



Appendix B

CRITERIA FOR REVIEW (CFR) MATRIX

(Summarized from the 2001 WASC Handbook of Accreditation)

APPENDIX B: CRITERIA FOR REVIEW MATRIX

EVIDENCE ON THE WASC CRITERIA FOR REVIEW TO SUPPORT THE EDUCATIONAL EFFECTIVENESS REVIEW

WASC CRITERIA FOR REVIEW	DESCRIPTION	EVIDENCE AND SOURCES OF INFORMATION FOR THE EE REVIEW
<i>Standard 1: Defining Institutional Purpose and Ensuring Educational Objectives</i>		
1.A. INSTITUTIONAL PURPOSE		
<p>1.1. The institution’s formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.</p>	<p>The mission statement of Sacramento State defines our educational values as access, excellence, diversity, and enhancing the quality of life in the region.</p>	<p><i>Sacramento State Catalog: Mission</i></p> <p><i>University Web Site: Mission</i></p>
<p>1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes.</p> <p>The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives</p>	<p>In 2004, the University launched the Destination 2010 initiative. This vision has infused our strategic planning processes at the program and University levels. The University has also developed and implemented efforts to assess student learning of educational objectives in general education, departmental programs and co-curricular activities.</p>	<p><i>Destination 2010</i></p> <p><i>President’s Communication</i></p> <p><i>Provost’s Communication</i></p> <p><i>Strategic Planning Council: Destination 2010 Strategic Plans</i></p> <p><i>Office of Institutional Research</i></p> <p><i>GE Portfolio: Outcomes</i></p> <p><i>Baccalaureate Learning Outcomes</i></p> <p><i>Assessment at Sacramento State</i></p> <p><i>Student Affairs: Destination 2010 Strategic Plan</i></p> <p><i>GE Assessment Report</i></p> <p><i>2008 Assessment Summary</i></p> <p><i>2007 Assessment Summary</i></p>

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<p>1.3. The institution's leadership creates and sustains leadership systems at all levels that are marked by high performance, appropriate responsibility, and accountability.</p>	<p>Sacramento State has committed to effective leadership that requires careful and regular evaluation. All Executive and Management Personnel Plan (MPP) personnel are reviewed annually. The periodic review of administrative performance provides an opportunity for the campus community to provide input and comment on MPP personnel performance.</p>	<p><i>University Manual: Periodic Review of Administrative Performance</i></p> <p><i>Appointments, Retention, Tenure, Promotion (ARTP Policy)</i></p> <p><i>Human Resources</i></p>
1.B. INTEGRITY		
<p>1.4. The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.</p>	<p>Sacramento State has published policies on academic freedom of faculty and students.</p> <p>The University's commitment to the principles of academic freedom is evidenced by the absence of controversy centered on this issue within the campus community.</p>	<p><i>University Manual: Academic Freedom Policy</i></p> <p><i>Faculty Senate</i></p>

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<p>1.5. Consistent with its purposes and character, the institute demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.</p>	<p>Our educational objectives focus on the development of positive social attitudes, values and behaviors and an understanding of the diversity of human experiences and cultures.</p>	<p><i>Strategic Plan</i></p> <p><i>Baccalaureate Learning Outcomes</i></p> <p><i>GE Portfolio: Outcomes</i></p> <p><i>Destination 2010: Academics</i></p> <p><i>Student Academic Success and Educational Equity Programs</i></p> <p><i>Equity Program Assessment Reports</i></p> <p><i>Serna Center</i></p> <p><i>Ethnic Studies</i></p> <p><i>Foreign Languages</i></p> <p><i>C.O.D.E. (Senate Committee)</i></p> <p><i>Services to Students With Disabilities</i></p> <p><i>Multicultural Center</i></p> <p><i>McNair Scholars</i></p> <p><i>Center for African Peace and Conflict Resolution</i></p>
<p>1.6. Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.</p>	<p>Sacramento State is one of 23 campuses of the California State University (CSU) system. The Chancellor’s Office, in consultation with the campuses, sets overall policy, allocates state funding of the system, and negotiates all collective-bargaining agreements with the various unions. Within the context of the mission of the CSU system, the University operates to fulfill its educational mission through the practice of shared governance by the University administration and the Faculty Senate. This principle of collaboration has primacy over any corporate, political or religious support or influence.</p>	<p><i>Faculty Senate</i></p> <p><i>CSU Web Site</i></p> <p><i>Access to Excellence</i></p> <p><i>University Web Site: Mission</i></p> <p><i>Business office practice policies</i></p> <p><i>Development practices policies</i></p>

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<p>1.7. The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.</p>	<p><i>Sacramento State publications, informational materials and established policies clearly articulate our academic goals, programs and services to students and the community. Various policies and their revisions demonstrate Sacramento State's commitment to facilitating both the completion of our programs in a timely manner, and the fair and equitable treatment of students.</i></p>	<p>Destination 2010: Academics</p> <p>Fees and Refund Schedule</p> <p>Academic Policies for Students</p> <p>OIR: Graduation Analysis (update)</p> <p>OIR: Retention Analysis (update)</p> <p>Grade appeal process</p> <p>Student Judicial Process</p> <p>Mandatory advising</p> <p>Human Subjects Review</p>
<p>1.8. The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.</p>	<p><i>Sacramento State demonstrates sound operational processes, business practices and appropriate responses to grievances and complaints as evidenced in established policies and procedures.</i></p>	<p>Complaint Policy</p> <p>Hearing Procedures</p> <p>Administration and Business Affairs</p>
<p>1.9. The institution is committed to honest and open communication with the Accrediting Commission to undertake the accreditation review process with seriousness and candor and to abiding by Commission policies and procedures Including all substantive change policies.</p>	<p><i>The current reaccreditation cycle has provided the University with an opportunity to revisit its mission and core commitments. Sacramento State has demonstrated an honest and open relationship with the Accrediting Commission and endeavors to comply with standards and criteria for review.</i></p>	<p>SAC STATE WASC Page</p> <p>Appendix A (Response to CPR team recommendations)</p>

Standard 2: Achieving Educational Objectives Through Core Functions.

2.A. TEACHING AND LEARNING

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<p>2.1. The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.</p>	<p>Sacramento State is fully accredited by the Western Association of Schools and Colleges. Additionally, the University is also a member of the National Council of Graduate Schools and the Western Association of Graduate Schools and is on the list of approved colleges by the American Association of University Women.</p> <p>The University operates within CSU educational frameworks, including Executive Orders and system-wide policies and procedures related to baccalaureate and graduate degrees.</p> <p>Many academic programs are also individually accredited.</p> <p>Each department and University-wide program prepares a self-study that includes an assessment plan and evaluation of data relevant to the unit's stated goals and desired outcomes. These documents are reviewed by an external consultant and an internal program-review team as part of the program-review process.</p>	<p>Accredited Programs</p> <p>Undergraduate Programs</p> <p>Graduate Programs</p> <p>Sacramento State Learning Outcomes</p> <p>Program Review documents</p> <p>OIR: Faculty/staff (updated)</p> <p>CSU Executive Orders</p> <p>Self-study/Program reviews</p> <p>Assessment reports (2007, 2008)</p> <p>Annual Assessment Summary 2006-2007</p> <p>Annual Assessment Summary 2007-2008</p> <p>Student Affairs student learning outcomes and assessment reports</p>

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<p>2.2. All degrees — undergraduate and graduate — awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.</p>	<p>As evidenced by its General Education Outcomes, Baccalaureate Learning Goals, individual program expectations, and established policy, Sacramento State has well-defined expectations and requirements for its programs that result in student learning.</p>	<p><i>General Education: Expected Outcomes</i></p> <p><i>Sacramento State Catalog</i></p> <p><i>English Placement Test/ Entry-Level Mathematics test standards</i></p> <p><i>Graduate Writing Assessment Requirement revisions</i></p> <p><i>First Year Programs/Freshman Seminar/Learning Communities</i></p> <p><i>Sacramento State Baccalaureate Learning Goals</i></p> <p><i>Report on Assessing Baccalaureate learning Goals</i></p> <p><i>University Manual— Graduation Requirements</i></p> <p><i>Graduate Program Requirements</i></p> <p><i>Graduate Studies</i></p>

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<p>2.3. The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula, admissions and graduation policies, the organization and delivery of advisement, the use of its library and information resources, and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.</p>	<p>Sacramento State has embedded expectations for student learning and student success across the curriculum. Similarly, policies and practices associated with eligibility, graduation and advising support are clearly and publicly contextualized within the University's educational mission.</p>	<p>GE Learning Goals</p> <p>Admissions: Eligibility</p> <p>Sacramento State Catalog</p> <p>Program Learning Goals</p> <p>Advising Policy (revised)</p> <p>Graduate Admissions</p> <p>Library Instructional Services</p> <p>Community Engagement Center Web Page: Service Learning</p> <p>Distance Education/College of Continuing Education</p>
<p>2.4. The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.</p>	<p>Sacramento State faculty and professional staff are taking increasing responsibility for developing, reviewing and evaluating attainment of University and program objectives through the program-review process.</p> <p>University and department publications, presentations and web sites communicate the institution's expectations for learning.</p> <p>Syllabi also make these expectations explicit at the course level.</p>	<p>Sacramento State Baccalaureate Learning Goals.</p> <p>GE Portfolio: Outcomes</p> <p>Student Affairs student learning outcomes and assessment reports</p> <p>Sacramento State Learning Outcomes</p> <p>Program Review Pilot</p> <p>Outreach</p> <p>Orientation</p> <p>Freshman Year Experience</p> <p>Academic Departments</p>

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<p>2.5. The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.</p>	<p>Most programs have developed learning expectations and communicate their learning goals on course syllabi. Program reviews and a variety of assessment strategies provide opportunities for reflection on student learning and improvement.</p>	<p><i>Sacramento State Learning Outcomes</i></p> <p><i>GE Portfolio: Outcomes</i></p> <p><i>Art Student Achievements</i></p> <p><i>Annual Assessment Summary 2006-2007</i></p> <p><i>Annual Assessment Summary 2007-2008</i></p> <p><i>Center for Teaching and Learning-Faculty Services</i></p> <p><i>Writing Across the Curriculum</i></p> <p><i>Academic Departments</i></p>
<p>2.6. The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.</p>	<p>The University grading policy clearly articulates expectations for student learning. General education assessment provides the opportunity to ensure that the program is meeting its stated objectives. The program-review process ensures that each program's expectations for learning are embedded in its curriculum.</p>	<p><i>Grading Policy</i></p> <p><i>Sacramento State Learning Outcomes</i></p> <p><i>Provost's Advisory Committee on Assessment</i></p> <p><i>GE Portfolio: Outcomes</i></p> <p><i>College Portrait</i></p> <p><i>Program Review</i></p>

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<p>2.7. In order to improve program currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such review.</p>	<p>CSU Board of Trustees regulations require that every academic unit be reviewed on a regularly scheduled basis. These self studies conform to a common University format, including implementation of the University assessment policy and utilize data supplied by the University for program planning and evaluation.</p>	<p><i>Program Review Policy</i></p> <p><i>External Professional Accreditation Agencies</i></p> <p><i>Self Study Guidelines</i></p> <p><i>Sacramento State Learning Outcomes</i></p> <p><i>Office of Institutional Research Date Center</i></p> <p><i>Research and Sponsored Projects</i></p> <p><i>Community Engagement Center</i></p> <p><i>Center for Teaching and Learning Teaching Resources</i></p> <p><i>GE Area Reviews</i></p>
2.B. SCHOLARSHIP AND CREATIVE ACTIVITY		
<p>2.8. The institution actively values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.</p>	<p>Through the ARTP process, faculty development programs, and funding opportunities, the University demonstrates that it values, supports, and promotes scholarship and instructional innovation.</p>	<p><i>UARTP Policy</i></p> <p><i>University Enterprises, Inc. Faculty Grants</i></p> <p><i>Outstanding Teaching Awards</i></p> <p><i>International Research Scholars</i></p> <p><i>Research and Sponsored Projects</i></p> <p><i>Center for Teaching and Learning-Faculty Services</i></p> <p><i>Faculty Development</i></p> <p><i>Faculty Funding Support</i></p>

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<p>2.9. The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning, and service.</p>	<p>Academic Affairs' Destination 2010 Goal 3 emphasizes excellence in both teaching and learning. As a learning organization, Sacramento State is committed to the support of an engaged faculty in order to improve student and institutional learning.</p> <p>Academic Affairs' Destination 2010 Goal 4 recognizes that the reallocation of internal resources and the development of external resources through sponsored research and gift development are essential to ensure excellence in instruction, faculty and staff development, technological necessities and library enhancement.</p>	<p>Goal 3: Enhance Excellence in Teaching and Learning</p> <p>Center for Teaching and Learning-Faculty Services</p> <p>Goal 4: Develop Resources to Support Instructional Needs</p> <p>Community Engagement Center</p> <p>Faculty Senate</p>
2.C. SUPPORT FOR STUDENT LEARNING		
<p>2.10. Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences, and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.</p>	<p>On a regularly scheduled basis, the University gathers information about student needs, experiences and satisfaction. This information is used both for University planning and program review.</p>	<p>Student and Alumni Surveys</p> <p>Honors Program</p> <p>Assessment Surveys</p> <p>Learning Skills</p> <p>National Survey of Student Engagement</p> <p>College Portrait (Voluntary System of Accountability)</p>

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<p>2.11. Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student, professional and personal development.</p>	<p>The Division of Student Affairs has assessed its progress on the goals it identified in its Destination 2010 Strategic Plan.</p> <p>The University's co-curricular programs are engaged in a number of significant learning-centered activities.</p>	<p>Student Affairs: Destination 2010</p> <p>Strategic Plan</p> <p>Student Affairs Assessment Reports</p> <p>Cooper-Woodson College Enhancement Program</p> <p>Science, Technology, Engineering, and Mathematics (STEM)</p> <p>College Assistance Migrant Program</p> <p>Faculty Student Mentor Program</p>
<p>2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.</p>	<p>The Sacramento State Catalog is a primary resource for understanding University and program requirements. Departments also provide valuable information to students both online and in person. A variety of advising resources are available to students to ensure that they receive timely, useful, and regular information and advising about relevant academic requirements.</p>	<p>Sacramento State Catalog: Academic Programs</p> <p>Sacramento State Website</p> <p>Departments and Colleges</p> <p>Student Handbook (Sample)</p> <p>Academic Advising Resources</p> <p>Academic Advising Policy</p> <p>Mandatory Orientation</p>

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<p>2.13. Student support services —including financial aid, registration, advising, career counseling, computer labs, and library and information services — are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.</p>	<p>A wide variety of services designed to meet the needs of our diverse community are available to students through the Division of Student Affairs.</p> <p>University Computing, Communications and Media Services provides a comprehensive set of support services and resources to faculty, staff, and students to allow them to effectively and efficiently use campus computing, communications, and networking resources to advance the University’s educational goals.</p> <p>The Library Instructional Services unit promotes the use of library resources as teaching/learning tools.</p>	<p><i>Student Affairs</i></p> <p><i>Learning Skills</i></p> <p><i>Computing, Communications, and Media Services</i></p> <p><i>Veterans Enrollment Services</i></p> <p><i>Library Instructional Services</i></p>
<p>2.14. Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.</p>	<p>Clear and accurate information is provided to transfer students in the Sacramento State Catalog and through Outreach, Admissions and Records. The impact of policies and procedures on transfer students is monitored by data collected in the Office of Institutional Research and through the CSU Accountability Process.</p>	<p><i>Sacramento State Catalog: Transfer Admission Requirements. Evaluations, Transfer Centers</i></p> <p><i>Admissions and Records: Transfer Admission Requirements, Evaluations</i></p> <p><i>Transfer Orientation</i></p> <p><i>Outreach, Admissions and Records: Transfer Students</i></p> <p><i>Office of Institutional Research: Fact Book</i></p> <p><i>Strategic Planning Council: CSU Accountability Process</i></p>

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Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability		
3.A. FACULTY AND STAFF		
<p>3.1. The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.</p>	<p><i>The University employs 1,402 staff and 179 administrators to support its educational mission. (Fall 2008)</i></p>	<p>University Fact Book Department Fact Book Academic Affairs Data Center</p>
<p>3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.</p>	<p><i>In Fall 2008, there were a total of 578 (36.5 percent) tenured and 219 (13.8 percent) probationary faculty (including Faculty Early Retirement Plan). There were also 786 (49.7 percent) non-tenure track, including temporary part-time faculty. A total of 810 (51.2 percent) were male, while 770 (48.6 percent) were female. Three did not report gender.</i></p>	<p>OIR: Faculty/staff</p>
<p>3.3. Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.</p>	<p><i>The University ARTP process emphasizes the value the University places on providing quality instruction, and the recognition of service and outreach of faculty in the region. University policy requires that teaching form the basis of any retention, promotion or tenure decisions for all faculty members.</i></p>	<p>ARTP Policy and Periodic review of tenured faculty Goal 3: Enhance Excellence in Teaching and Learning</p>
<p>3.4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.</p>	<p><i>Individual departments provide a variety of opportunities for faculty development. The Center for Teaching and Learning provides a rich program of faculty support. There is evidence that University-level funding opportunities for faculty development such as Research and Creative Activity Awards, Pedagogy Enhancement Awards, and travel assistance have had a positive effect on teaching and learning at Sacramento State.</i></p>	<p>Sacramento State Learning Outcomes Center for Teaching and Learning: Faculty Services Funding Opportunities Research and Sponsored Projects</p>

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3.B. FISCAL, PHYSICAL, AND INFORMATION RESOURCES		
<p>3.5. Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kind of educational programs offered both now and for the foreseeable future.</p>	<p>University Administration and Business Affairs has developed a Strategic Plan and goals and measures that are aligned with the vision of Destination 2010, WASC standards and CSU Cornerstones. They are designed to promote optimal utilization of fiscal and physical resources to support and maintain our educational mission.</p> <p>Regular town hall briefings held by the President apprise the community of fiscal and physical resource issues that impact the University.</p>	<p>Destination 2010: Administration and Business Affairs Strategic Planning</p> <p>Destination 2010: Administration and Business Affairs Goals and Measures</p> <p>University Budget</p> <p>Facts and Figures</p> <p>General Fund Budget</p>
<p>3.6. The institution holds, or provides access to information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.</p>	<p>In 2005, the University opened the new Academic Information Resource Center (AIRC). The building is home to University Computing and Communications Services and the University Telecommunications Services. This is a natural migration pathway considering the "like and kind" services and operations common among the voice, data and video technologies. The building also includes academic support space, self-instructional computer lab and discipline specific computer labs. The Computing Lab offers 87 work stations 16 group work stations, five group study rooms, 10 laptop stations, and one copier. The AIRC is a state-of-the-art information technology environment. Its purpose is to address the academic needs of on-campus and off-campus students into the 21st century by providing an ideal setting for learning transformation. Furthermore, the campus community has access to a wide range of facilities and services provided by University Computing and Communication Services and University Media Services.</p> <p>The University Library holds and provides access to information resources and provides services to support distance education and campus based instruction.</p>	<p>Academic Computing Resources</p> <p>University Media Services</p> <p>Library Services</p> <p>Academic Technology and Creative Services</p>

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<p>3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.</p>	<p><i>The Academic Information Technology Committee is a standing committee of the Faculty Senate, responsible for the development of policy on academic related information technology.</i></p> <p><i>In 2004, the Faculty Senate approved a strategic plan for information technology and the committee's recommendations for classroom information technology.</i></p>	<p><i>Faculty Senate: Information Technology Committee</i></p> <p><i>Computing, Communications and Media Services</i></p> <p><i>Information Resources and Technology</i></p>
3.C. ORGANIZATIONAL STRUCTURES AND DECISION-MAKING PROCESSES		
<p>3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision-making.</p>	<p><i>Guided by the vision of the Destination 2010 initiative, administrative units within the University have developed strategic planning processes to support effective decision-making.</i></p>	<p><i>Academic Strategic Plan</i></p> <p><i>Administration and Business Affairs Strategic Plan</i></p> <p><i>Student Affairs Strategic Plan</i></p>
<p>3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.</p>	<p><i>Sacramento State is one of 23 campuses of the California State University (CSU) system. The CSU is responsible to a Board of Trustees which is, in turn, responsible to the Governor of California. The Board of Trustees determines regulations governing the system, publishing them in the California Code of Regulations, Title 5, Division 5, and is responsible for the hiring and evaluation of the chief executive officer.</i></p>	<p><i>CSU Trustees</i></p>
<p>3.10. The institution has a chief executive whose full-time responsibility is to the institution; together with a cadre of administrators qualified and able, to provide effective educational leadership and management at all levels.</p>	<p><i>The University administration has demonstrated effective educational leadership through a number of initiatives and activities such as Destination 2010, the University Budget Advisory Committee, and the new Strategic Plan.</i></p>	<p><i>President Alexander Gonzalez</i></p> <p><i>Strategic Plan</i></p> <p><i>Destination 2010</i></p> <p><i>University Budget Advisory Committee</i></p> <p><i>Campus Climate Survey Report</i></p>

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<p>3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.</p>	<p><i>The Sacramento State faculty exercises academic leadership through the Faculty Senate. It is the responsibility of the Faculty Senate to formulate, review, revise, adopt, and make policy recommendations about any academic matters delegated to the President by law, and by the Trustees and Chancellor of the CSU, including but not limited to academic, personnel, and fiscal policies and to forward them to the President of the University. Some recent examples include recommendations for a new Graduate Advising Council, the New Advising Policy, University Budget Advisory Committee and establishment of the Provost's Advisory Committee on Assessment.</i></p>	<p>Faculty Senate</p>

Standard 4: Creating an Organization Committed to Learning and Improvement		
4.A. STRATEGIC THINKING AND PLANNING		
<p>4.1. The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate.</p>	<p><i>The Strategic Planning Council (SPC) involves every constituency associated with the University. Its primary purpose is to review and to make recommendations to the President regarding planning and action priorities at the University level.</i></p> <p><i>At the academic program level, each department and University-wide program prepares a self-study that includes an assessment plan and evaluation of data relevant to the unit's stated goals and desired outcomes. These documents are reviewed by an external consultant and an internal program-review team as part of the program-review process.</i></p>	<p>Strategic Planning Council</p> <p>Sacramento State Learning Outcomes</p> <p>University Budget Advisory Committee</p> <p>Strategic Plan</p>

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<p>4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.</p>	<p><i>In its revision of the Strategic Plan, the SPC has combined the initiatives that have been proposed to implement Destination 2010 with elements of the existing Strategic Plan, the hypotheses central to the WASC review, and the CSU Accountability Measures. With its representation from key constituencies, the SPC is uniquely positioned to address their concerns when revising the Strategic Plan.</i></p>	<p><i>Strategic Planning Council</i></p> <p><i>Key Planning Resources</i></p>
<p>4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.</p>	<p><i>There is evidence-based decision making linked to data supplied by the Office of Institutional Research, assessment reports from departments and divisions and status updates to the Strategic Plan.</i></p>	<p><i>Strategic Planning Council</i></p>
4.B. COMMITMENT TO LEARNING		
<p>4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures and processes, curricula, and pedagogy.</p>	<p><i>Academic Program quality is first of the Destination 2010 goals. Responding to the call for accountability, academic program assessment was a major component of the Cornerstones project of the Chancellor's Office in the 1990s.</i></p> <p><i>Also responding to the call for accountability, the University has an assessment policy that directs departments to have an assessment plan that includes outcomes, methods for evaluating outcomes, and responses to the outcomes.</i></p>	<p><i>Academic Affairs: Policies and Procedures</i></p> <p><i>Academic Affairs: Assessment and Planning</i></p> <p><i>Sacramento State Learning Outcomes</i></p>

WASC CRITERIA FOR REVIEW	DESCRIPTION	EVIDENCE AND SOURCES OF INFORMATION FOR THE EE REVIEW
<p>4.5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of the institutional research function is the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution's purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data.</p>	<p>The mission of the Office of Institutional Research (OIR) is to enhance University effectiveness with information to support planning, assessment, policy formation, and decision-making.</p> <p>In fulfilling this mission, the OIR collects, preserves, edits, analyzes, and interprets significant and meaningful information and disseminates it in a timely and effective manner. The OIR is responsible for the design and production of routine and ad hoc reports for internal constituencies, federal, state, and other external agencies. The OIR is charged with the development and maintenance of an integrated database that incorporates University historical data from multiple sources in ways that inform and advise University policy.</p> <p>In support of the Strategic Planning Council and academic program-review processes, the OIR is responsible for the design and implementation of analytic studies of internal and external constituencies and the development of assessment reports and accountability requirements. The OIR provides assistance to students, faculty, and staff in conducting research to support University themes, initiatives and accomplishments, planning priorities, and special projects.</p>	<p>Office of Institutional Research: Web Site</p> <p>University Fact Book</p> <p>Department Fact Book</p> <p>Academic Affairs Data Center</p>

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<p>4.6. Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.</p>	<p>In 2004, the University launched the Destination 2010 initiative. Spearheaded by President Gonzalez, this vision serves to guide our planning process. Academic Affairs, Administration and Business Affairs, and Student Affairs have developed strategic planning documents that include detailed objectives. The University and academic departments have developed and implemented efforts to assess student learning of educational objectives in both general education and majors.</p> <p>Student Affairs has continued its development, implementation and review of the assessment process that it began in Fall 2005. The results of these activities have enabled the division to focus more deliberately on its role in student learning.</p>	<p><i>Destination 2010</i></p> <p><i>Strategic Planning Council: Destination 2010 Strategic Plans</i></p> <p><i>GE Portfolio: Outcomes</i></p> <p><i>Sacramento State Learning Outcomes</i></p> <p><i>Student Affairs Assessment</i></p>
<p>4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.</p>	<p>The Center for Teaching and Learning provides activities and services that help individuals, departments, and programs to identify and achieve their desired levels of teaching excellence. Some notable practices can be found in the Writing Across the Curriculum Program and faculty services of the Center for Teaching and Learning.</p>	<p><i>Center for Teaching and Learning</i></p> <p><i>Writing Across the Curriculum</i></p>