WASC Senior College and University Commission

July 15, 2015

Dr. Richard Rush
President
California State University, Channel Islands
One University Drive
Camarillo, CA 93012

Dear President Rush:

At its meeting June 17-19, 2015, the Commission considered the report of the review team that conducted the Accreditation Visit (AV) to California State University, Channel Islands (CSUCI) April 8-10, 2015. Commission members reviewed the institutional report prepared by California State University, Channel Islands prior to the Offsite Review (OSR), any supplemental materials requested by the team following the OSR, and the institution's June 11, 2015, response to the visiting team report. The Commission appreciated the opportunity to discuss the review with you and your colleagues: Amy Wallace, Associate Vice President for Academic Affairs and Accreditation Liaison Officer (ALO); and Gayle Hutchinson, Provost and Vice President for Academic Affairs. Your comments were helpful in informing the Commission's deliberations.

This reaffirmation review was conducted in keeping with the *2013 Handbook of Accreditation,* which requires institutions to address several components in their
institutional reports. CSUCI was also requested to address the following issues noted in the July 17, 2007 Commission action letter that communicated the granting of Initial Accreditation: institutional centers; faculty and staff workloads; data-supported planning; assessment of learning; and collaboration with the CSU System Office. The team found consistent levels of operational maturity across all four centers and clarity about the centers' standing within the institution. More about the centers is included in the discussion below of the first component of the institutional report. Faculty and staff workloads remain a concern for the constituencies involved and for the institution's administration. While CSUCI has increased the number of tenure-track faculty and staff since the 2007 Commission action was taken, the impact of this increase was noted by the team as being diminished by the growth in student enrollment. CSUCI has made significant strides in data-supported planning with the addition of a qualified and experienced institutional research professional to the staff. The new Director of Institutional Effectiveness immediately established appropriate data sets and processes and developed relationships with colleagues across the institution to begin the linkage of assessment with planning.

According to the team, assessment of learning was the area "…in which the campus had shown most improvement" since the last Commission action. Specific findings are included in the discussion of the institutional report components below. Finally, the team found efforts to continue collaboration with the CSU System Office appropriate, although there has not been "greater and proportional funding commensurate with CSUCI's status as the newest CSU campus and in support of projected enrollment growth."

With regard to each of the components in the institutional report, the team found the following:

Meaning, Quality, and Integrity of the Degrees: Seven learning outcomes mapped to the CSUCI mission and aligned with the CSU system-wide general education requirements define the purpose of CSUCI's undergraduate degrees. CSUCI reflects a "…deep cultural commitment to high impact practices in the service of student learning..." exemplified by the institution's Center for International Affairs, Center for Integrative Studies, Center for Multicultural Engagement, and Center for Community Engagement. CSUCI has developed measurable program learning outcomes aligned with the institution's mission in most programs, to ensure degree program integrity, however, not every current program has learning outcomes. (CFR 1.1, 1.2, 2.1, 2.3, 4.3)

Core Competencies: CSUCI has general education learning outcomes that reflect the core competencies, in particular critical thinking, information literacy, and written communication. The university has a highly developed sequence of courses that provide learning opportunities and include integrative assessment methods to evaluate student competency in these areas at or near graduation. From their first term, CSUCI students have access to services and resources designed to support the development of core competencies and benefit from the integration of curricular and co-curricular efforts. At its next review CSUCI will be expected to demonstrate how all five core competencies are assessed at or near graduation. (CFR 2.2a, 2.3, 2.6, 2.11, 2.12, 2.13)

Student Learning, Retention, and Graduation: CSUCI takes a student-centered approach to student success, and "…students' best interests are at the center of all university decisions." CSUCI's definition of student success for graduate and undergraduate programs includes the development of multicultural perspectives; student learning and completion are supported by "best practice co-curricular… experiences." The university has plans in place to evaluate the co-curriculum and should share assessment results and improvements based on the results at the time of its next review. (CFR 1.4, 2.11, 4.1)

Program Review, Assessment, Use of Data: The Continuous Improvement Committee oversees implementation of a comprehensive program review structure that applies to all programs; the timeline for periodic reviews is readily available online. However, assessment of program learning outcomes is not done consistently across programs, and the university has not completed a review of the general education (GE) program. Not all course syllabi list course outcomes, and the alignment between course content and program learning outcomes is unclear. It is also unclear how program review results are

integrated with planning, decision-making and budgeting. CSUCI should complete the general education program review, address issues with comprehensiveness, consistency, and alignment with program review and assessment described above, and show how program and GE review data and assessment results are used to inform improvement efforts by the time of the next review. (CFR 2.2a, 2.3, 2.7, 4.1)

Sustainability and Response to the Changing Ecology of Higher Education: CSUCI is financially stable and has plans in place to help ensure sustainability into the future. These plans include enrollment growth, public/private partnerships, and collaboration with the CSU System Office. System-wide restrictions on enrollment do not align with CSUCI's enrollment targets, which are reflective of the needs and interests of prospective students in the local communities. As a result, CSUCI partnerships with local private businesses and organizations are key to the university's financial viability. Planning is an integral part of CSUCI's culture, though some institution or program-level plans would benefit from the addition of priorities, action steps, and timelines, as appropriate. One of the most extensive planning efforts was the facilities master plan, which provides comprehensive planning and designs to build out the campus to support the university's desired 8% student enrollment growth. (CFR 3.4, 4.6, 4.7)

The Commission endorses the commendations and recommendations of the team, as detailed on pages 41-44 of the team report, and as otherwise noted in the team report narrative. The institution should respond to the recommendations in its next review.

Given the above, the Commission acted to:

1. Receive the team report

2. Reaffirm accreditation for nine years

3. Schedule the Offsite Review in fall 2023

4. Schedule the Accreditation Visit in spring 2024

5. Schedule a Mid-Cycle Review in spring 2020

6. Schedule an Interim Report in fall 2020 to review progress on the following issues cited in the team report:
    a. Updates on implementation of the 2014-2019 strategic plan, the aligned academic plan, and divisional planning, including faculty hiring.
    b. A plan for the growth in graduate programs aligned with the strategic objectives of the university, and results accomplished from the implementation of that plan by the time of the report.

In taking this action to reaffirm accreditation, the Commission confirms that CSUCI has satisfactorily addressed the Core Commitments to Student Learning and Success; Quality and Improvement; and Institutional Integrity, Sustainability, and Accountability. CSUCI

has successfully completed the multi-stage review conducted under the 2013 Standards of Accreditation. Between this action and the time of the next review, the institution is expected to maintain its compliance with WSCUC standards and uphold its commitment to continuous quality improvement.

In accordance with Commission policy, a copy of this letter will be sent to the chair of California State University's governing board and the California State University chancellor within one week. The Commission expects that the team report and this action letter will be posted in a readily accessible location on the CSUCI website and widely disseminated throughout the institution to promote further engagement and improvement and to support the institution's response to the specific issues identified in these documents. The team report and the Commission's action letter will also be posted on the WSCUC website. If the institution wishes to respond to the Commission action on its own website, WSCUC will post a link to that response.

Finally, the Commission wishes to express its appreciation for the extensive work that CSUCI undertook in preparing for and supporting this accreditation review. WSCUC is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued participation in this process. Please contact me if you have any questions about this letter or the action of the Commission.

Sincerely,

Mary Ellen Petrisko
President
MEP/mam

Cc: William Ladusaw, Commission Chair
George Petrulakis, CSUS Board Corporate President
Timothy P. White, CSU Chancellor
Members of the reaffirmation team
Maureen A. Maloney, Vice President