we believe that we have established that our University is mission driven; our programs are student-learning-centered; and, our programs and practices are of high quality and responsive to the needs of the communities that we serve. We intend to build a University with a national reputation for regionally significant programs while retaining our focus on these three principal foundations. In-depth evaluation of these areas requires a carefully crafted strategic plan, faculty activities that focus on student learning outcomes, and an institutional assessment and evaluation plan that includes an evaluation of regional needs.

To direct our efforts more effectively, the President established a strategic planning committee, which he chairs, and includes all vice presidents, the chief information officer, the faculty senate chair, a staff representative, a student, and members of the community. Dynamic efforts are already underway to develop an organizational profile and to describe the external environment. Moreover, the committee has embraced an understanding of the culture and values of the University, crucial to developing strategic initiatives, and short-term and long-range objectives. A faculty member, recognized as an expert in the management of organizations, leads this essential process and reinforces its credibility, for he has experience in coordinating strategic planning exercises at institutions of higher education including institutions within the CSU System.

Our faculty and administrators bring legacies from prior experiences, thus enriching our embryonic culture. In particular, we are fortunate that several faculty have significant expertise in performance-based assessment even though the majority have only limited experience in this area. To build upon the strength that we possess, we will utilize our resident expertise to provide professional development opportunities that shift the institutional focus from teaching to learning, a key identifier in establishing our institutional identity. We recognize that developing the associated outcomes assessments is central to our success in becoming a student-learning-centered university. Further, building a new university requires an expanded definition of a faculty member's role from that which is found in a mature university. This, in turn, requires continuing examination of the standards used in retention, tenure, and promotion processes to recognize and reward the unique demands in a start-up university. The Office of Faculty Development is an essential resource that supports these efforts in Academic Affairs. Yet, we are mindful that the same philosophy and principles which imbue our academic efforts must also inform the entire University if we are to be, truly, one which achieves our goals for students' success. Each organizational unit aspires to implement the best practices which serve students.

The Office of Institutional Research and Assessment is charged with providing leadership and information services that support decision-making, strategic planning, and policy formation throughout the University, and, therefore, enables us to focus on becoming student learning-centered. The basic tenet guiding assessment and evaluation at CSU Channel Islands is the principle of accountability. We accept the challenge of creating and managing dynamic information systems and processes that guide the operation of the University through its annual cycles of program development, program evaluation, and program modification, for this will inform our conscious reflection on our plans and practices. Further, from the data derived from these systems and processes we will develop institutional priorities and budget allocations.

To date, we have identified the skills, competencies and dispositions that we expect of our graduates. To gauge our successes, we will measure the degree to which these have been achieved, and use this information to improve our educational programs and, indeed, all of our services across campus. We also seek to move our assessment and evaluation in new directions by monitoring how well students achieve their individual educational goals—as well as to determine our correlation with business, industry, and community needs. This will allow us to evaluate the degree to which we are being responsive to students and the region as a whole.

The Institutional Presentation for the Preparatory Review has been completed in time for a February 2003 site visit. The Educational Effectiveness Report will be completed by July 2003 in anticipation of an October 2003 site visit. We embrace this accelerated timeline because we believe that this schedule will assist us in

meeting our goal of serving students. We are prepared to meet these deadlines, just as we have met all other deadlines which have faced us to date.

Of the models proposed by WASC for the Educational Effectiveness Review, the strategic planning model appears to be the most useful to our developing institution. It resonates most clearly at CSU Channel Islands—a mission driven, student-learning-centered institution that is rooted in the region and its cultures. We believe that it also offers us the significant benefit of intense reflection as well as the singular opportunity of learning through exchanges with the WASC Review Team.

The University is encountering challenges and opportunities that expand our minds and excite our imaginations. They also confront our stamina! Yet, we willingly accept the dynamic demands that creating a University for the 21st Century place upon us. At this point, though, it is important to note that we have limited data and only an initial history as an educational institution. At the time of the Educational Effectiveness Review, in fact, we will still have relatively little data. Nonetheless, CSU Channel Islands is developing capacities in the areas that are requisite for a data-driven institution, and we are determined to have sufficient data to evaluate our progress in our first year of operation, and mechanisms to inform decisions on an ongoing basis. We intend to be a model for continuous improvement in higher education institutions and a university of choice in the CSU System and, indeed, in the panoply of outstanding California institutions. The timeline and activities of the accreditation review process are being staged to advance and reinforce the strategic planning process as well as the overall institutional development process that is underway to help us realize those aspirations.

We believe that we have demonstrated that we possess the institutional capacity to support the kind of university which we have described in this report. We acknowledge the amount of work which lies before us as we prepare our Educational Effectiveness report, but we are confident that we are ready to undertake that effort. We intend that the people of Ventura County should wait no longer for their University, one of which they will be unhesitatingly proud.

APPENDICES

1. STIPULATIONS

November 19th, 2002

To: Western Association of Schools and Colleges

From: Dr. Richard R. Rush, President

RE: Institutional Stipulation Statement

Channel Islands has policies in force which are publicly available and which are available to the Commission throughout the period of accreditation.

Policies relating to institutional integrity, research, educational programs, faculty, library, students, and finances are compiled for use by WASC in a separate exhibit.

To assist the review team, following each stipulation, a citation refers to the page and section of this report that addresses the policy or issue.

INSTITUTIONAL INTEGRITY

A widely disseminated, written policy statement of commitment to academic freedom in teaching, learning, research, publication, and oral presentation.

[Page 12, Standard 1.4]

Due process procedures that demonstrate faculty and students are protected in their quest for truth.

[Page 12, Standard 1.4]

Written policies on due process and grievance procedures for faculty, staff and students.

[Page 14, Standard 1.8]

A clear statement of institutional policies, requirements, and expectations to current and prospective employees.

[Page 13, Standard 1.7]

Clearly written policies on conflict of interest for board, administration, faculty, and staff, including appropriate limitations on the relations of business, industry, government, and private donors to research in the institution.

[Page 21, Standard 3.9]

A clear statement that the institution agrees to abide by WASC Policy on substantive Change and the Policy on Distance and Technology-Mediated Instruction.

[Page 14, Standard 1.9]

RESEARCH

Policies covering human subjects and animals in research, classified research, patent provisions, cooperative research relations with industry, and other similar issues related to the integrity and independence of the research enterprise.

[Page 23, Standard 4.5]

Institutions that support applied research having the potential for producing significant revenue have clear policies on how faculty responsible for such research share revenue from patents, licenses, and sales. Institutions supporting entrepreneurial activity of faculty of institutionally sponsored research parks have clear policies covering the involvement of faculty in such ventures, the protection of basic research, and the publication of research results.

[Page 19, Standard 3.3]

EDUCATIONAL PROGRAMS

Precise, accurate, and current information in printed material regarding a) educational purposes; b) degrees, curricular programs, educational resources, and course offerings; c) student charges and other financial obligations, student financial aid, and fee refund policies; d) requirements for admission and for achievement of degree; and e) the names of the administration, faculty, and governing board.

[Page 13, Standard 1.7]

Publications that make clear the status of each faculty member.

[Page 13, Standard 1.7]

Clearly articulated policies for the transfer of credit to ensure that students who transfer in with General Education course credits meet the institution's own standards for the completion of the General Education requirement.

[Page 15, Standard 2.14]

Policies and procedures for additions and deletions of programs.
[Page 23, Standard 4.4]

Requirements for continuation in, or termination from, academic programs, and a policy for readmission of students who are disqualified for academic reasons.
[Page 15, Standard 2.3]

Clearly state graduation requirements that are consistently applied in the degree certification process.
[Page 15, Standard 2.2]

FACULTY

Personnel policies governing employment of teaching fellows and assistants.
[Page 19, Standard 3.3]

Policy designed to integrate part-time faculty appropriately into the life of the institution.
[Page 19, Standard 3.3]

Explicit and equitable faculty personnel policies and procedures.
[Page 19, Standard 3.3]

Policies on salaries and benefits.
[Page 19, Standard 3.3]

Policies for faculty and staff regarding privacy and accessibility of information.
[Page 19, Standard 3.3]

LIBRARY

Written library collection development and weeding policies, including the bases for accepting gifts.
[Page 20, Standard 3.6]

STUDENTS

Admission and retention policies and procedures, with particular attention to the application of sound admission and retention policies for athletics, international students, and other cases where unusual pressures may be anticipated.
[Page 15, Standard 2.2]

Clearly defined admissions policies attentive to the special needs of international students.

[n/a]

Policies on student rights and responsibilities, including the rights of due process and redress of grievances.

[Page 14, Standard 1.8]

Publications that include policies and rules defining inappropriate student conduct.

[Page 14, Standard 1.8]

A policy regarding fee refunds that is uniformly administered, and consistent with customary standards.

[Page 15, Standard 2.2]

FINANCES

Policies, guidelines, and processes for developing the budget.

[Page 19, Standard 3.5]

Clearly defined and implemented policies with regard to cash management and investments, approved by the governing board.

[Page 21, Standard 3.9]

Policies and a code of ethics for employees involved in buying, bidding, or providing purchase orders.

[Page 21, Standard 3.9]

Policies on risk management, addressing loss by fire, burglary and defalcation; liability of the governing board and administration; and liability for personal injury and property damage.

[Page 21, Standard 3.9]

Policies regarding fundraising activities that comply with sound ethical accounting and financial principles.

[Page 21, Standard 3.9]

2. CHANNEL ISLANDS EDUCATIONAL STATISTICS

CSU Channel Islands Educational Statistics
Fall 2002

The total number of students enrolled at CSUCI was 630.

The entering class consists of 77.3% transfer students who are enrolled at CSUCI at the junior- and senior-levels; with 21.4% of students in the credentialing program.

Value	Frequency	Percent
Junior	423	67.1
Senior	64	10.2
Post-Baccalaureate—Undeclared	135	21.4
MData	8	1.3
Total	630	100.0

Students are enrolled in credit hours ranging from 2 to 26; with a mean of 11.2 hours and a standard deviation of 4.5 hours.

The median number of credit hours is 12 and the distribution is bimodal at 6 (N=122 or 19.4%) and 12 (N=158 or 25.1%).

Student enrollment by major follows:

Value	Frequency	Percent
ART	41	6.5
BIOLOGY	36	5.7
BUSINESS	116	18.4
COMPUTER SCIENCE	31	4.9
ENGLISH	33	5.2
ENVIRONMENTAL SCIENCE	8	1.3
LIBERAL STUDIES	214	34.0
MATHEMATICS	17	2.7
UNDECIDED	126	20.0
MData	8	1.3
Total	630	100.0

There are approximately twice as many female students as male students at CSUCI.

Value	Frequency	Percent
Female	409	64.9
Male	221	35.1
Total	630	100.0

There range in distribution for Race and Ethnicity follows:

Value	Frequency	Percent
African American	9	1.4
American Indian	5	.8
Asian	24	3.8
Filipino	18	2.9
Hispanic	139	22.1
Other	15	2.4
White	305	48.4
MData	115	18.3
Total	630	100.0

The age range for students is 18 to 70 with a mean of 29.2 years and a standard deviation of 9.2 years.

The median age was 25 years with approximately half of the students between 20 and 24 years of age.

Students came from approximately 50 California towns and cities. The largest number of students came from Camarillo (N=77, 12.2%); Oxnard (N=166, 26.3%); and Ventura (N=103, 16.3%).

Value	Frequency	Percent
ACAMPO	1	.2
AGOURA HILLS	9	1.4
ANAHEIM	2	.3
ATASCADERO	1	.2
BURBANK	1	.2
CALABASAS	1	.2
CAMARILLO	77	12.2
CARPINTERIA	7	1.1
CHATSWORTH	1	.2
CHULA VISTA	1	.2
EL SEGUNDO	1	.2
FILLMORE	8	1.3
GOLETA	12	1.9
GUADALUPE	1	.2
HIDDEN HILLS	1	.2
LANCASTER	1	.2
LOS ANGELES	1	.2
MISSION VIEJO	1	.2
MONTECITO	1	.2
MOORPARK	14	2.2
MORENO VALLEY	1	.2
NEWBURY PARK	27	4.3
NORTH HILLS	1	.2
OAK PARK	7	1.1
OAK VIEW	6	1
OJAI	16	2.5
OXNARD	166	26.3

POINT MUGU	1	.2
PORT HUENEME	24	3.8
RESEDA	3	.5
ROCKLIN	1	.2
SAN DIEGO	1	.2
SANTA BARBARA	28	4.4
SANTA CLARITA	1	.2
SANTA PAULA	11	1.7
SIMI VALLEY	23	3.7
SUMMERLAND	1	.2
THOUSAND OAKS	45	7.1
VALENCIA	1	.2
VAN NUYS	1	.2
VENTURA	103	16.3
WEST HILLS	1	.2
WESTLAKE VILLAGE	9	1.5
WOOD RANCH	1	.2
WOODLAND HILLS	1	.2
MData	8	1.3
Total	630	100.0

Students transferred from close to 100 colleges and universities. The largest number of students last transferred from CSU Northridge (N=70, 11.1%); Moorpark (N=87, 13.8%); Oxnard Community College (N=76, 12.1%); and Ventura College (N=153, 24.3%).

Value	Frequency	Percent
ALLAN HANCOCK COLL	3	.5
AMERICAN RIVER COLL	1	.2
ANTELOPE VALLEY COLL	1	.2
ANTIOCH U	1	.2
AZUSA PACIFIC COLL	1	.2
BARSTOW COLL	1	.2
BUTTE COLL	2	.3
CAL POLY, SAN LUIS OBISPO	7	1.1
CSU BAKERSFIELD	1	.2
CSU CHICO	4	.6
CSU FRESNO	2	.3
CSU FULLERTON	6	1.0
CSU LONG BEACH	2	.3
CSU LOS ANGELES	1	.2
CSU NORTHRIDGE	71	11.3
CSU SACRAMENTO	1	.2
CA LUTHERAN COLL	4	.6
CERRO COSO COMMUNITY COLL	1	.2
CITRUS COLL	1	.2
COLL OF THE CANYONS	4	.6
COLL OF THE SEQUOIAS	1	.2
CUESTA COLL	7	1.1
DEANZA COLL	1	.2
FULLERTON COLL	1	.2
GOLDEN WEST COLL	2	.3
HUMBOLDT STATE U	2	.3
LOS ANGELES PIERCE COLL	3	.5

LOS MEDANOS COLL	1	.2
LOYOLA-MARYMOUNT U	2	.3
MARYMOUNT PALOS VERDES COLL	1	.2
MERRITT COLL	1	.2
MOORPARK COLL	87	13.8
MT. SAINT MARYS COLL	1	.2
MT. SAN JACINTO COLL	1	.2
NATIONAL U	1	.2
ORANGE COAST COLL	1	.2
OXNARD COMM COLL	76	12.1
PEPPERDINE COLL	1	.2
RIO HONDO COLL	1	.2
RIVERSIDE CITY COLL	1	.2
SADDLEBACK COLL	1	.2
SAN DIEGO CITY COLL	1	.2
SAN DIEGO MESA COLL	1	.2
SAN DIEGO STATE U	7	1.1
SAN FRANCISCO STATE U	3	.5
SAN JOAQUIN DELTA COLL	2	.3
SANTA BARBARA CITY COLL	36	5.7
SANTA MONICA COLL	2	.3
SCRIPPS COLL	1	.2
SIERRA COMMUNITY COLL	1	.2
SOLANO COMMUNITY COLL	1	.2
SOUTHWESTERN COLL	1	.2
THE MASTER'S COLL	1	.2
UNIV OF CAL BERKELEY	5	.8
U OF CA EXT SANTA BARBARA	1	.2
U OF CA LOS ANGELES	6	1.0
U OF CALIF SANTA BARBARA	25	4.0
U OF SOUTHERN CALIFORNIA	1	.2
U OF CA AT SANTA CRUZ	2	.3
U OF CA DAVIS	4	.6
U OF CA RIVERSIDE	1	.2
U OF LA VERNE	1	.2
VENTURA COLL	153	24.3
WEST LOS ANGELES COLL	1	.2
WEST VALLEY COLL	2	.3
WESTMONT COLL	1	.2
MData	63	10.0
Total	630	100.0

One-quarter of CSUCI students were Pell Grant recipients (N=163, 25.9%).