SONOMA STATE
UNIVERSITY

REPORT OF
SONOMA STATE UNIVERSITY
FOR REAFFIRMATION OF ACCREDITATION

December 12, 2024

Site Visit: September 10-12, 2025

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Section A – Institutional Context and Response to Previous Commission Actions

Description of Institution

As one of the 23 campuses of the California State University (CSU) system, Sonoma State University (SSU) is committed to serving the diverse population of the State of California through high-quality, accessible and affordable higher education. SSU serves its students through degrees in the liberal arts and sciences and professional programs, as well as through community engagement, sustainability efforts, and diversity initiatives. SSU aims to continuously improve student success, increase retention rates, and improve two-, four-, and six-year graduation rates while supporting its dynamic faculty in the pursuit of excellence in teaching, research, and service.

History & Institutional Contexts (CFRs 1.1, 1.5, 3.7, 3.8, 3.9)

Sonoma State College was established by the California State Legislature in 1960 and opened in temporary quarters in Rohnert Park, California under the leadership of its first president, Ambrose Nichols (1960–1970). In the following year, Sonoma State opened its doors to 265 upper-division students, with most of the faculty and administrators having been drawn from San Francisco State University (formerly San Francisco State College). The college moved to its present 269-acre site in 1966, upon completion of Stevenson and Darwin Halls. In 1978, when university status was granted, the name was changed to Sonoma State University.

SSU is governed by the CSU Board of Trustees, which adopts rules, regulations, and policies for the entire 23-campus CSU system. The board delegates authority to the presidents of the campuses to develop their own rules, regulations, and policies in accord with the CSU and the State of California. Sonoma State currently is under the leadership of Interim President Emily Cutrer, following the retirement of Ming-Tung "Mike" Lee, who served as interim and then full-time president from August 2022 to May 2024 and Acting President Nathan Evans from May 2024 to August 2024. Six presidents preceded Lee, including Judy Sakaki (2016-2022) and Ruben Armiñana, who served for 24 years in the position (1992–

2016). Sonoma State is the only university in California that is a member of the Council of Public Liberal Arts Colleges (COPLAC).

SSU is proud of its liberal arts and sciences tradition but recognizes the importance of professional and career-focused degree programs at the undergraduate and graduate levels in all its academic colleges, since they offer much-needed training for jobs in the North Bay region. SSU is also a federally designated Hispanic-Serving Institution (HSI), first approved in February 2017. That designation has proved a key element of Sonoma State's identity, particularly given the eight percentage point increase in the number of students of Hispanic ethnicity since 2017. SSU has garnered two Title V grants as a result of its HSI status. Most recently, SSU was awarded $2.73 million for PUERTA 2.0 from the U.S. Department of Education's (ED) Developing Hispanic-Serving Institutions (DHSI) Program. SSU's HSI status also led to Sonoma State being one of only 26 universities nationwide to receive a 2024 grant from the ED's Augustus F. Hawkins Center of Excellence Program to increase and retain well-prepared teachers from diverse backgrounds.

Mission And Values

Our mission states: "Sonoma State is a regionally serving public university committed to educational access and excellence. Guided by our core values and driven by a commitment to the liberal arts and sciences, Sonoma State delivers high-quality education through innovative programs that leverage the economic, cultural, and natural resources of the North Bay." Our core values are: *Diversity and Social Justice, Sustainability and Environmental Inquiry, Connectivity and Community Engagement, and Adaptability and Responsiveness.*

SSU embraces diversity, equity, and inclusion (DEI) with a commitment to building a community free from bias and intolerance. *Diversity* at SSU includes race, ethnicity, gender, age, national origin, disability, sexual orientation, socioeconomic background, and more—encompassing a variety of social identities. *Equity* ensures fairness and support tailored to students' needs, while *inclusion* focuses on involving traditionally excluded individuals in all university processes, fostering shared power. SSU encourages full participation from all campus members and offers learning opportunities to support academic excellence, individual well-being, and mutual respect. DEI initiatives include teaching and

learning communities (TLCs), common reads, forums, workshops, committees, and outreach efforts among others.

Student Demographics

Between 2018 and 2024, fall enrollment declined by 37%. Our 2024 enrollment is 5,784. The proportion of Hispanic students has increased steadily since 2018. In Fall 2023, SSU had more Hispanic (42%) than White (40%) undergraduates for the first time. Over a quarter of our undergraduates represent the first generation of their family to attend college.

Table 1: Enrollment Data

	2018	2019	2020	2021	2022	2023	2024
Enrollment	9,201	8,649	7,807	7,182	6,483	5,865	5,784
Undergraduates	8,565	8,032	7,154	6,491	5,851	5,305	5,191
Hispanic	33%	37%	38%	39%	40%	41%	41%
First-generation	22%	23%	24%	24%	25%	25%	29%
Pell recipient	35%	35%	34%	35%	36%	Not avail.	Not avail.

Sources: 2018 - 2023 from the CSU Enrollment Summary Dashboard, 2024 from the Office of Institutional Effectiveness.

Academic Programs, Online Offerings, and Off-Site Locations (CFRs 2.2, 2.3)

As of July 1, 2024, Academic Affairs is comprised of three academic colleges and the Library:

- Science, Technology, and Business (STB)
- Humanities, Social Sciences, and the Arts (HSSA)
- Education, Counseling, and Ethnic Studies (ECES)

SSU offers 45 baccalaureate majors, 44 minors, 14 master's degrees, and nine credential programs. The most heavily enrolled undergraduate majors are business, psychology, biology, kinesiology, and early childhood studies, demonstrating the mix of traditional liberal arts and professional majors that is characteristic of the campus' identity. At the graduate level, master's programs in business, nursing, and counseling have the largest enrollments.

Following a temporary move to fully-online instruction during the COVID pandemic, we have now settled into a hybrid learning environment. There is an online pathway through our General Education (GE) program, yet most programs remain hybrid or in-person on the Sonoma State campus in Rohnert Park. One exception is our hybrid degree-completion program which earns a BA in Liberal Studies, for which the in-person courses occur at Mendocino Community College in Ukiah. Additionally, Sonoma State offers a fully-online, undergraduate completion BS program in Business Administration, and a fully-online MA program in Early Childhood Education.

The Center for Teaching and Educational Technology (CTET) at SSU has supported quality instruction across various modalities, particularly since COVID-related emergency remote teaching. Since 2019, 190 faculty have completed CTET's Canvas Design Foundations course and 90 faculty have completed the higher-level course on Online Facilitation Fundamentals. These courses challenge participants to evaluate basic Canvas course design, assessment options, engagement tools, student success resources, and the accessibility of course materials.

Organizational Structure / Leadership Changes (CFRs 2.6, 3.9, 3.11)

The University is organized by divisions: Academic Affairs, Student Affairs, Administration and Finance, the President's Office, Strategic Enrollment (SE), and University Advancement.

Academic Affairs Reorganization

At the time of our last WSCUC reaffirmation visit our academic departments were grouped into seven units, each led by a dean: Science and Technology, Arts and Humanities, Social Sciences, Education, Business and Economics, Extended and International Education, and the University Library. Since then, SSU's enrollments have fallen below the CSU-designated Full-Time Equivalent Student (FTES) targets resulting in budget-related restructuring that affords the opportunity to encourage faculty collaboration and interdisciplinary curriculum. As of Fall 2024, we have consolidated into *three* colleges (Figure 1). Extended Education is now a stand-alone department within STB, and the University Library is a stand-alone entity under the Dean of the ECES.

Figure 1. New College structure starting Fall 2024.

Colleges, Schools, and Department Structures

Dean, Elisabeth Wade

College of Science, Technology & Business

School of Physical Science
- Chemistry
- Geology
- Physics & Astronomy

School of Nursing & Health Sciences
- Nursing

School of Engineering & Computer Science
- Electrical Engineering
- Computer Science

School of Business
- Accounting, Finance & Business Analytics
- Management, Entrepreneurship & Special Areas
- Marketing, Wine Business & Operations Management

School of Mathematics, Economics & Statistics
- Mathematics & Statistics
- Economics

Department of Biology

Department of Kinesiology

Department of Extended Education

Dean, Laura Alamillo

College of Education, Counseling, and Ethnic Studies (ECES)

School of Teacher Education & Leadership
- Literacy Studies & Elementary Education
- Educational Leadership & Special Education
- Curriculum Studies & Secondary Education

Hutchins School of Liberal Studies
- Hutchins
- Liberal Arts

School of Ethnic Studies & Languages
- American Multicultural Studies
- Chicano & Latino Studies
- Native American Studies
- Modern Languages & Literature

Department of Counseling

Department of Early Childhood Studies

University Library

Dean, Troi Carleton

College of Humanities, Social Sciences & the Arts

School of Sociology, Criminology, and Criminal Justice Studies
- Sociology
- Criminology & Criminal Justice Studies

School of Politics, History, Art & Culture
- History
- Art History
- Political Science

School of Applied Human and Environmental Sciences
- Anthropology
- Geography, Environment & Planning

School of English, Philosophy, and Women's and Gender Studies
- English
- Philosophy
- Women & Gender Studies

School of Performing Arts
- Music
- Theatre Arts & Dance

School of Art & Media
- Art
- Communication & Media Studies

Department of Psychology

If there is not a School name in the colored, header box, then the department below the box is a stand alone department

Additional restructuring within Academic Affairs since WSCUC's last visit includes:

- The consolidation of the Office of Research and Sponsored Programs (ORSP) with Faculty Affairs under a single Associate Vice President (AVP) for Faculty Affairs and Success.

- The relocation of the CTET and the Center for Environmental Inquiry (CEI) to the Office of Academic Resources, with secondary reporting (a "dotted line") to the Provost for teaching and learning matters.

- The reorganization of the Office for the Prevention of Harassment and Discrimination (OPHD) under the Provost.

- The reorganization of Strategic Communication under the Vice President of Advancement.

- The Office of Institutional Equity and Belonging (OIEB) and the HUB Multicultural Center are now under the Vice President of Student Affairs.

- The placement of the Center for Community Engagement (CCE) under the supervision of the Director of the Learning and Academic Resources Center (LARC).

- The transfer of Instructional Technology to Administration and Finance. Classroom technology maintenance transferred to CTET.

- The establishment Strategic Enrollment as an individual unit outside of Academic Affairs.

Process to Prepare the Institutional Report

In preparation for this review, an Accreditation Steering Committee (ASC) convened every two weeks during the 2023-2024 academic year to engage in a self-study process. Committee membership included faculty, staff, and administrative representation from across campus divisions. Throughout the year, members collaborated through open dialogue to review University standards and assess the University's growth since the last report. The committee collected evidence and extensive resources to support the University's adherence to policies and standards, document SSU's commitment to continuous improvement and compliance, and identify areas requiring further development.

The committee's efforts fueled the report writing process, which began in summer 2024. The ASC helped identify four lead writers, each heading one of the four Standard Essays. The ASC continued to meet on a monthly basis with members actively participating in writing, reviewing, and editing. Additional campus colleagues contributed evidence to the draft through a GoogleDoc and through various forums and governance meetings. Finally, the Accreditation Liaison Officer (ALO) hosted open forums on "The State of the Institution" for faculty, staff, and students throughout October 2024 in order to encourage reflection on the essays and shape the final section of this report: Section C.

Response to Previous Commission Requirements

In our most recent action letter (July 12, 2021), SSU was asked to strengthen our policies and practices to achieve the deeper intent of program review: thoughtful engagement with a process of

continuous improvement. Our program review policy and self-study template emphasize the need for Program Learning Outcomes (PLOs) that, when combined with external review and reflection, provide meaningful evidence to support continuous improvement.

We have incorporated this recommendation into practice through the strategies outlined below. Our efforts include developing professional growth opportunities and assessment plans that are manageable within our University's constraints, while still providing faculty with actionable outcomes for ongoing improvement. These actions represent a significant cultural shift toward using assessment as a tool for continuous program enhancement. (See also Standard 2 essay).

Defining and Communicating Measurable Program Learning Outcomes

SSU has made significant progress integrating measurable PLOs across its degree programs. Currently, 97% of departments have published PLOs in the University Catalog, covering approximately 63% of all degree pathways (including concentrations). This helps each program have clear objectives and a solid foundation for assessing student achievement.

The curriculum approval process through shared governance now requires programs to include curriculum maps and defined assessment plans as part of the proposal. The University Program Review Subcommittee (UPRS) has also recognized that some programs include aspirational PLOs—such as fostering civic-mindedness—which are more challenging to measure directly. Departments are addressing this by using indirect methods, like self-reported surveys, reflecting an ongoing commitment to continuously evaluating and refining these broader goals. UPRS provides recommendations to support improvement in this area. To further assist, Academic Programs has introduced professional development activities focused on effective assessment practices.

Aligning PLOs with Core Values

SSU has engaged in an Academic Master Plan (AMP) process to evaluate our programs within the context of our liberal arts identity. As part of their comprehensive evaluation of SSU's current and future degree offerings, the AMP Current and New Programs Working Group (CNPWG) conducted a

detailed mapping of PLOs across all degree programs in the Catalog to SSU's core values. Their findings indicated strong representation of *Diversity and Social Justice* and *Connectivity and Community Engagement* in many degree programs. However, a gap was identified in the alignment of PLOs with the Core Value of *Sustainability and Environmental Inquiry*. To address this, the AMP CNPWG has recommended that departments reassess their PLOs for potential alignment with sustainability and environmental principles. This effort yielded an outcome for the assessment work and reinforced SSU's commitment to continuous improvement and integrating institutional principles into academic programs. Additionally, as new degrees are developed, it will be essential to integrate these core values into their PLOs from the outset. Alternatively, the values may be reassessed and rearticulated in the campus's next Strategic Plan.

Revising Curriculum for Equitable Student Success

As part of a multi-campus CSU initiative, SSU received funding from the Teagle Foundation, College Futures Foundation, and the CSU Chancellor's Office (CO) to support 13 faculty teams in reviewing and redesigning their programs to promote student success. This effort also led to the development of a collection of racial justice curricular resources to help faculty create inclusive syllabi, classroom activities, and anti-racist pedagogies.

Building on this foundation, SSU expanded the initiative to other programs and courses across the University through CSU-funded projects aimed at improving student success in traditionally challenging and first-year coursework (e.g., Jump Start and pre-enrollment efforts). Each program was assessed using a mix of quantitative and qualitative methods, such as student tracking (course pass rates, retention), pre- and post-mindset surveys, and participant reflections. Assessment results informed subsequent iterations of the initiatives, curricula, and programming.

In addition, SSU implemented professional development workshops to help faculty access and interpret data to assess equitable student success and use it to guide curricular decisions. Through participation in the CSU Student Success Network Middle Leadership Academy (MLA), SSU is working to institutionalize this work by integrating it into policy changes (e.g., Program Review, Retention, Tenure,

and Promotion (RTP) that emphasize the value of assessing student success and revising curricula to close equity gaps.

Building a Culture of Assessment Through Annual Program Reports

SSU is now in its third year of implementing Annual Program Reports, which foster a culture of continuous improvement through regular reflection on Student Learning Outcomes (SLOs). In the first report, a focus on student writing competency led to the creation of Writing Intensive and Writing Enhanced Courses (WIC, WEC). The second report concentrated on curriculum maps and - modestly - on the assessment of a single PLO. Following this, the Academic Planning, Assessment, and Resources Committee (APARC) conducted a meta-assessment to evaluate the overall quality of curriculum maps, assessment strategies, and student outcomes across campus. The results of this assessment was presented to the Academic Senate and campus leadership on October 24, 2024.

These reports will serve as valuable resources for departments during their program reviews, which have shifted from a five-year to a seven-year cycle to better align program reviews with curriculum revisions. Faculty are supported in these efforts through workshops and regular guidance, emphasizing the University's commitment to meaningful assessment practices. Collaboration with faculty governance committees such as UPRS and APARC enhances the visibility of campus-wide assessment efforts and fosters a collective approach to iterative improvement in student success.

Closing the Assessment Loop: Action Plans and Professional Development

SSU has transitioned from using Memorandums of Understanding (MOUs) at the close of Program Review to creating Action Plans (e.g., BA Economics) that outline achievable goals, defined timelines, and designated leads. Programs can now track their progress on these Action Plans in their next program review, reinforcing continuous improvement based on previous work. Moving forward, we plan to incorporate Action Plan check-ins in the Annual Program Reports and ensure that the new or revised curriculum is grounded in assessment results.

The GE program is currently undergoing its first full program review cycle with a defined [assessment plan](). This marks the first time that the GE program has been anchored in General Education Learning Outcomes (GELOs). Since the implementation of the updated GE program in 2019, faculty—led by GE assessment champions and Academic Programs leadership—have participated in annual workshops to develop GELO assessment [rubrics,]() pilot these rubrics, and [report out]() assessment outcomes and rubric effectiveness. This work, combined with reflections from the course approval process, will be invaluable during the full program review. It will help us determine which GELOs are most meaningful, improve communication across GE program participants, and build a shared understanding of the role of GE in SSU's baccalaureate degrees.

Additionally, we have used Faculty Exchanges to showcase faculty who excel in administering signature assignments that align with GELOs and clearly define student expectations. These exchanges facilitate interdisciplinary collaboration, allowing faculty to share and adopt effective pedagogies that support student learning. This initiative also increases the visibility of GE on campus and helps us close the loop on GE program assessment.

Section B – Institutional Essays

Standard 1 – Defining Institutional Mission and Acting with Integrity

Institutional Purposes

Defining Mission, Values, and Contributions to Society (CFRs 1.1, 1.3)

SSU clearly articulates its mission and values in its [Strategic Plan 2025](), which provides a roadmap for SSU from 2018-2025. The core values - *Diversity and Social Justice*, *Sustainability and Environmental Inquiry*, *Connectivity and Community Engagement*, and *Adaptability and Responsiveness* - are commonly cited as guiding University activities from sustainability projects like the solar panel initiative to the continuing work as a designated HSI. Moreover, our recent academic reorganization

efforts and the AMP process embrace these values as we turn to the future and set the stage for the next University Strategic Plan, which is due to begin in 2025.

Two outstanding issues problematize the current mission and values and should be addressed in the next Strategic Plan. First, the mission statement is inconsistent with an older version of the Mission Statement that was passed by the Academic Senate and signed by the President in 1991. Second, the values expressed in the current Strategic Plan are not explicitly defined, which has led to broad and difficult-to-assess applications.

Nevertheless, the University's mission as defined by the 2025 Strategic Plan underscores a commitment to educational access and excellence, guided by core values inherent in the liberal arts and sciences tradition. As the only public university in California that is a member of COPLAC, SSU is committed to maintaining the hallmarks of a liberal arts education while also integrating professional and career training into its academic programs. This dual emphasis equips students with both the breadth of knowledge and critical thinking skills inherent to liberal arts education and the specialized expertise needed for professional success. SSU's role as a regional public university is further enhanced by its alignment with the broader mission of the CSU system, emphasizing the importance of serving California's diverse population.

SSU is committed to creating an environment in which each student feels welcome and included in the Seawolf community, a community in which bias and intolerance have no place. The Seawolf Commitment exemplifies the expectations that we as a community hold for ourselves and each other. These expectations help us in creating an open and inclusive environment that nurtures the growth and development of all faculty, students, administration, and staff and serves as a guide for our personal and collective behavior. The Seawolf Commitment can be seen in many areas of campus, including in email signatures, on office doors, in cubicles, and at campus events.

The AMP process at SSU is a comprehensive strategy to better align Sonoma State's current and future academic offerings with its mission, core values, and evolving student and community needs and will set the strategic direction of the Division over the next five years. The five working groups focused on Strategic Scheduling, Current and New Programs, Liberal Arts Identity, Academic Support Services, and Learning Spaces and Technology. The Liberal Arts Identity Working Group (LAIWG) led discussions on

defining the University's identity as the only public liberal arts and sciences institution in California and the CSU system. The LAIWG Final Report outlines key recommendations to solidify and promote SSU's identity as a public liberal arts and sciences institution, both within the CSU system and as a member of COPLAC. The group focused on defining what it means to be a liberal arts university in the 21st century and how this identity benefits students, particularly first-generation and underrepresented groups. They developed "identity statements" that highlight SSU's core values: *Diversity and Social Justice*, *Sustainability and Environmental Inquiry*, *Connectivity and Community Engagement*, and *Adaptability and Responsiveness*. They recommended strategies to improve student retention, grow enrollment, and expand interdisciplinary opportunities. The report emphasized aligning programs with the liberal arts identity, integrating career preparation with liberal arts education, and expanding high-impact, experiential learning opportunities, all of which aim to enhance SSU's educational offerings and appeal to prospective students. The next step is to use these recommendations to finalize the AMP inclusive of an implementation plan with concrete deliverables and outcomes.

SSU's continued participation in COPLAC affirms its dedication to a student-centered, liberal arts education that fosters intellectual growth, civic responsibility, and community engagement. The liberal arts framework also supports interdisciplinary learning, preparing students to navigate complex global challenges by integrating perspectives from humanities, sciences, social sciences, arts, technology, and business. A specific example of SSU's contribution to societal and public good is the Center for Community Engagement (CCE), which facilitates meaningful partnerships between faculty and community organizations through service-learning coursework and community-engaged research. This allows students the opportunity to work directly with community partners and nonprofit organizations throughout our service area, including Sonoma, Napa, Marin, Lake, Solano, and Mendocino Counties.

There is also a faculty sustainability chair, who receives reassigned time and is the main point of contact for Sustainable SSU, the hub for all sustainability efforts on campus. On April 5, 2019, SSU President Judy Sakaki signed the Presidents' Climate Leadership Commitment. Since then, the Sustainability Program has launched multiple projects to reduce its carbon footprint, including the construction of a 4-megawatt solar array and 1.5-megawatt battery bank, which are part of the University's goal to achieve carbon neutrality by 2045. These sustainability efforts are embedded in both

operational practices and academic programs, aligning SSU's institutional mission with broader societal

contributions. On the academic side, there are over 100 courses that include sustainability as a topic.

Additionally, in 2022, working with EcoShift, SSU created the campus' first Climate Action Plan. This plan

lays out steps the University can take to be a more sustainable campus. Some of these items require

funding that is not currently available. We are working to align our budget with the items we can complete

now, as we look to find the resources to accomplish some of the larger tasks.

Advancing Diversity, Equity, and Inclusion (CFR 1.2)

SSU demonstrates a strong commitment to DEI across its academic programs, student services,

and institutional initiatives. As an HSI, SSU's mission explicitly prioritizes the success of

underrepresented groups, particularly Hispanic and first-generation students. SSU's PUERTA program

exemplifies this commitment by providing mentorship and academic support to help Hispanic students

pursue careers in high-demand service professions within the community. The PUERTA 2.0 award will

provide 100% of funding to increase the number of Hispanic students in pre-professional health, nursing,

and teaching pathways.

The First-Generation Student Success Programs provide critical resources to help students

navigate the challenges of being the first in their families to attend college. These programs, including

mentorship opportunities and dedicated support staff, ensure that first-generation students have access

to academic, social, and financial resources that contribute to their success. Academic programs, such as

our Seawolves F1rst Initiative and Jump Start Program, which launched in summer 2023, focus on

providing early academic interventions and helping first-year students acclimate to the university

environment through academic support and mentorship.

SSU's Basic Needs Initiative (BNI) is another integral part of SSU's DEI strategy. Launched in

2018, the BNI addresses critical issues such as housing and food insecurity, which disproportionately

affect underrepresented and low-income students. The NOMA Cares Central Hub was established in

2024 to consolidate resources for students experiencing basic needs challenges, including emergency

grants, access to food through Lobo's Food Pantry, and temporary on-campus housing for students

facing homelessness. The BNI has experienced a growing demand for its services, highlighting the

essential support it provides to students. For 2022/2023, the initiative managed 62 cases, with the vast majority (88%) involving emergency grants, and a smaller number related to housing concerns. The following year (see Final Report) saw an increase to 78 unique cases, with an increase in housing issues. During this period, the campus also introduced temporary on-campus housing for students facing homelessness. The BNI distributed approximately $40,000 in emergency grants to cover essential needs such as groceries, gas, medical bills, car repairs, and housing deposits. The initiative's expansion underscores its vital role in meeting student needs and offering critical support to the campus community. This initiative aligns with SSU's mission to support student success by removing barriers that hinder students' ability to focus on their education.

The Graduate Equity Fellowship, a CSU-wide program that is embraced by SSU, attempts to reduce the debt burden of graduate students and provide greater accessibility to graduate education to students from diverse backgrounds. This program focuses on students who have experienced economic hardship or come from disadvantaged backgrounds, students from underrepresented groups, and first-generation college or graduate students. Current and incoming graduate students are invited to apply for this fellowship annually, and it is awarded based on a variety of criteria including a personal statement, academic performance/promise, and need as assessed by the Federal Application Financial Student Aid (FAFSA). Typically, 10-15 students are awarded this fellowship each year.

In addition to these student support programs, SSU has made other strides in DEI work. Through its OIEB, the University has implemented various initiatives to advance DEI across academic and administrative units. For example, the DEI Office partnered with Institutional Technology (IT) to implement a pronoun feature in our online management system MySSU, enabling students to update their pronouns. This ensures that faculty and staff receive class rosters with accurate pronoun information. By affirming each student's self-identified gender, this initiative fosters a more inclusive campus environment. The President's HSI Advisory Council plays a key role in ensuring that the needs of the Hispanic student population are met, while also driving institutional changes that promote equity across all demographics. Furthermore, the Senate Diversity Subcommittee (SDS) works within faculty governance to foster policies and guidelines that reflect SSU's commitment to diversity and anti-racism. An example of this is the Syllabus Review for Justice, Equity and Inclusion, which support faculty in creating more equitable and

just course policies and syllabi through the lens of inclusion, equity, and justice. An additional example is the Course Materials Cost Report, created to demonstrate the high cost of learning materials and created resources and guidelines for faculty to consider the cost of these materials in their adoption process.

SSU also engages the local community to promote diversity and social justice through its CCE. The Sonoma County Slavery Historical Research Project highlights SSU's commitment to social justice and its collaboration with local organizations to address racial equity. This involves a collaboration between the CCE, local nonprofits, and the History Department. This project educates students and the wider community about historical and ongoing racial inequities in the region, helping to inform broader discussions about social justice.

Additionally, Academic Senate leadership is working on a resolution to encourage Academic Senate to update its policies to include equity-focused language that encourages faculty to engage in DEI work. One suggested revision is to include this work as a required component of the Program Review process. This revision allows faculty and staff to showcase their contributions to equity efforts through the Program Review process, further supporting the University's goal of making diversity and inclusion a core part of its institutional identity. These reforms are part of the broader efforts led by the SSU MLA Teams, which focus on embedding equity work into the professional growth and development of faculty, staff, and administrators through an initiative they call the Equity Culture Collective (ECC).

SSU has offered professional development opportunities related to DEI in its academic programming and faculty development programs through Academic Programs and the CTET. The GE program includes mandatory Critical Race Studies (CRS) courses, ensuring that all students gain an understanding of the complexities of race, ethnicity, and social justice. Additionally, SSU has offered professional development opportunities for faculty and staff on trauma-responsive teaching and anti-racist curriculum development, promoting inclusive teaching practices that support diverse student populations.

Beyond academics, SSU's Dreamers Resources Empowerment Advocacy Mentoring (DREAM) Center fosters a sense of community through events like the Coffee Talks, which provides a platform for discussions on issues affecting undocumented students, particularly in response to increasing immigration enforcement. These events serve as spaces for healing and empowerment, helping students and staff alike navigate the challenges posed by external political pressures. In partnership with the

Coalition for Humane Immigrant Rights ([CHIRLA](#)), the DREAM Center offers free immigration legal consultations and immigration services to SSU students, staff, faculty, and immediate family members. CHIRLA can assist with Deferred Action for Childhood Arrivals (DACA), Adjustment of Status (AOS), Special Immigrant Juvenile Status (SIJS), Citizenship Applications, and more. The University also offers ally training such as the UndocuAlly Training to faculty and staff to better support undocumented and underrepresented students, reinforcing its commitment to a safe and inclusive campus environment.

Though there are many opportunities to engage in these conversations on campus, they are piecemeal and end up feeling like one-offs rather than strategic coordinated opportunities or longer-term conversations with measurable outcomes. With a more intentional approach and commitment to strategic planning, there is great potential to transform these discussions into cohesive, ongoing initiatives that lead to meaningful and measurable outcomes.

Integrity and Transparency (CFRs 1.3, 3.10)

Operational Integrity and Academic Transparency

SSU demonstrates a commitment to transparency and integrity through a range of initiatives that ensure that its operations, academic offerings, and services are clearly communicated to all stakeholders. One key example is the [OpenBook Initiative,](#) which was adopted in 2019-2020. It is an online platform that provides the University community with access to detailed financial information, including budget allocations, annual financial reports, and updates on institutional spending. This tool allows students, faculty, and staff to view how University resources are being allocated, reinforcing SSU's commitment to financial transparency and accountability.

Another example of operational transparency is the [Campus Strategic Budgeting Framework,](#) which aligns the allocation of resources with SSU's mission and strategic priorities. The University Budget Office facilitates an annual budget call, inviting units across the campus to review their resource needs and ensure they are in line with the University's strategic goals. This process ensures that the community is actively involved in decision making and that the University's financial operations are consistent with its values.

The University also utilizes platforms like Tableau dashboards published by the Office of Institutional Effectiveness (OIE) and the CSU Chancellor's Office to track and share key institutional data on enrollment, retention, and graduation rates. These dashboards help leaders identify trends that inform decision-making. SSU's use of these tools demonstrates its commitment to making institutional data accessible and transparent to the broader campus community.

SSU's efforts to promote academic transparency are exemplified by the publication of PLOs on departmental websites, making those skills and competencies accessible to current and prospective students. SSU's GE Program revision, implemented in 2019, further supports transparency by clearly outlining LOs across 13 areas of study. These LOs are visible to students on the syllabus for each GE course and in signature assignments used to assess learning. In addition, the GE pattern itself has been changed online and in the course scheduler to make learning goals more clear by replacing GE Area letters (A1, A2 etc.) with labels (oral presentation, written argument, etc.) that indicate the learning goals for GE courses. Transparency in academic programs is further supported by SSU's participation in external accreditation processes for various professional programs. For instance, nursing degree programs and education credential and degree programs are held to rigorous external standards, and the accreditation status of these programs is clearly communicated to students and the public on the University's website. Formally accredited programs are listed on our Accreditation website.

CFR 1.4: Fairness in Grievance Procedures and Business Operations

SSU upholds fairness in its operations through a variety of grievance procedures that ensure students, faculty, and staff have access to timely and equitable resolutions. The Dispute Resolution Board (DRB) provides a formal process for resolving academic disputes, including grade appeals and conflicts between students and faculty. This board is designed to ensure that grievances are addressed in a manner consistent with the University's commitment to integrity. In the 2022-2023 academic year, there was one grade appeal and in the 2023-2024 academic year, there was one grade appeal and one cheating and plagiarism case. These numbers are not inclusive of the inquiries that do not result in a DRB case.

In addition to academic disputes, SSU has implemented comprehensive policies to address cases of sexual misconduct, harassment, discrimination, and retaliation through the OPHD. The University's handling of these issues has been strengthened by the recommendations in the [Cozen O'Connor Report,](#) which led to reforms led by the campus implementation team aimed at improving internal protocols and infrastructures, as well as ensuring fairness in the resolution of Title IX and Discrimination, Harassment, and Retaliation (DHR) cases. OPHD also offers regular training for faculty and staff on how to handle sensitive issues related to harassment and discrimination, ensuring that the University community is well-prepared to support impacted individuals and uphold institutional standards of integrity.

In addition to supporting students, SSU provides faculty and staff with clear avenues for addressing grievances. The Office of Faculty Affairs and Success (OFAS) manages employment disputes and grievances related to hiring, promotion, and tenure decisions with a goal of ensuring that faculty members are treated fairly and in accordance with University guidelines, the Collective Bargaining Agreement (CBA), and other applicable policies. Similarly, staff grievances are handled through Human Resources, which offers resources for resolving employment-related issues, such as workplace conflicts and complaints related to hiring practices. In addition, starting in Fall 2023, SSU introduced an Ombudsperson role to offer support for all University employees, facilitating informal conflict resolution and assisting individuals experiencing conflict.

SSU also fosters transparency and fairness through the use of the [Standards for Student Conduct,](#) which outlines expectations for student behavior and provides clear guidelines for addressing violations. The code is consistently applied across the University and is designed to ensure that all students are treated equitably in disciplinary proceedings. All reports are submitted to the Office of Student Conduct through Maxient (a record-tracking software system) and go through the standardized process outlined in the CO's [Executive Order (EO) 1098](#). Students are involved in the process and the resolution agreement. Of the cases closed in the 2023-2024 academic year, there were 35 alleged violations with 27 resulting in a resolution agreement with the student. Sanctioning included 23 Warnings (with applicable educational resources provided), one probation, and one suspension. No cases resulted

in a formal hearing. The implementation of these policies highlights SSU's broader institutional commitment to maintaining a fair, transparent, and ethical environment for all members of its community.

Stakeholder Equity and Safeguarding Academic Freedom (CFR 1.5, 1.6)

SSU is committed to ensuring that all faculty, staff, and students are treated equitably, as reflected in its published policies and institutional practices. The University actively promotes equitable access to education through a range of initiatives aimed at supporting underrepresented and underserved student populations.

For example, SSU supports diversity and inclusion through its DREAM Center, which provides resources and advocacy for undocumented students. The DREAM Center offers workshops, legal support, and scholarships for undocumented students, ensuring they have access to the same educational opportunities as their peers. This reflects SSU's dedication to fostering an inclusive campus that supports students from all backgrounds.

SSU's commitment to faculty support is further exemplified by the CTET's Teaching From the Margins Group, which brings together faculty from underrepresented groups, including faculty of color, LGBTQ+ faculty, women in STEM, faculty with disabilities, and international faculty. This group allows for these faculty to voice concerns they may be dealing with inside the classroom or on campus in general. These efforts align with SSU's broader goal of creating an inclusive academic environment that values diverse perspectives and experiences. In 2023-2024, two positions were created to support SSU employees. The Faculty Mentorship Director supported nine pre-tenure faculty during the first year and the University Ombudsperson served seven employees. Since both positions are new, it is anticipated that more awareness of both positions will lead to more employees being served.

SSU is deeply committed to safeguarding academic freedom, ensuring that faculty, staff, and students are free to engage in intellectual and creative work without fear of retribution. The [Academic Senate's Academic Freedom Subcommittee (AFS)](#) oversees the implementation of policies related to academic freedom, ensuring that these principles are upheld on campus. The [Academic Freedom Complaint Policy and Procedures](#) provides guidance on matters related to academic freedom, including

the handling of complaints, to ensure that all community members can freely explore diverse perspectives in their teaching, research, and scholarship.

SSU's commitment to academic freedom is closely tied to its broader mission of fostering a liberal arts education. SSU emphasizes interdisciplinary learning, critical thinking, and the free exchange of ideas. This liberal arts foundation supports an academic environment where students and faculty are encouraged to challenge conventional thinking and engage with complex societal issues.

Open and Honest Communication for Constituents and Accreditation (CFR 1.7, 1.8)

SSU is committed to transparent and timely communication with all its constituents, including students, faculty, staff, and the broader community. In the past few years, SSU's Strategic Communications Office has played a critical role in ensuring that important University updates, policies, and initiatives are communicated effectively. Through regular press releases, emails, and social media posts, the office ensures that key stakeholders are kept informed about campus developments, including responses to crises, strategic planning updates, and new academic programs.

Despite these communication tools, SSU has identified areas for improvement. For example, the University has acknowledged challenges in maintaining consistent email lists and managing the SSU website, where certain pages may contain outdated or inaccessible information. To address this, SSU is working on improving its information architecture and enhancing the visibility and accuracy of its online resources. Drupal 10 migration is scheduled to conclude by the end of the 2024 calendar year. It is streamlining our web presence, thinning out underused and outdated web pages, and will yield redesigns to improve the user experience by making prospective student, financial aid, policies, student services, and Tier 1 college pages more concise, less text-dense, and easier to navigate.

SSU has a platform called LoboConnect which can streamline communication between academic advisors, faculty, and students. LoboConnect allows students to schedule appointments, access academic resources, and receive notifications about important deadlines and events. This system ensures that students remain informed about the resources available to them and provides a direct line of communication between students and the University's support services. Additionally, faculty and staff can issue alerts on students who can benefit from additional support from professional academic advisors.

While this tool is utilized by all professional academic advisors across campus, faculty adoption of the tool for advising purposes remains low. However, training of departmental faculty and staff has increased, leading to more usage of the advanced search options whereby faculty and staff can find and communicate with students via the platform's email and text messaging capabilities.

SSU's communication efforts are not limited to the internal campus community. The University actively engages with external stakeholders, including alumni, local businesses, and community organizations, through initiatives led by University Advancement, the Center for Community Engagement, Career Services, and Strategic Communications. Events like Discovery Day, Shadow Day, Career Fair, and Service & Internship Fairs facilitate collaboration between SSU and the broader community. While external communications have significantly improved in recent years, there are still numerous opportunities to bridge the gap between the campus and the community, enhancing Sonoma State's visibility and reputation in the wider region.

SSU maintains an open and collaborative relationship with the WASC Senior College and University Commission (WSCUC), adhering to the commission's policies and procedures and ensuring that all accreditation processes are conducted with transparency and integrity. The University's recent accreditation efforts include a thorough self-study process in which SSU evaluated its strengths and areas for improvement across all institutional operations. This self-study was informed with input from various campus stakeholders, including faculty, staff, administrators, and students, ensuring a comprehensive and honest assessment of the University's performance. The [SSU Accreditation Website](#) includes clear and thorough information regarding this process so the campus is well-informed of how they can participate and can view past reports.

As part of the WSCUC review process, SSU also participated in the WSCUC Special Visit in 2021, which focused on addressing specific recommendations made during the previous accreditation cycle. SSU's response to these recommendations was candid and proactive, resulting in significant improvements in areas such as faculty diversity, student success, and financial transparency (e.g. Budget Open Forums and OpenBook implementation). The University's ability to implement these changes demonstrates its commitment to continuous improvement and accountability.

SSU's compliance with WSCUC standards is further demonstrated through its regular submission of Annual Reports, which provide updates on institutional progress, student achievement, and compliance with federal regulations. These reports are made available to the University community and the public, ensuring that SSU's accreditation status is communicated clearly and accurately. Additionally, SSU participates in periodic reviews and audits to ensure that it remains in compliance with WSCUC standards and other regulatory requirements.

The University's accreditation efforts are supported by strong internal structures. For example, the ACS meets regularly during the self-study and writing processes to oversee the accreditation process and ensure that all University operations align with WSCUC standards. This committee is responsible for coordinating the self-study, gathering evidence, and preparing reports for submission to WSCUC. By maintaining open and honest communication with the commission, SSU demonstrates its dedication to upholding the highest standards of institutional integrity.

Conclusion

SSU exemplifies a robust alignment between its mission and institutional practices, underscoring a clear commitment to the public good, student success, and community engagement. The University's Strategic Plan 2025 provides a comprehensive roadmap that integrates DEI into every facet of its operations, from academic programs to co-curricular support services. The purpose of SSU's AMP is to strategically guide the development and direction of the University's academic programs over the next five years. It aims to align the University's academic offerings with its mission, core values, and evolving needs of students and the community. The AMP focuses on enhancing student success, fostering interdisciplinary collaboration, promoting DEI efforts, and ensuring that academic programs are sustainable, innovative, and responsive to workforce demands. By regularly reviewing and adjusting programs, the AMP ensures that SSU remains adaptable and relevant in a rapidly changing educational environment.

SSU demonstrated resilience and adaptability during the past several years between wildfires, the COVID pandemic, dropping enrollment, and presidential turnover. The reorganization of academic units, the exploration of interdisciplinary collaboration, and the expansion of online and hybrid learning

options demonstrate the University's responsiveness to the evolving needs of its student population in the region, in the CSU system, and the broader higher education landscape.

In conclusion, SSU's mission is not merely a statement of intent but a living framework that guides its day-to-day operations, strategic planning, and long-term vision. The institution's focus on diversity, sustainability, integrity, liberal arts education, and academic excellence ensures that it remains an integral part of the community it serves, while also preparing its students to become responsible, informed citizens and leaders. As SSU continues to align its resources, policies, and educational practices with its mission, it is well-positioned to meet the challenges and opportunities of the future, upholding its commitment to equity, student success, and societal contribution.

Standard 2 – Achieving Educational Objectives and Student Success

Degree Programs

Progress on Learning Outcomes and Curriculum Mapping (CFRs 2.1, 2.3)

Since the 2021 Special Visit report, SSU has made significant progress ensuring that all degree programs have clearly defined and measurable LOs, which are effectively integrated into the curriculum and supported by a comprehensive assessment plan. Currently, 97% of departments have published PLOs in the University Catalog, covering approximately 63% of all possible degree pathways (which includes concentrations). As part of our ongoing website migration, departments are also implementing an "API widget" that directly pulls program Catalog information onto their respective websites. This initiative ensures that program requirements are consistently communicated across all online platforms. Additionally, a summary of overall undergraduate academic requirements is provided through the University Advising website further enhancing clarity and accessibility for students.

Integrating Core Values and Curriculum for a Cohesive Academic Journey (CFR 2.1, 2.2)

As described earlier, the AMP CNPWG mapped PLOs to SSU Core Values. Student learning is distributed across foundational and exploratory coursework strategically embedded in the first two years

of our undergraduate degree and GE programs. As students progress into their junior and senior years, the curriculum shifts to emphasize content depth, critical reflection, and practical application. Our [four-year program maps](#) and [two-year program maps](#) available in the University Catalog, integrate both degree and GE coursework to ensure a cohesive academic journey.

Revised General Education Program Aligned with Core Values (CFR 2.1, 2.2, 2.3)

In response to program review, SSU restructured its [GE](#) program, transitioning from a "menu-based" system of courses that fulfilled disciplinary requirements to a cohesive, outcomes-driven curriculum GELOs. This transformation ensures that students engage in a broad and integrative educational experience across disciplines as well as Seawolf Studies, which are specifically designed to reflect SSU's Core Values.

The revision process was driven by a university-supported faculty working group which met regularly to design the new GE program based on insights from the SSU self-study, recommendations from external reviewers, and a review of GE programs at peer institutions nationwide. Since implementation in 2019, assessment of the GELOs has progressed steadily despite frequently changing CSU system and legislative requirements.

Integration of High-Impact Practices Across Campus (CFR 2.1, 2.2)

In alignment with our core values and commitments as a liberal arts institution, programs across campus integrate a variety of high-impact practices (HIPs). These include research experiences, capstone projects, service-learning courses, internships, and performances. For example, [surveys of STEM programs](#) reveal that every program includes at least one required or elective HIP course.

The Center for Community Engagement ([CCE](#)) is one of several offices that supports these activities - specifically, service-learning, academic internships, and community engagement work. In recent years, the CCE has focused on enhancing faculty professional development in service-learning. This year, for example, the CCE is offering a yearlong faculty learning community (FLC). All in all, the CCE's recent work has led to more accurate course listings (~30-50 unique courses offered per semester since Fall 2022) and stronger adherence to the core principles of community-engaged pedagogy.

Alongside these successes, SSU recognizes a need to revise its <u>Internship Policy</u> in order to alleviate barriers to student participation. Currently, the policy dictates risk management and faculty workload requirements that may be unduly restrictive. Departments are limited in how they can creatively structure their classes to support hands-on experiences for students within the scope of their budgets.

Communication of Program Learning Outcomes and Enhancing Career Development and (CFR 2.1, 2.2)

Focused conversations with department chairs reveal inconsistencies in how departments integrate Career Center resources into student development related to PLOs. Some departments offer specific career development courses (e.g., "Careers in Sociology/Women's and Gender Studies"), while others share Career Center services formally or informally within courses. The effectiveness of this integration is often dependent on individual faculty members.

Additionally, there is significant variation in how departmental Catalog and website content is presented across programs due in part to limited guidance on content focus. Some departments prioritize broad descriptions of their fields and potential career paths for graduates, which they view as key recruitment tools. However, communication of PLOs often occurs only after students enter the program, embedded within the curriculum. Strengthening the connection between PLOs and recruitment materials could make programs more appealing to prospective students. Website utilization of the API widget discussed earlier to add Catalog content directly to department websites is a first step in this process.

In contrast, some departments clearly outline their missions, the disciplinary and soft skills students will gain, potential career paths, and alumni success stories (e.g. <u>Theater Arts and Dance Department Alumni Spotlight</u>). Graduate programs, in particular, tend to align their website content more closely with promoting careers and further educational opportunities. Despite this, many chairs feel their content is disjointed and would benefit from support in better leveraging their website and Catalog to connect with multiple audiences, including students, potential hires, and community partners.

Expanding the Learning Outcome Framework to Program Support Areas (CFR 2.1, 2.3)

SSU has extended its focus on LOs beyond academic programs to other key support areas. Academic advising is now guided by three primary sets of SLOs, which provide a clear framework for supporting student success. To further strengthen advising, roles and responsibilities have been clearly defined, establishing expectations for all participants in the advising process.

Additionally, Graduate-Level Learning Goals (GLLG) have been developed for all graduate programs. These outcomes were collaboratively created through faculty governance, involving the Graduate Studies Subcommittee (GSS), Student Affairs Committee (SAC), and Academic Advising Subcommittee (AAS), ensuring alignment with SSU's educational mission and objectives. GSS works to support departments in aligning GLLGs and degree PLOs.

Broadening Student Access to Technology and Creative Resources through the University Library (CFR 2.3)

To support students in achieving PLOs and GELOs, the University Library enhances access to a wide range of technologies that may otherwise be inaccessible. The library offers a lending pool of technological equipment, including headphones, scientific calculators, laptops, and media tools. Additionally, the library's Makerspace provides students with free access to a diverse array of tools and materials (e.g. textiles, 3D printers, carving devices).

Building a Culture of Assessment Through Annual Program Reports (CFR 2.4)

SSU has progressed in building a culture that supports continuous and meaningful assessment that can be used to iteratively improve programs to support student learning. Since our last review, we have updated the Program Review Policy, expanding the review cycle from five to seven years to allow more time to connect program review and curriculum revision. SSU is now in its third year of implementing annual program reports, a key initiative aimed at helping departments achieve multiple goals, foster a culture of ongoing and meaningful assessment. Academic Programs supports this effort by offering workshops and department-specific guidance.

The first annual report focused on upper-division student writing competency. Departments used this opportunity to identify courses that could be designated as WIC or WEC to meet the CSU Graduation Writing Assessment Requirement (GWAR). Faculty Fellows summarized the findings, and faculty governance curriculum committees are reviewing the results for oversight. We closed this loop by making a course list, by major, directly available to students on the GWAR webpage.

The second annual report emphasized the review of LOs and curriculum maps, along with the assessment of one PLO at either the bachelor's or master's level. While 94% of departments completed the first report on student writing, only 64% submitted the second report by the extended deadline. Among the 23 departments that responded, there was noticeable variability in the thoroughness and quality of data and reflections. PLO assessment mechanisms were diverse, ranging from course pass rates and assignment grades to student surveys and common finals for multi-section classes.

APARC performed a meta-analysis of the 2023-2024 submitted reports (presented to the Academic Senate and campus leadership as a Special Report) focusing on the appropriateness of the curriculum maps, assessment planning and strategies, and overall student outcomes. APARC noted departments would benefit from curriculum map templates and support to link advising roadmaps to PLO achievement. They also recommended professional development to help programs modify PLOs to ensure they are measurable. APARC highlighted best practices and faculty for these programs can become campus champions for assessment and support interdisciplinary exchange of ideas for the betterment of assessment strategies across departments. We plan to continue this APARC review process with the data from the third annual report, focused on CFR 2.11 (described in Next Steps below).

Evaluating Program Self-Studies/Enhancing Assessment Practices (CFR 2.1, 2.3, 2.4)

UPRS reviews the program self-study, external reviewer's report, curriculum committee letters, and the dean's letter. Graduate programs also include a letter from GSS. UPRS meetings are held with department representatives, typically the chair or coordinator, to address questions and updates arising from the review. UPRS typically interviews one program per meeting. UPRS completes a Findings and

Recommendations report (FAR), focusing on curriculum, assessment, staffing and resources, students, and the program review process.

UPRS reflections emphasize the alignment of PLOs with WSCUC Core Competencies and SSU core values. They assess whether LOs are integrated across the curriculum and consistent with disciplinary practices while ensuring realistic and regular assessment of student learning. A recurring theme is the impact of limited resources, particularly the shortage of tenured faculty, on the ability to deliver comprehensive curricula, especially if a department believes they are resource-dependent fields (e.g. they require support for performances, discipline-specific equipment). These themes are often magnified by differences in definitions of "shortage" between administration and faculty. Overall, there may be differences in priorities for participants in the program review process, such as staffing and resource needs to deliver curriculum versus student learning assessment.

UPRS notes that faculty generally do not overstate student achievement of PLOs. As an example, this 2023-2024 report from UPRS highlights opportunities for growth in strengthening assessment tools, providing direct evidence of learning, balancing quantitative and qualitative evidence, and distinguishing between PLOs and Course Learning Outcomes (CLOs). UPRS also encourages deeper examination of equity gaps. An examination of program self-studies (see CFR 2.4 worksheet *Program Review* links) highlights significant variation in assessment practices, planning, and tools across departments. Some departments are in the early stages, relying on anecdotal evidence, student surveys, syllabi audits, graduation rates, individual course assessments, and informal discussions. Intermediate-level departments have begun directly assessing student achievement of PLOs and defining clear indicators of student success. Advanced departments fully integrate curriculum plans with defined assessment timelines, such as the Assurance of Learning/Assessment Department of Economics.

However, even in departments with curriculum maps and assessment plans, execution is often inconsistent. This inconsistency leads to fragmented data collection rather than the longitudinal data needed for comprehensive review. Many chairs report that while faculty engage in valuable discussions about student success, the reliance on faculty participation for assessment data—combined with the burden of assessment work often falling to the chair—makes it easy to fall behind on these activities.

Chairs express a desire to improve assessment practices, but emphasize the need for realistic, manageable plans that can be integrated into regular duties.

To better support departments in closing the assessment loop, SSU has transitioned from developing MOUs between the University and departments to creating Action Plans. A meeting between the dean, chair, and the AVP for Academic Affairs serves to finalize the plan. Unlike previous MOUs, such as the 2017 MOU for the Biology Program Review, which included vague action items and conditional funding, the new Action Plans—exemplified by the 2024 Economics Action Plan—feature clearly defined, measurable outcomes with no contingencies. Participants at all levels of the program review process have emphasized the importance of timely review completion to effectively close the assessment loop in two years from self-study to Action Plan. To support timely completion of the FAR, UPRS is now implementing a two-week deadline for department feedback.

Enhancing Graduate Program Visibility through Targeted Assessment and Review (CFR 2.1, 2.2, 2.4)

GSS has advanced graduate education by establishing graduate-level learning goals and instituting a graduate-specific program report. During program reviews, GSS encourages departments to emphasize elements that distinguish their programs as graduate-level learning experiences. This includes a focus on PLOs, how these goals integrate into curriculum maps, and how students progress from foundational knowledge to mastery across the curriculum.

GSS values flexibility in defining student achievement of PLOs, respecting the unique structures of different graduate programs—whether course-based or research-focused. Course-based programs typically assess student progress at the course level, while research-based programs emphasize productivity and the quality of student work. For example, accredited programs like Nursing MS, Counseling MA, and Education MA use linear, prescribed assessments to ensure students are qualified for their fields. In contrast, programs like the English MA holistically develop students, using PLOs as checkpoints for student growth, adjusting them as needed to reflect student experiences. Similarly, the Biology MS program utilizes two key benchmarks: advancement to candidacy through a written thesis

proposal and oral presentation, followed by a thesis defense. These benchmarks are evaluated using consistent metrics to track student progress and success.

The next steps involve expanding these processes across the University. The graduate-specific program report should be integrated into the program review instructions and materials for all departments, and responded to at all levels of program review. This integration will elevate the visibility of graduate programs and foster alignment between graduate and undergraduate programs as central within the University's mission.

Building and Refining the GE Assessment Plan (CFR 2.4)

The 2019 GE program incorporated a structured assessment plan that includes several key steps:

- Faculty design and submit student work from signature assignments in their GE courses.
- Faculty teams design and apply GELO rubrics to evaluate student work.
- Assessment results are used by faculty to enhance the GE program and student learning.

Since the program's implementation in 2019, our focus has been on the development and piloting of rubrics for each GELO. Annual Assessment Reports are submitted to faculty governance with recommendations for rubric refinement, analysis of student work, trends in signature assignments, adjustments to the assessment process, and suggestions for professional development. Key outcomes from this initiative so far include **streamlined processes** for collecting and evaluating student artifacts to support a culture of assessment while reducing faculty workload; **interdisciplinary collaboration** recognizing the critical role of both disciplinary expertise and interdisciplinary faculty evaluation teams; **assessment rubrics** acknowledged as valuable in guiding assignment design; **identification of curriculum approval challenges** that create workload but do not support student achievement of GELOs; and **future ideas** for the culmination of the program review cycle, such as potential changes to GELOs and strategies for integrating assessment within courses.

Although most rubric pilots have primarily provided insights into the robustness of the rubrics, we have successfully closed the assessment loop for the Communication GELO through a professional development event. During this evaluation, the faculty assessment team discovered that a signature

assignment—specifically, a series of discussion board posts—yielded excellent examples of student written communication skills. Although the instructor remained anonymous in the report, Academic Programs invited them to lead a Faculty Exchange. This event brought together an interdisciplinary group of faculty who shared and exchanged ideas on using discussion forums in GE courses to assess the Communication GELO.

Conclusion

Areas of Strength and Opportunities for Growth

SSU has made significant strides in ensuring that all degree programs have clearly defined PLOs that are effectively communicated to students through the University Catalog and websites. Additionally, four-year degree advising plans have been updated to integrate GE intentionally within these pathways. The implementation of yearly GE assessment activities and Annual Program Reports is fostering a culture of continuous assessment and improvement across the University.

To enhance the consistency and quality of program reviews, ongoing professional development for faculty is essential. This support will empower faculty to navigate the review process in a way that is both manageable and rewarding, ultimately raising the standard of the work. Professional development will also help faculty design assessment plans that are actionable and tailored to their programs. Positive feedback from faculty involved in GE assessments suggests that these individuals can act as champions for broader assessment initiatives, helping to shift the perception that assessment is merely an "administrative errand" rather than a vital component of academic work. Additionally, professional development can aid departments in better utilizing their websites and catalog descriptions to clearly communicate the competencies students gain through their degree programs.

It is important to acknowledge that tensions still exist between stakeholders regarding the purpose of program review. Faculty often cite resources—such as time, funding, and space—as critical needs for delivering curriculum. Conversely, some administrators may propose "right-sizing" programs to fit existing resources. Others emphasize that while resources provide context, the core purpose of program review should remain focused on student achievement of PLOs and making data-driven

decisions for future improvements. These discussions will continue as we implement the AMP so that we can ensure alignment between resources, program goals, and student success.

Next Steps

Moving forward, Annual Program Reports and GE assessments will play a pivotal role in shifting the campus culture toward continuous assessment as a tool for iterative program improvement. The 2024-2025 Annual Program Report will incorporate lessons learned from ARC2024 and will feature a series of professional development workshops that guide faculty through completing their reports. The upcoming GE program review in 2026 will offer a campus-wide opportunity to use these annual reports to conduct a comprehensive program evaluation that can drive enhancements in the GE program.

Effectively closing the assessment loop with actionable, realistic plans remains essential for validating the assessment process to faculty. This includes creating feasible Action Plans within budgetary constraints, with checkpoints integrated into the Annual Program Report process. A professional development event successfully closed the loop for the Communication GELO, and a similar faculty exchange is planned for Fall 2024 to address the Creative Expression GELO. Highlighting and celebrating these and other assessment achievements will further validate the importance of our assessment processes. For example, the Department of Biology plans to revise its curriculum in response to recent program reviews that identified increased equity gaps. Showcasing such efforts will inspire other departments to strengthen their assessment plans and use the results for continuous program improvement.

In addition, we will explore strategies to involve faculty governance committees more deeply in the assessment process. The GSS, SAC, and ASS have already established LOs to support student success. It will be essential for these groups to continue to develop assessment tools that effectively and efficiently measure student outcomes, further broadening our campus's assessment culture and advancing data-informed decision-making to enhance student learning.

Faculty

Faculty Capacity and Governance (CFR 2.5, 2.6)

Sonoma State actively recruits faculty who are disciplinary experts and dedicated to a teacher-scholar model to educate the next generation of students. Recruitment practices seek to employ faculty that reflect the linguistic, ethnic, and cultural diversity of our region and state. Chosen faculty are committed to SSU's core values and liberal arts mission and dedicated to supporting equity and inclusion. All faculty have terminal degrees in their discipline.

SSU maintains the second-lowest Student-to-Faculty Ratio (SFR) in the CSU system, surpassed only by CSU Maritime Academy. SSU's tenure-track (TT) faculty density, 68%, is 13 percentage points higher than the system-wide average. Notably, the SFR for TT faculty has steadily decreased over time, even during periods of enrollment growth. This trend suggests that SSU may have expanded its TT faculty capacity at a rate exceeding student enrollment. SFR and tenure-track faculty density varies widely by department (see SFR and TT Density data). More recently, the University has faced both declining student enrollment and reduced faculty attrition. During the self-study process, it became evident that tensions exist in balancing SFR impacts on the budget, the ability to schedule faculty expertise appropriately, and supporting the LOs expected of a liberal arts institution.

SSU faculty have a structured process to ensure effective curriculum oversight and governance. The Educational Policies Committee (EPC), GSS, GE Subcommittee, and Overlay Subcommittee play key roles in the approval of curriculum. UPRS and APARC play key roles in curriculum assessment. Department and School/College level committees are integral to both processes. In Spring 2024, in response to reorganization of our academic units from Schools to Colleges, the Academic Senate revised its Constitution and By-Laws to ensure appropriate representation and staffing on these committees, reinforcing their capacity to support curriculum oversight. Additionally, the Faculty Standards and Affairs Committee (FSAC) provides faculty with oversight and support for RTP processes, as well as teaching, learning, research, and scholarly activities.

Faculty engagement in holistic student success is further supported by the SAC, AAS, and University Standards Committee (USC). SDS plays a vital role across these efforts, promoting inclusivity

and equity in all aspects of faculty governance and student support. There is also wide representation of faculty on a number of University committees (e.g. President's Budget Advisory Committee, Campus Planning and University Space Advisory Committee). This representation supports the success of the University, and hence the success of students, overall.

Faculty Development (CFR 2.5, 2.6, 2.8)

Professional growth opportunities have been made available to faculty through the CTET and Academic Programs. CTET programming has focused on Universal Design for Learning (UDL), enhancement of online and blended teaching, affordable learning solutions, AI in academia, trauma-informed teaching, and support for faculty of color and those from other marginalized backgrounds for overcoming obstacles in the classroom. Faculty participation ranged from 12 participants in smaller faculty learning communities to 173 participants over a course of topic-specific workshops. CTET also provides teaching consultations with a Faculty Fellow for Teaching and Learning.

Faculty at SSU have actively engaged in Academic Programs book clubs, aimed at expanding their understanding of becoming a student-ready college and rethinking the role of the instructor in modern higher education. Assessment results showed that while participating faculty did not show significant shifts from a fixed to a growth mindset, pre-survey data indicated that many faculty were already early adopters of a growth mindset approach, which supports curricular and pedagogical changes for student success. By the end of the semester, 85% of participants expressed a willingness to join similar book clubs or recommend them to colleagues, even without additional compensation.

The faculty RTP process at SSU is guided by the University RTP Policy, with departments developing discipline-specific criteria for teaching, research/scholarship/creative activities, and service. These criteria are reviewed by FSAC to ensure they align with University policies. However, reflections during program review self-study processes revealed that variations in departmental criteria can lead to inconsistencies across the University, particularly in equitable faculty service, leadership opportunities, and expectations for productivity in RSCA (see CFT 2.4 Compliance Worksheet *Program Review* links).

Faculty sabbaticals are governed by the Sabbatical Policy, with applications ranked based on project merit, the nature and quality of University service, and years of eligibility since the last sabbatical.

The University Retention, Tenure, and Promotion Committee (URTP) evaluates candidates using a 1-5 scale in each category, combining scores according to policy distribution requirements. A recent assessment of this process, supported by sabbatical award data, identified a concern where senior faculty, despite lower scores in service and merit, were ranked higher than junior faculty with potentially stronger proposals. To address this, URTP modified its scoring process to prioritize newer faculty who have not yet taken a sabbatical while ensuring that those who deferred their sabbatical are not penalized.

Faculty Leadership in Curricular Revisions (CFR 2.5, 2.6, 2.7)

SSU faculty have consistently taken the lead in revising courses and programs to enhance equitable student success, retention, and graduation rates. From 2017 through Spring 2024, a significant number of programs were revised, introduced, or discontinued to better align with the evolving needs of SSU's diverse student population and faculty expertise. However, toward the end of this review cycle, the pace of program revisions slowed due to the impacts of COVID-19 and the subsequent AMP process, which involved a comprehensive review of SSU's degree portfolio. The AMP CNPWG, co-chaired by a faculty member and composed of faculty leaders from various academic schools, played a crucial role in this process, ensuring that faculty perspectives were integral to the analysis and heard in the recommendations.

In addition, SSU embarked on a program redesign initiative as part of a six-campus, multiyear effort funded by the Teagle Foundation, College Futures Foundation, and the CSU CO. Thirteen faculty teams worked to identify and implement redesign strategies aimed at promoting equitable student outcomes and improving progress toward graduation. These efforts included revising PLOs, restructuring course requirements and content, and enhancing assessments, all with the goal of supporting improved student success.

Building Momentum: Advancing Equitable Student Success through Targeted Course Redesign (CFR 2.5, 2.6, 2.7)

Building on the foundation of Teagle-funded curriculum initiatives, Academic Programs launched a targeted single-course redesign initiative aimed at increasing student pass rates and closing equity

gaps within individual courses. This initiative engaged 20 faculty participants across various disciplines, course levels, and student populations. Faculty objectives included shifting pedagogical approaches, amplifying diverse voices, and incorporating inclusive syllabi and grading practices. To support these goals, Faculty Fellows with expertise in anti-racist curricula and culturally responsive teaching provided guidance. Additionally, workshops and personalized support were available to help faculty access and analyze course-specific student equity data.

Sustaining Student-Centered Curriculum Development: A Data-Informed Approach (CFR 2.5, 2.7)

Academic Programs continued to emphasize curriculum development that prioritizes equitable student success. Faculty participated in both disciplinary and interdisciplinary TLCs, where they critically examined pass rates, equity gaps, and consistency across multi-section courses. Collaborating with Faculty Fellows, they developed and implemented curricular and pedagogical changes aimed at enhancing student outcomes. Faculty reflections and assessments highlighted that faculty valued and utilized these experiences. Additional impacts on faculty mindset and iterative curriculum improvement are provided in Essay 4.

Enhancing Policy Frameworks and Learning Outcomes to Support Student Success (CFR 2.5, 2.6)

Faculty regularly revise policies to ensure alignment with the evolving needs of our students and to promote equitable student outcomes. In addition, they are expanding the development of LOs into new areas that support student academic success (see List of Policy and Learning Outcome Development). Departments have been actively updating University Catalog course listings to ensure alignment with scheduled coursework. As part of this effort, departments receive a list of courses that have not been offered in the past five years and are given the opportunity to remove these courses from the Catalog without additional paperwork. This initiative has successfully reduced unoffered courses to 12% of the total Catalog listings. However, some departments are hesitant to remove courses due to the current

governance requirements for reactivating a course. This concern highlights the need for future policy development and additional support in this area so that course options are clear to students.

Evolving GE Assessment: Faculty Engagement and Classroom Integration (CFR 2.5, 2.7)

The assessment of GELOs is overseen by Academic Programs, with faculty serving as evaluators. Since implementation in 2019, faculty participation has steadily increased. Feedback from assessment teams has led to suggestions to integrate the assessment process into classrooms, leveraging faculty's disciplinary expertise (see 2023-2024 GE Rubric Pilot Report). While faculty have appreciated the interdisciplinary nature of the work and support its continuation for broader GE course meta-assessment, they have also identified discrepancies between course approval requirements and actual course offerings. This insight suggests that the time and effort invested in the approval process could be more effectively allocated to in-depth assessment and professional development.

Faculty Leadership and Cultural Transformation (CFR 2.5, 2.6)

For the first time, APARC directly performed and presented a meta-assessment of department reviews of a PLO. Faculty reflection on the role of faculty in the assessment process, revealed that faculty members see that assessment can provide actionable information for improving program-level inputs and outputs. The context of assessment impacts faculty participation, as they may be skeptical of what continuous assessment practices can yield in a resource-constrained organizational environment. Adopting a growth mindset toward Program Review may help faculty to overcome hurdles they encounter during this process. They are eager to identify realistic and impactful changes for their programs as part of their commitment to public liberal arts education.

Through their participation in the CSU Student Success Network MLA, faculty champions are collaborating with staff and administrators from various SSU divisions to foster a culture centered on equitable student outcomes. This initiative emphasizes the value of faculty contributions by incorporating student success data into curricular and pedagogical adjustments aimed at enhancing student success and addressing equity gaps. Additionally, the MLA teams support campus policy changes—such as those

in RTP and Program Review—that formally recognize and reward these critical efforts (see MLA White Paper "Prioriotizing an Equity Culture at SSU" and Equity Culture Collective Brief).

Beyond their involvement in faculty governance, faculty members have taken on pivotal curricular and pedagogical leadership roles within Academic Affairs. These roles leverage faculty expertise to foster the professional growth and development of their peers, while also contributing to their own advancement. Faculty Fellows in Academic Programs have been dedicated to areas such as anti-racist curriculum development, culturally responsive pedagogies, support for the transition from high school to college, student success data analysis, assessment, and graduate program leadership. Similarly, CTET Fellows focus on advancing online course accessibility, HyFlex teaching models, and broader considerations of teaching and learning. Additionally, Faculty Fellows at the CCE support colleagues in establishing community partnerships and developing service-learning course options.

Conclusion

Areas of Strength and Opportunities for Growth

SSU has achieved notable progress in faculty engagement with the assessment of the GE program and in curricular and pedagogical initiatives aimed at promoting equitable student outcomes. This progress has fostered the emergence of faculty champions whose involvement in these efforts is important for student success. We will continue to implement recommendations of the faculty review teams, including leveraging faculty disciplinary expertise in the direct evaluation of student artifacts. For example, in lieu of asking review teams to evaluate student artifacts, we can layer course-based and GE program rubrics in Canvas. This system will enable instructors to efficiently evaluate assignments, ensuring consistency in scoring while simultaneously tracking and reporting data aligned with the relevant outcomes, thus streamlining the assessment process across different institutional levels.

At the administrative level, institutional outcome results can be exported for further analysis, with detailed reports showing how students perform across various outcomes, such as PLOs or GELOs. We can then leverage our interdisciplinary faculty teams for a larger meta-analysis of the assessment results. There is additional potential for integrating outcome data with institutional systems like PeopleSoft, which could support advanced reporting features, including dashboards that visualize outcome performance by

course, department, or major. These tools can ensure that both individual student progress and broader educational trends are effectively tracked, reported, and used to inform continuous improvement efforts.

The work of Faculty Fellows and the establishment of teaching and learning communities have effectively utilized faculty expertise and interdisciplinarity. However, budget constraints have limited the University's ability to sustain these efforts. Additionally, uncertainties surrounding lecturer job stability hinder their ability to participate, potentially affecting overall faculty morale and reducing consistent professional growth opportunities. These constraints could impede progress in course and pedagogical revisions designed to enhance equitable student success, as such initiatives often require multiple semesters of ongoing work and iterative improvement. Adequate funding for Faculty Fellows and Teaching and Learning Community (TLC) participants is crucial for validating their efforts and mitigating workload concerns.

Next Steps

Moving forward, we must implement the AMP CNPWG's recommendations to guide departments in enhancing the viability and sustainability of their programs, ensuring they are resilient to changes in faculty composition and appropriate for our institution's size and liberal arts focus. This includes fostering greater faculty ownership of assessment and strengthening faculty leadership in GELO assessment. Clarifying the roles of assessment and curriculum approval will be crucial in closing the assessment loop and focusing on student outcomes.

The continued efforts of the MLA teams will be vital in shifting SSU's culture to prioritize equitable student outcomes across all endeavors. These teams will work on drafting Program Review Policy changes that emphasize data-informed curriculum and pedagogical improvements. They will also incorporate new work by the Building Transformational Cultures of Data Use for Student Success Team, leveraging Canvas analytics as an early-alert system for faculty to understand student engagement in their course and provide timely interventions as needed. Additionally, they will formalize the ECC to highlight this work within the campus community, embedding it into our cultural norms. This initiative will also lay the groundwork for ensuring greater clarity and equity in the RTP process.

Student learning and performance

Assessment of Student Learning in Revised Courses and Program Evaluation (CFR 2.9)

For the 2023 single-course assessments, 20 faculty instructors completed a survey regarding the evaluation of their courses following revisions. Academic Programs analyzed this feedback, alongside D, F, and W grades and equity gaps. The assessment report from the first round of revised course offerings indicated mixed outcomes for student success. Similarly, student outcomes for courses supported by TLCs showed varied results over the two years of intervention. These findings underscore the need for extended data analysis to gain clearer insights into how curriculum changes correlate with student success. This analysis would benefit from improved faculty access to disaggregated student outcome data and appropriate training to incorporate this information into their regular workload.

In Annual Program Reports, departments are directed to conduct focused assessments, such as evaluating student writing proficiency at the upper division level and analyzing assessment data for a PLO of their choice. Review of these reports indicates that departments are at varying levels of assessment competency. In its review of the 2023-2024 Annual Program Reports (focused on assessment of one program PLO), APARC found broad definitions of student success and depths of analysis. On one hand, some programs defined student success based on capstone grades. APARC deemed course grades as insufficient as it did not encourage subsequent meaningful discussions amongst faculty. On the other hand, identified model examples of outcome analysis. For example, Sociology is considering potential curriculum changes in the capstone seminar. Geography and Environmental Planning examined relationships between student outcome achievement and levels of instructor contact and assignment scaffolding. Overall, APARC found that programs would benefit from an assessment data template that explicitly included reflection with colleagues, dissemination plans, and next steps.

Analysis of selected Program Reviews (see CFR 2.9 worksheet links to *Program Reviews*) reveals similar variations in the implementation of assessment tools for measuring student performance. Some departments rely on exit surveys, which may include student self-reflections and/or disciplinary content questions. Other departments use faculty reflections based on course assessment tools, such as

student performance on assignments or exams (e.g., Economics BA and English MA self-studies). However, some Program Reviews are more qualitative or descriptive regarding assessment methods.

Early Stages of GE Program Assessment: Findings and Recommendations (CFR 2.9)

As the GE program is in its initial phases of assessment, the focus of annual reports has primarily been on evaluating the assessment process, the applicability of rubrics, and the alignment of assignment instructions with the GELOs. Each pilot revealed the need for revisions to the rubrics. Despite this early stage, some rubrics have proven effective in assessing student learning across various artifacts:

- **Communication**: Students generally demonstrated development or advancement across all criteria.

- **Information Literacy**: Students were predominantly in the developing category.

- **Integration**: Students were at the early stages of "disciplinarity" but showed more progress in "synthesization," or comparing and bringing together disciplinary perspectives.

CSU Graduation Initiative 2025: Progress and Outcomes (CFR 2.10)

Launched in 2009, the CSU Graduation Initiative 2025 (GI2025) aims to enhance graduation rates and close equity gaps for First-Time First-year (FTFY) and First-Time Transfer (FTT) students. The CSU CO set graduation and equity goals for each campus. At SSU, we have made substantial efforts towards these goals through our GI2025 Steering Group, which facilitates inter-division communication and the exchange of innovative ideas. Key initiatives have included removing administrative barriers to enrollment, improving course access, offering professional development for faculty to foster equitable student outcomes, and creating effective advising tools and strategies. Additional analysis of disaggregated graduation and retention data is included in the Standard 4 Essay.

Supporting Graduate Student Progress to Degree (CFR 2.10)

In 2020-2021, Academic Programs piloted a degree audit - Academic Requirements Report (ARR) - for graduate students, aimed at helping them track their degree progress and verify completion of

requirements. This tool covered course and research requirements, as well as support mechanisms for key milestones (e.g. advancement to candidacy). The ARR was refined and improved based on feedback from Graduate Program Coordinators (GPCs) and analysts. By the 2022-2023 academic year, the ARR was fully implemented across all graduate programs and integrated into all graduate-related processes within the Office of Graduate Studies (OGS) and the Registrar's Office. This new process has significantly reduced errors in verifying degree completion.

The OGS also queries graduate student progress twice a semester and informs GPCs with information on students who have yet to register for courses, what courses they are missing, student progress into their program, and if they have applied to graduate.

Advanced Degrees Earned as Evidence of Post-Graduation Student Success (CFR 2.11)

OIE uses the StudentTracker Subsequent Enrollment search with the National Student Clearinghouse (NSC) to provide alumni tracking dashboards and infographics for advanced degrees earned. 54% of our graduates (2010 - 2021) earned a masters degree after completing their SSU degree. Most of these degrees are obtained 2-3 years after graduation from SSU. The advanced degrees also align with SSU core values, particularly those of *Diversity and Social Justice* (e.g. Education, Counseling, Psychology, Law, History) and *Connectivity and Community Engagement* (e.g. Nursing, Physical Therapy, Social Work, Public Administration, Public History, Cultural Resources Management).

Conclusion

Areas of Strength and Opportunities for Growth

SSU, with support from the CSU CO's initiatives, excels in tracking key student metrics such as retention and graduation rates. It is crucial for our campus to thoughtfully align our student demographic data with four-year graduation metrics and to engage in ongoing discussions about the most effective measures for our students. Initiative-specific assessments have enhanced our understanding of fluctuations in student equity gaps. Additionally, the implementation of Annual Program Reports is fostering a culture of continuous assessment and iterative improvement. Combining these reports with

ongoing meta-assessments by APARC will be essential for increasing faculty ownership of the assessment process and developing further strategies to close the assessment loop campus-wide.

While we are enhancing our capacity for course-specific assessments, we face challenges with instructor access to disaggregated data. The CSU system is working on a faculty equity portal to address this issue. A critical aspect of this effort will be ensuring faculty comfort and proficiency with student success data, as well as providing adequate time for its analysis.

Faculty receive feedback on the assessment of student learning through the Program Review process. To further support iterative curriculum improvements, additional check-ins on Action Plan implementation and professional development workshops are needed to help faculty better align assessment tools and timelines with PLOs.

Next Steps

The 2024-2025 Annual Program Report will specifically address CFR 2.11 and offers a series of professional development workshops. This approach will not only provide professional development but also directly link the 2024-2025 report to a CFR, helping programs to consider the broader role of assessment and adding structure to the process. This work will also help faculty to further explore data dashboards that track post-graduation student outcomes.

Student Support

Advising: A Collaborative Approach and Ongoing Improvements (CFR 2.12)

At SSU, undergraduate academic advising is a joint effort between Academic and Student Affairs. A 2018 Advising Task Force review led to a redesigned model assigning each student both a professional and faculty advisor, with clearly defined roles. Advising shifted from transactional to holistic and proactive, supported by EAB (LoboConnect). Advising-related SLOs were unified, and the University Policy on Academic Advising was updated for consistency.

Professional Advisors handle General Advising, including decision-making, goal-setting, course registration, GE and graduation requirements, academic standing, and University policies. They

collaborate with major-specific advisors in fields like Psychology and Business and support special populations like athletes and international students. **Faculty Advisors** focus on Major/Minor Advising, covering graduation requirements, internships, research, co-curricular opportunities, and career/graduate school mentorship. Despite improvements, tensions remain over advising responsibilities. In Spring 2023, NACADA conducted an external review, detailed in Essay 4.

To ease early advising and to bolster the academic foundation in students' first year, SSU implemented Block Enrollment (see Report), pre-enrolling students in math, English, and, where possible, First-Year Learning Communities (FLCs) based on preparation and major. Guided registration allows course adjustments while maintaining enrollment. Ongoing assessment has improved communication and streamlined the process. Integrated co-curricular programming for equitable student success (CFR 2.13)

SSU employs varied co-curricular programming, grounded in SLOs. The programs integrate directly with curricular offerings and partner with our special student support groups to support equitable student success.

Nurturing Academic Pathways: First and Second Year Transition Programming (FAST) as Key Support Systems

In general, students in **FLCs** and **Second-Year Experiences (SYEs)** have higher GPAs, greater second-year persistence, and stronger campus community connections, leading to increased satisfaction. In Fall 2024, 56% of FTFY participated in credit-bearing FLCs and 48 students joined SYEs fulfilling GE requirements. These courses embed transition-focused curricula into GE classes, supported by peer mentors, small class sizes, and faculty engagement. FLCs share six goals: exploring academic paths, active learning, using campus resources, connecting with faculty and peers, understanding cultural diversity, and engaging in communities.

SYEs, often with peer facilitators, focus on academic, co-curricular, and career resources while reducing equity gaps and supporting retention. For example, SSCI 299 (Sophomore Seminar: Thinking Like a Social Scientist) data over 12 years show no equity gaps for underrepresented minority (URM) students, Pell recipients, or genders. Students in the course also have higher retention rates than non-participants.

FAST works closely with the **Alpha Lambda Delta (ALD) Honor Society** and campus partners to offer co-curricular workshops promoting belonging and success. Topics include financial literacy, First-Generation Celebrations, an Emerging Leader Conference, and connecting with campus resources.

Peer Academic Support: Enhancing Student Success through LARC

LARC offers free peer academic support through the Writing Center, Tutorial Program, and Supplemental Instruction (SI). LARC peer educators are current SSU students who have demonstrated academic success and are hired based on their potential for adaptive problem solving, ability to provide compassionate guidance, and content-level expertise. All peer educators receive training aligned with best practices in higher education tutorial services, as outlined by internationally-recognized organizations International Center for SI and the College of Reading and Learning Association (CRLA). Key services include: broad tutoring support and workshops for 100+ courses and writing in all disciplines; embedded support in high D, F, or W grade and gateway courses; support for academic success skills and strategies; targeted tutoring for special populations (e.g. Mathematics, Engineering, and Science Achievement (MESA) students, Educational Opportunity Program (EOP) Summer Bridge students).

FAST and LARC partner regularly with each other and with special population units to provide additional student-support workshops and activities such as critical reading skills, time management, advising, and Jump Start (described in more detail below). In addition to employing a Writing Center Assistant Director, providing professional development for a graduate student, LARC has also hosted graduate student events, such as the SSU and CSU Grad Slam watch parties, in the physical space to showcase graduate students' work and introduce it to undergraduates.

The HUB Cultural Center: Bridging Academic Learning and Community Impact through Co-Curricular Programming (CFR 2.13)

The HUB Cultural Center Co-Curricular Programming connects intellectual knowledge with practical experience, enhancing student success both in the classroom and the community. Through funding Instructionally Related Activities (IRAs), The HUB aims to deepen academic knowledge and engagement, allowing students to explore identity, culture, privilege, and bias. In assessments, faculty report that the HUB serves as an "important," "valuable," and "true" partner in support of students. The

HUB is working toward building out tools to assess their goals that, through HUB programming, students develop empathy, inclusive leadership skills, and the ability to collaborate effectively with diverse groups.

Library Support for Information Literacy (CFR 2.13, 2.14)

The Sonoma State University Library plays a crucial role in developing students' information literacy competencies throughout their academic journey. Librarians integrate information literacy instruction into coursework, offer asynchronous lessons and tutorials, and provide professional development for SSU faculty to design and deliver instruction aligned with professional standards and current theory in information literacy learning. Scaffolded LOs for information literacy, detailed on SSU Library Learning Outcomes, informed the development of a GE information literacy outcome. Annually, librarians evaluate the effectiveness of the information literacy program by analyzing the scope and reach of instruction provided. On average, they conduct 100 course-integrated library sessions each year, offering scaffolded instruction in searching, evaluating, and citing information resources. In addition to in-person instruction, the library supports students' information literacy development through online guides, videos, interactive activities, and direct research help from librarians around the clock through a variety of modalities.

Holistic Disability Support: A 1:1 Approach to Student Success (CFR 2.12)

Disability Services for Students (DSS) serves approximately 10% of our student population. DSS works with the student and relevant faculty and staff through an interactive process designed to identify an accommodation that provides equal access, while also ensuring that the academic integrity of the University is maintained. DSS at SSU is unique in comparison to campuses across the country in that students registered with the office work 1:1 with a Disability Management Advisor who also provides academic advising each semester to determine the best path towards meeting GE and major requirements (e.g. appropriate course modality, unit load, grade mode).

Comprehensive Reinstatement Support: Guiding Academically Disqualified Students Toward Graduation Success (CFR 2.12)

During the reinstatement process for academically disqualified students, our Reinstatement Coordinator, a position created in Fall 2020, first reviews enrollment and academic standing policies, focusing on course repetition and retroactive withdrawal options. This initial review helps to develop a strategy for GPA improvement while aligning with graduation requirements. The coordinator also supports students in enhancing time management and study skills, considering each student's unique learning style, as well as their external responsibilities. In co-developing the student's advising plan, the coordinator and student review the ARR along with transcripts from all prior institutions. This information informs the personalized graduation plan, which is documented in the student's "Pathways Planner" Excel spreadsheet.

Early Assessment Program: Strengthening College Readiness/Accessibility (CFR 2.13)

The SSU Early Assessment Program (EAP) is designed to prepare high school students for their first-year math and English coursework and facilitate a smoother college transition. The program includes on-site high school workshops and teacher development opportunities. Over the past year, the EAP has been reimagined to strengthen the connection between SSU and high school students within our service area. In this initial phase, open online office hours provided 40 incoming students with guidance to better understand and feel more confident about their math and English course requirements. Additionally, we have worked to simplify academic language in our communications and workshops, eliminating jargon like "Multiple Measures Placement" (MMP) to enhance accessibility.

Summer Session and Winter Intersession for Student Success (CFR 2.12, 2.13, 2.14)

Summer Session and Winter Intersession provide students additional opportunities to earn credits outside the traditional semesters. Extensive outreach, including general messaging and targeted campaigns, helps students identify needed courses and access need-based financial support. Students

can defer Intersession fees using spring financial aid, apply for additional summer aid, and use payment plans regardless of financial need.

In Summer 2024, SSU transitioned summer session to stateside funding, increasing financial aid availability and boosting enrollment by 13.6%. Course enrollments and modalities are monitored to align offerings with student needs, while demographic reviews identify underrepresented students, informing strategies to improve outreach and access to both academic and financial resources.

Enhancing College Transition Through Community and Academic Support: Jump Start and Summer Bridge (CFR 2.13, 2.14)

The **Jump Start** program (SLOs here) supports students, particularly those needing extra help in math or English, during their transition to college. Participants arrive two days before move-in for community-building and academic preparation with peer mentor/tutor support. Assessments include pre-/post-surveys, partner feedback, academic progress, and retention. Summer 2023 evaluation showed most participants met program LOs, with pass rates and retention comparable to non-participants. For Fall 2024, Jump Start expanded to 100 FTFY students (11% of the class, up from 7.5%), 72% of whom required math or English support (up from 37%). Survey results showed 99% would recommend the program, with increases in preparedness, time management, professor communication, and support service navigation. Community-building and support service awareness were particularly valued. Future semesters will continue monitoring and revising the program for Summer 2025.

The Summer Bridge program (SLOS here) supports EOP, DREAM Center, Seawolf Scholars Foster Youth, and Native American FTFY students in transitioning to college. It helps students build a sense of belonging, challenge stereotypes, increase cultural awareness, and set new goals. Previous program iterations had positive student satisfaction but online credit-bearing courses had low pass rates and retention rates 5% lower than peers. A curriculum revision in 2023 introduced a hybrid model with in-person workshops, academic skills sessions, and campus resource connections. Outcomes included improved pass rates, retention rates (79% vs. 77% for non-Summer Bridge peers), and 92% of students finding the program useful. Students valued community connections, confidence-building, and

collaboration skills. These changes have strengthened collaboration between Student and Academic Affairs to support the program's success.

Promoting Student Learning Through Research, Scholarship & Creative Activities (CFR 2.13)

The AMP Liberal Arts Identity Working Group (LAIWG) [report](#) highlights faculty RSCA with students as vital for developing meaningful skills. Student research is central to SSU's academic experience, fostering inquiry, innovation, and essential skills like critical thinking and communication. Across disciplines, students collaborate with faculty mentors on projects that contribute original insights to their fields and advance their academic and professional growth.

Undergraduate research is supported by programs like the Social Sciences Undergraduate Research Initiative (SSURI), [Koret Foundation,](#) [McNair Scholars,](#) Louis Stokes Alliance for Minority Participation ([LSAMP](#)), [CEI](#) sustainability initiatives, and [RSCA](#) awards. These funds cover supplies, scholarships, and travel, enabling students to present at conferences, including the CSU Research Competition and SSU RSCA Symposium. Despite disruptions from wildfires and the pandemic, research support has steadily increased (see [Research Data and Funding spreadsheet](#)).

ORSP budget constraints have limited some RSCA funding but external grants have grown from $9.2M in 2016-17 to $14.9M in 2023-24 (see [Research Data and Funding spreadsheet)](#). [Faculty-led projects](#) span disciplines, focusing on knowledge advancement, creative work, and equitable student success. The 2023-24 academic year saw notable growth in undergraduate research opportunities, showcasing SSU's resilience and commitment to innovation.

Graduate students engage in research as interns, assistants, or through original work required for culminating projects. Theses from nine programs are published in [ScholarWorks.](#) Graduate students also participate in Grad Slam, the CSU Research Competition, the SSU RSCA Symposium, and professional conferences, presenting locally and internationally while contributing to academic journals.

Building Graduate Student Community and Mentorship (CFR 2.12, 2.13, 2.14)

OGS, GSS, and GPCs have instituted multiple graduate student training and networking initiatives aimed at elevating scholarship and creative activities. As part of the CSU system, SSU hosts a Grad Slam graduate student research competition with single-slide, three-minute elevator pitch research presentations. Local winners have gone on to win the CSU-wide competition in 2021 (first place) and 2022 (People's Choice). To support this work, the OGS has partnered with LARC and FAST to host a watch-party for the local and CSU-wide competitions not only to support the graduate student participants, but to expose our undergraduate students to future opportunities. Graduate students are also regularly encouraged to participate in the SSU Week of Research and Creative Projects (Spring) and the CSU Student Research Competition. In these endeavors, students are offered 1:1 coaching sessions with the OGS. Workshops supporting students completing their culminating experience are held by the OGS each semester. Student work is also regularly highlighted in the Graduate Student Spotlight, and intentional efforts, such as the graduate student mixer, are in place to help graduate students with identity development.

Analysis of graduate student entrance surveys, revealed that many students are unaware of the support resources available to them on campus. In response, the OGS has proactively addressed this gap by providing detailed information through a Graduate Studies Handbook, fall orientation sessions, and weekly office hours through the Grad Studies Tea. Despite these efforts, challenges remain. We have discovered that even when students are aware of available resources, the operational hours of these services, which typically align with regular business hours, do not match the schedules of many graduate students, who are often on campus during evening hours.

Conclusion

Areas of Strength and Opportunities for Growth

Since our last reaffirmation, SSU has developed a new advising model that fosters a clearly defined partnership between faculty and professional advisors. This model includes collaborative efforts in crafting LOs that guide advising, registration, and orientation activities for incoming FTFY and FTT students. Notably, summer advising, registration, and orientation activities face difficulties due to faculty unavailability during their off-contract periods. There remains ambiguity regarding how faculty and

professional advisors are engaging with the LOs, both individually and collectively, and how student achievement of these LOs will be assessed.

Support programs have been positively received by students. These initiatives have introduced valuable resources for college transition and preparation in English and math. They have also extended SSU's outreach into local high schools to provide early support to students before their arrival on campus. SSU has recently received a $250,000 award for initiatives supporting black student success. This work will focus on recruitment outreach, student internships and assistantships, and faculty retention. In addition, at the close of 2024, the Research Department of the CO partnered with campus Chief Research Officers to begin a CSU initiative to expand research across the CSU system.

While we excel in tracking participation and student self-reporting in our co-curricular programs, there is room to deepen our assessment of how well students demonstrate LOs and the subsequent impact on their academic success and graduation. We will also continue to evolve our FLC and SYE college transition programming. Based on current assessment data, Summer Bridge will return to an in-person format to support student retention. EAP will develop professor interview snippets and workshops to help high school students understand the steps needed for future success in English and math courses. Jump Start will continue working towards institutionalizing its efforts. Given that much of our college transition programming is grant-supported, we will explore University budgetary options to sustain these initiatives.

Standard 3 – Assuring Resources and Organizational Structures

Institutional Oversight (CFR 3.7, 3.8, 3.11)

SSU operates with appropriate autonomy under the governance of the CSU Board of Trustees, which establishes comprehensive rules, regulations, and policies for the entire 23-campus CSU system. This board plays a crucial role in ensuring the institution's mission and integrity by overseeing planning, policy development, and overall performance. The board delegates authority to campus presidents, allowing them to tailor regulations to meet specific institutional needs while remaining aligned with CSU and State of California guidelines.

The board is responsible for selecting and evaluating the Chief Executive Officer of SSU, ensuring that leadership aligns with the institution's mission and strategic objectives. Board members bring diverse backgrounds, knowledge, and skills that enable them to fulfill their responsibilities effectively. This diversity is vital for informed decision-making and for addressing the complex challenges facing higher education today.

SSU employs collaborative decision-making processes, particularly evident in its budget and the Academic Affairs reorganization summarized in essays 1, 2 and 4, which incorporated data and metrics, and ensured diverse perspectives from faculty, staff, and administration were considered. The budget process relies on in depth analysis and emphasizes transparency outlined in this essay.

Employee Hiring and Retention (CFR 1.5, 3.1, 3.2, 3.3, 3.9)

Sonoma State is committed to hiring, employing, and supporting a qualified and diverse workforce, which is essential to achieving the institution's mission and ensuring operational excellence. To meet these goals, Sonoma State provides a range of support and resources to ensure personnel are effectively recruited, employed, and developed. SSU's recruitment processes aim to attract qualified candidates aligned with its mission and values, while fostering employee engagement and retention through recognition programs for excellence. The University emphasizes a collegial and supportive work environment, with leadership serving as a bridge between management and union representatives to proactively address disputes and personnel issues. To attract and retain top talent, SSU offers a comprehensive benefits package that includes medical, dental, and vision insurance, retirement plans, paid holidays, and additional resources like wellness programs and tuition waivers to enhance the employee experience.

At SSU, leadership capacity is evident at all levels, characterized by integrity, accountability, and a commitment to high performance. The institution prioritizes recruiting and developing qualified leaders who exemplify these values, fostering an environment where responsible decision-making and ethical conduct are the norm. This structured governance framework not only enhances operational sustainability but also reinforces the institution's commitment to its educational mission and the broader community it serves.

Sonoma State supports employee development as essential to institutional success. The University offers CSU Learn, a platform with compliance training, skill-building courses, certifications, and tailored learning paths. The SSU CTET provides faculty development, including a year-long orientation for new Tenure Track (TT) faculty and workshops on topics like generative AI, inclusive pedagogy, trauma-informed teaching, and retention for underrepresented faculty via the Underrepresented Faculty Working Group. These initiatives help SSU recruit, develop, and retain a diverse, skilled workforce aligned with its strategic priorities.

Strategic Budgeting Framework (CFR 3.4, 3.5, 3.10)

Since the last accreditation review, SSU has implemented a strategic budgeting framework, codified budgeting policies, and implemented several initiatives to provide broader budget transparency. SSU has also faced a notable decline in enrollment beginning in 2017-2018. The University has relied on its strategic budgeting approach in order to make informed decisions to address the budget deficit while also maintaining robust instructional and academic support services. Beginning in 2018-2019, SSU transitioned its budgeting model to multi-year planning for all budgeted funds. This approach included planning to anticipate various future enrollment trends and cost increases. This proactive approach allowed the University to prepare for different scenarios and make informed decisions based on projected outcomes. SSU's strategic budgeting framework effectively integrates both top-down and bottom-up approaches to ensure alignment with campus priorities. The top-down element provides a clear framework and strategic direction set by leadership, establishing overarching goals and budgetary limits that reflect institutional objectives. Simultaneously, the bottom-up approach empowers departments and units to contribute their insights and specific needs, fostering a sense of ownership and engagement across the campus. This dual methodology not only enhances collaboration and transparency but also allows for a more nuanced understanding of resource allocation.

In 2020-2021, a comprehensive cost of education analysis was conducted to better understand the financial impact of our instructional and support services (Appendix - Cost of Education). This analysis reviewed expenditures per FTES in the categories such as Instruction, Academic and Student Support, and Institutional Support. This review helped identify areas where cost savings could be realized without

affecting the quality of these critical services. This analysis is designed to benchmark SSU's expenditures with those of peer institutions to inform financial decision-making.

University Budget Policies

In 2018-2019, the University Operating Fund Reserve Policy was implemented to guide reserve planning to establish University reserve goals and to ensure that one-time resources are strategically allocated toward reaching those goals. In 2019-2020, the University Budget Oversight Policy was implemented to ensure that resources and expenditures are in alignment with the University's budget plan and any variances are appropriately documented and addressed. The University performs quarterly budget reviews and any significant variances are recorded and a plan for resolution is submitted. During periods of budget reductions, the University has leveraged these reserves in order to close the budget deficit each year. In 2020-2021, the University Contingency Framework was implemented as a supplement to the University Operating Fund Reserve policy to provide guidelines on the appropriate usage of the University's base-funded contingency.

Budget Transparency

In recent years, budget transparency has become a critical focus for SSU with the goal to engage our campus community in budgetary dialogue. Our campus has made significant strides in this area through the implementation of the OpenBook portal and through hosting campus-wide budget forums. These efforts have collectively advanced our commitment to financial clarity and strategic planning.

Beginning in 2019-2020, SSU provides comprehensive all-funds budget reports in the OpenBook interactive portal. By providing a centralized platform for budget plans and reports, the portal ensures that stakeholders—including students, faculty, staff, and community members—can easily access and understand budgetary information. The user-friendly interface and clear visualizations have demystified complex financial data, making it more accessible. Additionally, the availability of historical data allows users to track financial trends over time, offering insights into how budgetary decisions have evolved and their long-term impacts on the campus.

In the Spring of 2018, the President's Budget Advisory Committee hosted the first budget forum, for both campus and local community members. The forum has been held during each academic semester since and provides budget updates, enrollment updates, and plans for the future. The budget forums have opened a direct line of communication between the administration and the campus community. By holding these forums regularly, the campus has made budget information more accessible and ensured that stakeholders have opportunities to ask questions and voice concerns. The insights gained from discussions help the campus better align financial decisions with the interests and needs of both campus and community stakeholders.

Reduction Strategies to Close the Budget Gap

Enrollment trends at SSU have mirrored broader challenges in higher education, including demographic shifts, changing student preferences, and economic pressures. Lower enrollment and the corresponding loss of tuition revenue has had a substantial impact on the University's budget. Addressing these challenges while safeguarding the core mission of the University has been a primary focus. SSU implemented a combination of permanent and one-time strategies to mitigate these budget reductions including utilizing Higher Education Emergency Relief Funds to offset losses during the pandemic, implementing an Early Exit Program and a Voluntary Separation Incentive Program in order to reduce position budgets; hiring slowdowns in order to realize both permanent and one-time salary savings; and the use of campus reserves.

The implementation of a cost of education analysis, combined with multi-year budget planning, enabled SSU to make significant progress toward budget reductions while safeguarding instruction and academic support services. This data-informed approach allowed SSU to prioritize funding for essential academic services, ensuring that the core educational mission remained protected even amidst financial constraints. The multi-year budget planning framework further facilitated a proactive strategy, enabling campus leadership to plan for and analyze enrollment effects over multiple years. SSU has made significant strides in aligning resources with revenues, while also actively seeking to boost our revenues. This commitment is exemplified by our enhanced fundraising initiatives within University Advancement (Appendix - Advancement and Fundraising).

Enrollment at SSU has begun to stabilize, and substantial efforts are underway to increase student headcount. SSU is committed to leveraging a strategic budgeting approach to effectively navigate the ongoing challenges posed by rising costs and the potential for reduced state allocation due to state budget cuts and reallocation of state support related to lost enrollment. By prioritizing instructional and academic support services, SSU has preserved the core elements of our educational mission while implementing necessary reductions and efficiencies. As the University moves forward, SSU remains committed to adapting to changing circumstances and enhancing our capacity to serve students and achieve our educational goals.

Facilities Improvements (CFR 3.6)

The University has made significant strides in enhancing its campus facilities through a series of major renovation and infrastructure projects. These improvements reflect a commitment to sustainability, modernization, and community collaboration.

Capital Outlay Projects

The largest academic building on campus, Stevenson Hall, has undergone a major renovation, costing $90 million. The resulting building achieved Leadership in Energy and Environmental Design (LEED) Gold Certification, underscoring the University's dedication to environmental sustainability and energy efficiency. The renovation of Stevenson Hall has resulted in 22 versatile classroom and lecture spaces, including several equipped with HyFlex technology for enhanced in-person and online learning. The building features numerous art exhibits and provides ample spaces for students to study and collaborate.

The Academic Center at the Fairfield Osborn Preserve has been renovated through a $6.5 million project, in collaboration with the Federated Indians of Graton Rancheria. This partnership highlights the University's commitment to community engagement and enhancing facilities that support both academic and environmental stewardship.

Water and Electrical Infrastructure Upgrades

The University has invested in critical infrastructure upgrades, including:

- **Domestic Water Storage Capacity**: increased capacity to 850,000 gallons and supported by three wells, ($4 million).

- **Main Electrical Vaults**: replaced the main 12Kv electrical vault ($10 million).

- **Main Electrical Feeders**: replaced two Main Electrical Feeders ($6 million).

- **North Lakes Water Utility**: Secondary fire water and utility rehabilitation ($4 million).

- **Sustainable Energy Initiatives and Reliable Power Management**: enhanced energy infrastructure, a 4-megawatt solar array and a 1.5-megawatt battery backup power source (in progress for Spring 2026), and a Micro Grid to control the University's powergrid.

Ongoing Accessibility Improvements

Continuous improvements are being made to ensure accessibility across the campus, including enhancements to parking lots, pedestrian pathways, crosswalks, and entryways, to better accommodate individuals with disabilities. Through these substantial investments and renovations, the University has significantly upgraded its facilities, demonstrating a commitment to sustainability, infrastructure reliability, and community collaboration. These improvements not only enhance the campus environment but also support the University's long-term goals for operational excellence and accessibility.

Standard 4 – Creating an Institution Committed to Quality Assurance and Improvement

Quality Assurance Processes

Institutional Research Function and Resources

The current OIE serves SSU by providing consistent and accurate information that helps decision-makers act on behalf of students and the community to foster student success and academic excellence. OIE supports evidence-based decision-making, improvements in student access and

achievement, effective use of resources, and communicates Institutional Effectiveness (IE) to internal and external audiences.

SSU's Institutional Research (IR) capacity and function evolved during the past five years. Prior to 2020, a director led the IR office, known as Reporting and Analytics. In early 2020, a new Associate Vice President of Institutional Effectiveness position was established and filled. The AVP reports to the Provost, with a dotted line to the President's Office (and responsibility for supporting campus-wide initiatives such as strategic planning, diversity, and inclusion). The former director became the University Registrar, and the lead campus scheduler moved to the Registrar's Office. The campus invested in new technologies (EAB/Rapid Insight's Construct and Predict, and Tableau) and professional development opportunities for its IE staff, who were reclassified as Research Analysts in 2021. (CFR 4.4)

In 2019, SSU ended its agreement with Blackboard Analytics and adopted Tableau as its solution for business intelligence and analytics. OIE led the development and implementation of Tableau dashboards, building out a comprehensive library of dashboards. OIE provides designated faculty, staff, and administrators with access to the Tableau dashboards, which are housed on a secure on-campus server. The campus has nearly 150 Tableau viewing licenses – enough for all VPs, AVPs, deans, associate deans, chairs, committee chairs and/or members, and staff in key areas like outreach, admissions, college operations, and budget. (CFR 4.4)

Over 430 distinct Tableau dashboards provide information about admissions, enrollment, majors and minors, student characteristics, DFW rates, retention and graduation rates, degree attainment, alumni achievement, and employee demographics. A Tableau support website with navigation tips, presentations and guided tours, and a Tableau Finding Guide help faculty and staff find information on Tableau. (CFR 4.2)

Strategic Enrollment Management (CFR 4.1)

Strategic Enrollment Management (SEM) has been expanded and elevated at SSU during the past five years. In October 2020, the Provost appointed a Senior Associate Vice President of Strategic Enrollment (SE) to lead staff in outreach, admissions, and registration. The office began making stronger use of Tableau dashboards, worked to strengthen collaboration with SSU campus partners, and renewed

relationships with "feeder schools" (K-12 and community colleges) in SSU's service region by establishing a Guaranteed Admission Program. The campus established a new Welcome Center, revised our outreach and marketing materials, and used survey feedback from admitted students and their parents to make improvements to key communications.

To improve admission yield rates, the President's Cabinet approved funding for scholarships beginning with the Fall 2022 undergraduate admits. The OIE worked closely with the Senior AVP for SE to develop criteria for eligibility and provided lists of eligible admits for packaging and communication by financial aid and admissions teams. OIE analyzed the impact of the scholarships on yield rates and enrollment and co-presented with the Provost and SEM the results, impact analysis, and recommendations for the Fall 2024 recruiting cycle (CFR 4.5).

Between 2020 and 2022, the SE team sought the expertise of colleagues around the CSU system and external consultants to review their practices and make recommendations. This included consulting by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). This work led to the development of SSU's first SE Plan (2023-2027). When the AVP for SEM retired in May 2023, the president elevated SE to a cabinet-level role. (CFRs 4.1, 4.5, 4.8).

SSU has now returned to in-person orientation for FTFY and FTT. With an enhanced marketing plan, SSU has partnered with an external marketing firm, MISCHIAN, LLC., to begin to generate videos and digital marketing assets including kits for academic departments and priority student initiatives (Black Student Success, HSI, Asian American and Native Hawaiian/Pacific Islander (AANHPI)). These kits included recruiting videos, brochures, and "Hype" videos for social media. As of Fall 2024, SSU has halted the multi-year dramatic drops in enrollment with a 5.2% increase in new students and a relatively stable overall student body only dropping by 1%. With the new marketing kits, we are working towards growth for Fall 2025, the first time in eight years.

SSU has also established relationships with several firms to expand the top of the enrollment funnel to vastly increase the number of prospective students from approximately 25,000 for Fall 2024 to more than 80,000 for Fall 2025. Partners included EAB Enroll360 for first year and international students, EdVisorly for transfer students, Deloitte for an analysis of regions where SSU has potential to reestablish recruitment pipelines, and the CO California College Guidance Initiative (CCGI) project which will offer

direct admission starting with Riverside County. SSU's approach has shifted from an outreach-oriented approach (providing information), to a recruitment-oriented approach (personalizing recruitment and connecting with students to increase conversion down the funnel and increase yield). SSU partnered with Paramount+ to offer ads on multiple streaming platforms for target audiences. SSU is also partnering with Collegevine to provide the CSU's first AI Recruiter to work with prospective students 24/7, 365. The AI Recruiter, with additional planned enhancements utilizing AI, will greatly expand SSU's ability to reach and have meaningful interactions with prospective students throughout California, the US, and internationally.

Quality Assurance / Program Review in non-academic areas (CFR 4.1)

NACADA Review

In Spring 2024, the CSU provided the opportunity for each campus to undergo a program review of their academic advising program by NACADA. The review for Sonoma State took place over two days, and included: Consultants visit to campus, review of institutional documents, and interviews with academic advisors, administrators, students, and faculty. The review provided an in-depth evaluation of the University's advising system, emphasizing the importance of structured, evidence-based assessment to ensure the continuous improvement of student services. Recommendations from the NACADA Review include: **create a cross-divisional Academic Advising Council** with the authority to coordinate and drive improvements in academic advising; **collaboratively develop a campus mission for Advising** to ensure advising aligns with SSU's educational goals; **clarify leadership roles** to define oversight and create cohesion between Academic Affairs and Student Affairs advising; **expand College-based advising** by assigning professional advisors to all colleges and reposition the Advising & Transfer Center to support undeclared students and advisor training; **implement a degree planner** to streamline advising and improve support for transfer students; **enhance and structure professional development** for advisors.

The Role of NACADA in Ensuring Ongoing Improvement

The NACADA review serves as a crucial framework for fostering ongoing quality assurance in academic advising. It encourages continuous evaluation of our practices, integrating feedback to drive

meaningful improvement. By leveraging technology tools, and strengthening collaboration between Student Affairs and Academic Affairs, we are building the foundation for sustained excellence in advising.

The review highlighted the critical importance of strategic planning, leadership accountability, and data-driven decision-making in creating an advising system that effectively addresses the diverse needs of our student population. These elements will ensure that our advising practices remain adaptive, inclusive, and aligned with the University's commitment to student success.

Advancing Academic Excellence through Strategic Master Planning

In Spring 2023, the Provost initiated a comprehensive AMP process, calling upon the entire campus to articulate how the campus would meet the changing needs of our students. Informed by our identity as a public liberal arts and sciences University, our mission, strategic priorities and core values, the division engaged broadly and thoughtfully. Overseen by the AMP Steering Committee, five AMP working groups convened to take on specific aspects of the process.

AMP LAIWG engaged the campus in a discussion on what SSU's liberal arts and sciences identity is within the CSU system and within COPLAC. The group carefully defined the values of a liberal arts education and the values of a SSU education for students. The most significant points which emerged were: (1) SSU is a proud Minority Serving Institution and HSI with social justice as part of its DNA, (2) SSU has a strong commitment to addressing sustainability and resilience issues, and (3) SSU has a strong sense of locality and place, with natural preserves as living laboratories and community-engaged learning opportunities that allow students to gain real-world experiences while also supporting the growth and development of our region. In their Final Report, the group presented the SSU Identity Statement that can be leveraged for enrollment growth and recruitment. (CFR 4.3, 4.8)

AMP Strategic Scheduling Working Group (SSWG) was charged with developing scheduling guidelines and tools that prioritize student retention and graduation rates while maximizing faculty teaching load and course fill-rate to achieve multi-year planning and reduce redundancies in the schedule. In their Final Report, the SSWG recommends that all academic units engage in systematic two-year course planning. This approach is intended to address various issues and facilitate coordination

across programs. The group recommends integrating multi-year planning into the Master Scheduling Timeline Calendar and using a standardized template to aid in comparison and analysis.

The report outlines specific recommendations for addressing low-enrolled courses, eliminating or deactivating courses from the Catalog, and promoting consistency in teaching loads. For low-enrolled courses, the SSWG suggests using criteria such as enrollment below 10 students or 40% of the course cap to trigger review. Additionally, the report highlights the need for professional development opportunities to help faculty and staff understand and implement multi-year planning effectively.

The SSWG utilized various data points and metrics in formulating these recommendations, including course caps, historical enrollment data, and faculty workload measures such as Weighted Teaching Units (WTUs). The report also references the use of data from PeopleSoft queries, Tableau, and LoboConnect to inform scheduling decisions. The recommendations aim to improve fill rates, maximize faculty teaching loads, and ultimately support student retention and graduation rates while allowing for more efficient delivery of program curricula. (CFR 4.6, 4.8)

AMP Learning Spaces and Technologies Working Group (LSTWG) convened in Fall 2023 to investigate and provide recommendations concerning three principle areas: classrooms (including technology standards, faculty teaching needs in room scheduling, and development of new procedures for the modernization and retrofit of classrooms across campus); academic software and applications; and infrastructure and budgetary needs of online and hybrid modes of teaching, principally HyFlex. See the group's Final Report for specific findings and recommendations, which were informed by their review of existing resources, processes, and a survey of the faculty. (CFR 4.1, 4.6, 4.8)

AMP CNPWG considered how current degrees and programs align with SSU's identity as a public liberal arts and sciences university and identified opportunities for new and innovative programs. During Spring 2023 and Fall 2023, CNP assessed current programs. Their Fall 2023 Recommendations and Report shows that CNPWG made significant progress in their assessment of academic programs at SSU. Briefly, their consideration of current programs included:

- **development and application of metrics** across four categories (effectiveness, sustainability, budget, and institutional identity)

- **utilization of data sources** (e.g. from the OIE, Gray Decision Intelligence, and public-facing information)

- **development and application of quantitative assessment methodology** scaled and color-coded into quartiles leading to program categorization as strong, medium, or low-performing

- **incorporation of a qualitative assessment** "lense" to evaluate programs' commitment to SSU's core values by examining PLOs and HIPs.

- **final comprehensive evaluation** that combined quantitative metrics with qualitative information to provide a nuanced evaluation of each program's performance and alignment

During a year and a half, the CNPWG engaged in two-hour, bi-weekly meetings, discussions with SSU's VP for SE and AVP for Strategic Communications, dozens of subgroup meetings, multiple surveys of faculty, staff, and students, conversations with programs, and data-centered workshops on the economics and market of higher education in the United States today. This approach ensured a holistic assessment of academic programs, considering both quantitative performance indicators and qualitative aspects that reflect the University's mission and values. (CFR 4.1, 4.5, 4.6, 4.8)

During Spring 2024, CNPWG focused on new programs. The CNP Final Report describes how the group explored and identified (1) ideas for new programs, (2) potential barriers to the creation, implementation, and success of new programs, (3) programming considerations for non-traditional students, and (4) marketing and branding concerns.

AMP Academic Support Services Working Group (ASSWG) was charged with examining and strengthening support services for students' academic success at SSU. Their objectives included identifying strengths and gaps in current services, developing approaches for career readiness and experiential education, and proposing solutions to streamline and clarify support services. The group formed four task groups focused on student input, surveying other CSUs, cataloging SSU services, and examining support from orientation through graduation/career. They conducted research through surveys, interviews, data analysis, and literature review. In their Final Report, the group recommended that SSU (1) develop an Academic Support Services Council, with representation from both Academic Affairs and Student Affairs, to continue assessing and improving services across campus, (2) improve communication across campus about available services (i.e., centralized Canvas module for academic

support information, exploration of the use of AI chatbots), (3) gather more comprehensive student input through surveys and focus groups, (4) provide targeted academic resources at key points, such as first to second year and graduation to career, in students' academic journeys, and (5) expand peer academic coaching programs to enhance student success, timely graduation, and retention. (CFR 4.1)

Institutional Improvement

Retention and Graduation (CFR 4.2)

OIE publishes Tableau dashboards with retention rates (disaggregated by gender, race/ethnicity, URM, and first-generation status) and graduation rates (disaggregated by race/ethnicity). One-year retention rates of FTFY students have typically been around 80% (see Figure D4). They fell to 75% for the Fall 2021 and 2022 cohorts, but improved to 79% for the Fall 2023 cohort. The most recent disaggregated one-year retention rates for Fall 2023 show several improvements. URM equity gaps decreased slightly to 3.8 percentage points. Hispanic student retention increased from 72.5% to 76.6%. First-generation retention increased to 76.1%. Additionally, gender gaps closed.

Transfer graduation rates show SSU has the third highest 2-year rate (57.5%) and 4-year rate (82.6%) when compared to other CSUs (see Figure D5). Four-year graduation rates for FTFY cohorts (see Figure D6) reached their highest level (44.7%) for the Fall 2020 cohort, the third-highest in the CSU system. Six-year graduation rates for FTFY cohorts were steady at 60% for four recent cohorts, but slipped to 57.6% for the Fall 2018 cohort. Equity gaps in six-year graduation rates have been relatively small between underrepresented and non-underrepresented minorities, with the exception of a nearly 10 percentage points for the Fall 2017 FTFY cohort. This gap shrank to 0.3 percentage points for the most recent cohort. (CFR 4.2)

To support faculty and others in supporting student success, the CSU CO publishes a portfolio of Faculty Dashboards (CSU credentials required). Designed to spark inquiry and action, these dashboards provide data to inform viewers as they consider a range of questions to explore their student demographics, outcomes, and pathways within and outside of SSU (see Figure D7).

Teaching and Learning Communities

In Spring 2022, we used data from the CSU Student Success Dashboard to identify bottleneck courses with high D/F/W grade rates and large equity gaps. We selected the courses listed in Table C1 and invited instructors to join a year-long Critical Success Course (CSC) TLC (CFR 4.2). The members of this TLC received support for curriculum and pedagogical changes and guidance for enhancing partnerships with peer tutors. In 2023-2024, we expanded the opportunity to all instructors teaching statistics and English composition (MATH TLC and ENGL TLC). We collected faculty reflections and used pre- and post-surveys to monitor changes in growth mindset (CFR 4.1, 4.5, 4.6). The most notable change was that after the TLC, faculty placed less value on the importance of criticism for learning (+0.7 change, see Table C2). CSC-TLC faculty also noted students' tendency to give up when facing challenges and recognized external factors affecting their struggles. While growth mindset shifts were minor, reflecting participants' existing interest in supporting students, most faculty acknowledged the importance of student metacognition and data in assessing curriculum and pedagogical changes. Syllabus reviews showed adjustments, including changes to grade weighting and style, soft skill training, check-ins, scaffolded assignments, equity course goals, inclusive syllabus language, and collaboration with embedded tutors (CFR 4.1, 4.3).

In the CSC TLC, student success impacts varied. Notable successes included increased office hours or lab attendance for 50% of respondents. The Programming II instructor's presence in the SSU Recreation Center led to consistent attendance growth, potentially reducing some equity gaps (see Figure D1). At the same time, integrated assignments and podcasts linking course concepts to daily life may have contributed to a decrease in ethnicity gaps in Macroeconomics (see Figure D2) (CFR 4.5).

During TLC participation, faculty were given student success and equity data from a Tableau dashboard. Both TLC and non-TLC faculty received workshops on accessing and using the CSU Student Success Dashboard. CSC TLC faculty unanimously expressed interest in continuing to use course data to enhance equitable student success. On a scale of 1 to 5 (5 = most likely), those teaching multi-section

courses averaged a score of 3.6 for the desire to regularly meet and discuss course progress. They emphasized respecting academic freedom and workload, especially for lecturers teaching gateway courses, and found the interdisciplinary TLC valuable for discussing course ideas with colleagues (CFR 4.1, 4.3, 4.6).

First-Year English Course Placement

In 2021-2022, we analyzed first-year English composition success based on MMP predictions and student choices through Directed Self-Placement (DSP). Key findings included: 1) two-thirds of students skipped DSP or chose courses aligned with MMP, 2) seat availability in one- vs. year-long courses didn't meet needs, and 3) over half of students needing support failed the year-long course. To address this, ENGL TLC faculty tackled section disparities, while Academic Affairs resolved enrollment barriers (see Table C3) (CFR 4.2).

By Fall 2023, more students enrolled in ENGL 101 (one-semester), aligning with MMP data indicating 71% of FTFY students (Cat2) were ready for this option (see Table C4). This reversed prior trends favoring year-long courses and reduced DFW rates by 11 points in ENGL 100A and 8 points in ENGL 101. Equity impacts varied (see Figure D3) (CFR 4.2, 4.5).

Further analysis revealed Cat2 FTFY students in ENGL 101 halved DFW rates, while Cat4 students in 100A saw an 18-point improvement. Data-informed adjustments over three semesters increased success for Cat2 students completing English in one term and better supported Cat4 students in year-long courses (see Table C5) (CFR 4.2, 4.5).

General Education

A program review and mandated changes to CSU GE requirements led to the creation of a new GE program based on 13 skill-based GELOs. The 2024-2025 academic year marks the sixth year of the seven-year program cycle. Each year, interdisciplinary faculty teams develop and pilot rubrics for each GELO using student work from courses with signature assignments that address these outcomes. Academic Programs oversees this effort by collecting student work, guiding faculty teams, and presenting final reports to faculty governance committees. The GE assessment website hosts the assessment

timeline, draft rubrics, and reports. These reports include recommendations for improving rubrics, artifact collection, and the evaluation process. Each year, the program has made iterative changes to streamline artifact collection, reduce data storage, and enhance evaluations. Faculty participants find the experience rewarding and feel they are directly contributing to improving student education. (CFR 4.5, 4.6)

While the current assessment focuses on the robustness of GELO rubrics applied to a variety of student artifacts (e.g. essays, oral presentations, projects), we have completed the assessment loop for the "Communication" GELO. Faculty evaluators identified an exemplary assignment that clearly demonstrated student learning. The next semester, Academic Programs invited the faculty member to lead an interdisciplinary Faculty Exchange to discuss the assignment's development for assessing the "Communication" GELO. Similarly, "Creative Expression" faculty have identified a promising assignment, and are in the process of closing the loop for this GELO. Next steps include revising GELO rubrics and increasing faculty ownership of the assessment process. We aim to engage past faculty from GE assessment teams as champions to maintain and build momentum. (CFR 4.1, 4.6)

Office of Student Success and Retention

The Office of Student Success and Retention also leverages the CSU dashboards through Project Progress to guide data-informed retention strategies. These dashboards, published by the CSU CO, help staff and other stakeholders engage with critical data that answers key questions about student demographics, progress, and academic challenges.

Through these efforts, we have begun to see improvements in specific areas, such as narrowing equity gaps and increasing the fall-to-fall retention rates of our FTFY students. Evidence of these improvements is tracked through year-over-year comparisons of dashboard data, revealing trends in student success and the impact of interventions on retention and graduation rates. Additionally, engagement with these dashboards supports staff in developing proactive strategies to address the academic struggles of students and improve overall retention outcomes. By combining the insights from the CSU dashboards with our OIE Tableau dashboards, the Office of Student Success and Retention is able to foster a data-informed approach to student success that aligns with University and systemwide goals.

Climate Surveys, PAC's Environmental Scan (CFR 4.3)

The Office of Institutional Equity and Belonging

OIEB is in the Division of Student Affairs and comprises the Senior Diversity Officer, Director of Institutional Equity and Belonging, The HUB Cultural Center, and the Affinity Faculty/Staff Association (AFSA). The mission is to create a welcoming environment for students, faculty, staff, and stakeholders beyond the campus. As a learning community, SSU is committed to fostering integrity, accountability, and compassion, inspiring everyone to serve as mentors and ambassadors for social justice and civic engagement. Through efforts that include policy and legislative work, strategic planning, critical dialogues across differences, anti-racism and anti-bias education, and maintaining spaces of welcome, learning, and support, we continue to work toward a narrowing of equity gaps, a broadening of opportunity and success, and a deepening of our shared commitment to the values articulated in our mission and Strategic Plan.

President's Advisory Council on Diversity, Equity, Campus Climate, and Inclusion

Since 2019, the President's Advisory Council (PAC) on Diversity, Equity, Campus Climate, and Inclusion oversees diversity and equity-related activities, ensuring they align with campus priorities. The Council's work aligns with SSU's Core Values. The Council promotes policies and practices that increase opportunities, advance social justice, and create equitable experiences for all members of the campus community. They laid the framework for administering campus climate surveys; performing an environmental scan of all programs, initiatives, and services related to DEI; exploring ways to dismantle intersectional and structural barriers while creating a community of care and healing.

Campus Climate Surveys

In Fall 2019, the PAC commissioned the Campus-Wide Climate Survey subcommittee to assess the campus climate for faculty, staff, and students. The subcommittee, consisting of 13 members from various constituent groups (faculty, staff, students, and administrators), recommended using Viewfinder Surveys. The survey was sent to all students, staff, faculty, and administrators in April 2021, with a response rate of 42% for employees and 12% for students. Key findings showed that SSU is perceived as

safe, welcoming, diverse, and inclusive, but highlighted the need for persistent focus on DEI values. All results were shared campus-wide and made available on the DEI website.

In April 2023, another survey was conducted. Feedback from the campus community suggested renaming it the "Belonging and Inclusion: Campus Climate Survey" and designing it in- house for better data collection and reporting. We also added a definition of terms list for survey respondents to share common language as they completed the survey. The 2023 survey incorporated many questions from the 2021 survey. Participation increased by over 150 respondents, partly due to promotion by the Associated Students of SSU. The response rate was 20% for students, and 35% for employees. The attached PowerPoint presentation was shared with key campus partners and compares selected questions from the 2021 and 2023 surveys. All survey results can be found on the DEI website.

The 2021 and 2023 Campus Climate surveys have been instrumental in efforts to enhance student success and provide key insights into our sense of belonging, safety, perception of bias, confidence in reporting. People generally feel safe on campus, though improved lighting—both indoors and across campus grounds—was identified as a top priority for physical safety across all four cohorts. While the campus is broadly viewed as welcoming to diverse groups, each respondent group consistently identified African Americans/Blacks, Muslims, and Middle Easterners as feeling the least welcome.

Among those who have experienced incidents of bias, discrimination, or harassment, only a fraction reported these incidents. The main reasons for not reporting included perceptions that the incidents were not significant enough, concerns about retaliation, or fears that no action would be taken. The surveys have been utilized in multiple ways ranging from lighting upgrades across campus to measuring overall campus commitment to and engagement with DEI initiatives. In addition, Athletics has incorporated DEI into their hiring processes, provided DEI training for staff, and developed programming opportunities for all student-athletes, such as Title IX training, leadership development, and mental health awareness. This year, there will be a particular focus on student-athlete safety, encompassing physical, emotional, and mental well-being.

We eagerly anticipate our next campus-wide climate survey in 2025. A small working group is reviewing reputable third-party surveys, such as the HEDS Diversity and Equity Campus Climate Survey, and the National Assessment of Collegiate Campus Climates from the USC Race and Equity Center.

Section C: Reflections

The reaffirmation process has offered SSU an opportunity to critically assess its strengths, areas of growth, and trajectory in alignment with the WSCUC Standards. This campuswide, reflective exercise with faculty, staff, students, and administrators underscores SSU's commitment to high quality education and continuous improvement. From this reaffirmation process we have identified areas of consensus, as well as areas for growth. We believe these areas will helpfully shape the future trajectory of the University.

Areas of Consensus

Given rapid change in enrollment, budget, and leadership - not only at Sonoma State - but across higher education in the United States, it is heartening to find common ground among our colleagues and students through the reaffirmation process.

First, it is clear that the community of Sonoma State deeply values our resilience and adaptability through change. SSU's self-study demonstrates the resilience that the institution has shown over the past years, marked by external pressures including wildfires, the COVID-19 pandemic, declines in enrollment, and leadership transitions. The adaptive strategies that emerged through this period have paved the way for positive changes in organizational structure, teaching modality options, and student engagement. For instance, the recent reorganization of academic units is designed to foster interdisciplinary collaboration and align SSU's resources with its strategic priorities. Staff echoed the sentiment that despite the many changes occurring around them, whether it be curricular or budgetary, the community continues to maintain high standards, ensuring that the student experience remains consistent and purposeful. Faculty, too, acknowledged that continued adaptations need to ensure that our program portfolio fully embraces modern higher education standards. They noted that course curricula and student services need to effectively address the needs and goals of students. They emphasized the importance of meeting students "where they are," and making sure that we are thoughtful about how we accomplish this goal within our budgetary climate and management of increasing workloads.

A second area of consensus is that the Sonoma State community takes great pride in our student centeredness and our commitment to student equity and success. These values are described by faculty,

staff, and administrators as underpinning the work they do - from small scale, bureaucratic tasks to large scale decision-making about new processes. SSU's commitment to equity and student success can be seen in our targeted initiatives. SSU's designation as an HSI and its participation in the MLA have informed critical interventions to support historically marginalized student populations. The BNI, NOMA Cares Central Hub, and expanded advising programs reflect a comprehensive and equitable approach to student support, seeking to minimize barriers that impede student success. By integrating DEI into every aspect of its operations—from academic programming to resource allocation and co-curricular support—SSU aims to enhance the quality of education it offers and further serve the needs of its increasingly diverse student body. We have made notable strides in using data to inform program and course structures that center equitable student success.

Finally, following our last visit, SSU has made gains in building a culture of assessment. The implementation of Annual Program Reports and a shift from MOUs to Action Plans has redefined accountability and fostered a more iterative approach to closing the assessment loop. This will support program evolution that is informed by student success data. There is a shared sentiment that program review should not be merely a compliance exercise, but a meaningful opportunity to drive real change in academic programming, curriculum, and pedagogy. The GE Program, now anchored in clearly defined learning outcomes, serves as a prime example of how assessment efforts have been institutionalized to foster consistent quality improvement. The growing culture of assessment is also expressed through the growth of Tableau dashboards used to shape the work of multiple units including Strategic Enrollment as they develop new retention and recruitment strategies. The use of campus climate surveys have allowed us to better understand students' sense of belonging and have helped motivate new DEI efforts. External consultations with NACADA have provided assessment of our advising structure, while our work with Gray Decision Intelligence has expanded the portfolio of data with which we can make informed decisions about our current and future programs.

Opportunities for Growth

The reaffirmation process has also afforded our campus a chance to reflect on areas that represent growth opportunities. We recognize that we are an ever-evolving institution in a period of

radical change, budget retrenchment, and important decision-making, and our discussions highlighted a series of avenues for continued development as we reconcile the current state of our institution with our future position within the higher education landscape.

First, while our campus community celebrates our resilience through a pandemic, fires, leadership changes and more, our campus community is also experiencing fatigue - particularly initiative fatigue. With each obstacle, staff and faculty are asked to pivot and to be patient and flexible. And, they have done so with considerable grace. At the same time, this reaffirmation process highlighted the numerous initiatives that have come and gone with leadership changes with various degrees of completion. With the rapid turnover - particularly in the President's Office - it has become difficult for the community to know which initiatives are the highest priority, and which have been set aside. With each new leader comes new ideas and priorities, and the older priorities are left (to quote a faculty member) "in the dust." In our reflection forums, faculty and staff expressed a hope that campus initiatives would be more resilient to leadership changes.

Consistent communication would go a long way toward ameliorating this uncertainty. Campus colleagues - staff in particular - described not knowing about personnel changes that had occurred months prior, and being unclear whether projects had ended or offices had been restructured. They further pointed out issues with inconsistent messaging and outdated resources, such as website links and descriptions. For their part, faculty described a lack of prioritization in communications, where inconsequential information items were mixed with critical decisions in emails. Together this has left the campus community with the uneasy conclusion that they have some - but not a complete - understanding of student events, structural changes, and campus priorities.

Engaging in the re-accreditation process reinforced the importance of institutional integrity and transparency at SSU. The adoption of tools like the OpenBook Initiative and the Campus Strategic Budgeting Framework, for example, have enabled better communication regarding resource allocation and a chance for stakeholders to provide input on how SSU budgetary decisions align with our strategic goals. Ultimately, however, faculty, staff, and students highlighted the need for greater transparency in decision-making processes. Recognizing that there is a difference between budget transparency and having a role in the administrative decision-making process, an area for future work centers around

setting expectations for the campus community, as leaders balance consultation with timely and decisive action.

The need to address the budget deficit remains front and center for the campus. This report has described structural changes and reorganization aimed at addressing enrollment declines. Still, during the writing of this report, Interim President Cutrer held a campus town hall to discuss a projected deficit of $21 million in the upcoming academic year that represents the remainder of the budget realignment that needed to happen as a result of enrollment, new cuts from the legislature and the CSU, and mandatory cost increases. In an effort to start closing the deficit now, a campus-wide hiring freeze has been put in place indefinitely and university travel is heavily restricte. All avenues for closing the deficit are being explored, including but not limited to lay-offs across campus and program closure, with an official plan estimated to be announced to the campus community in January 2025. Faculty, staff, and students have been encouraged to submit cost savings or additional revenue ideas through a qualtrics survey on the University Budget website.

Upon reflecting on these essays, there was also a call for clear follow-up on strategic initiatives like the Academic Master Plan (AMP). Faculty expressed concerns that while the AMP is ambitious, it has not yet translated into visible changes, and communication regarding AMP's progress has been insufficient. While there is skepticism about the long-term benefits, there was also concern that the AMP may have been conflated with cost-saving reorganization measures, thus reducing faculty buy-in. There remains hope that the AMP might provide a basis for the next campuswide Strategic Plan. Similarly, the NACADA advising review results have not been disseminated, and it is unclear to the campus whether recent changes to the advising structure are a response to that review. Faculty consistently voiced concerns over the effectiveness of advising, noting that the frequent restructuring of advising services over the years has created confusion and hindered students' ability to receive timely support. Drawing clearer links between assessment and future planning therefore surfaces as a future direction for our campus.

Finally, as the campus reflected on the essays that form the core substance of this *Institutional Report*, there arose a concern about the sense of campus community. Campus colleagues were drawn to Sonoma State for any number of reasons, but they overwhelmingly describe the culture here as being a

core reason they have stayed through reductions in staffing, remote work, leadership changes, and communication frustrations. At the same time, these obstacles, combined with the forecasted deficit and looming layoffs, have undermined the sense of community that was once celebrated. Campus climate surveys are completed with ambivalence given a poor history of strategic goal setting and practical implementation. This all points to a need to find ways to understand, protect, and nurture the important community that serves as the backbone for student success here on our campus. In this way we will continue our path of improvement, taking on unforeseeable challenges as we take pride in our resilience and adaptability, shared commitment to student equity and success, and growing culture of continuous improvement.

Appendices

Appendix A: Compliance with WSCUC Standards Worksheet

Compliance with 2023 WSCUC Standards Worksheet

Purpose of the Worksheet

This worksheet serves two purposes:
1. To provide reviewers ready access to evidence that demonstrates the institution is in compliance with Commission Standards
2. To prompt conversation within the institution regarding institutional capacity and infrastructure, strengths, weaknesses, priorities, and plans for ensuring compliance with the Standards

The 2023 WSCUC Standards and CFRs

The WSCUC Standards serve as the basis for judgments by review teams and the Commission. Each

Standard is set forth in broad terms that are applicable to all institutions. Under each of the four

Standards are two or more major categories that make the application of the Standard more specific.

Under each of these categories are Criteria for Review (CFRs), which identify and define specific

applications of the Standard. This worksheet contains all the 2023 Standards of Accreditation and

associated CFRs.

Using this Worksheet

This worksheet will be submitted as an appendix by the institution as part of the institutional

report. The third column of the worksheet asks the institution for evidence. The cells in the second

column provide some examples as to what type(s) of evidence an institution might provide. Note that

institutions may provide different evidence than these examples, depending on their mission, structure,

organization, and functioning. Evidence may take one of the following five forms, and references to this

information should be entered in the cells in the third column:

1. A link to a webpage on the institution's website **(please provide the specific link)** _OR_

2. A reference to page(s) of the institutional report or appendix **(please provide the exact page**

   number(s) of the report or appendix on which the evidence appears) _OR_

3. A reference to specific sections of an institution's handbook, manual, or guide **(please provide the exact page numbers or attach PDFs of the relevant material, and specify the name of the document)** _OR_

4. A reference to an attachment that is included with the worksheet upon submission, with the materials as specified in the cell, e.g., "List of professional accreditation agencies" **(please provide the specific name of the attachment)** _OR_

5. A reference to a specially written attachment that is included with the worksheet upon submission, e.g., "Up to one page description of…" **(please provide the specific name of the attachment)**. The Commission expects that specially written attachments will not exceed 20 pages in total.

Institutional Information

Institution: Sonoma State University

Date of Submission: 12/12/2024
Mo   Day   Year

Institutional Contact Name and Email:

Stacey Bosick (bosick@sonoma.edu)

Standard 1. Defining Institutional Mission and Acting with Integrity
The institution defines its mission and establishes educational and student success objectives aligned with that mission. The institution has a clear sense of its essential values, culture, and distinctive elements, and its contributions to society and the public good. It promotes the success of all students and makes explicit its commitment to diversity, equity, and inclusion. The institution functions with integrity and transparency.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Institutional Purposes			
1.1 The institution's mission and other statements of purpose are appropriate for an institution of higher education and clearly define its essential	Institution webpage for Mission Statement or other statements of institution purpose.	SSU's Mission Statement SSU's Mission Seawolf Commitment	

values, culture, and ways the institution contributes to society and the public good.			

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
1.2 Consistent with its purposes and character, the institution defines and acts with intention to advance diversity, equity, and inclusion in all its activities, including its goal setting, policies, practices, and use of resources, across academic, student support, and co-curricular programs and services.	Diversity, equity, and inclusion policy(ies), plans, statements, and/or activities. Human resources policies. Student, staff, and/or faculty handbooks.	Strategic Plan 2025 President's Advisory Council on Diversity, Equity, Campus Climate, and Inclusion priorities President's Hispanic Serving Institution Advisory Council charge Associated Students' Statement of Diversity, Equity, and Inclusion. Office of Institutional Equity and Belonging Initiatives Senate Diversity Subcommittee charge Syllabus Review for Justice, Equity and Inclusion Affinity Groups: Faculty and Staff Associations Basic Needs Initiative EOY Report 2023-2024	

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Integrity and Transparency			
1.3 The institution operates with integrity and transparency in its operations, and truthfully and clearly represents its academic goals, programs, requirements, services, and costs.	Institution webpages or factbook. Course or program catalog where relevant information occurs.	SSU General Catalog SSU Budget Plan (Open Book) A&F Guidelines and Reports Cost of Attendance (FAO) Degrees Programs webpage	

		Student services listed in a variety of locations (e.g. resources, activities, advising): Student Affairs, LARC, University Advising, Seawolf Services	
1.4 The institution maintains appropriate operating policies and business procedures including timely and fair responses to complaints and grievances.	Student, staff, and/or faculty handbooks. Policies regarding operations, student conduct, financial aid refunds, etc. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.)	Student Handbook (Dispute Resolution Board section) Student Conduct SSU Formal Dispute Resolution Policy Housing Regulations, Guidelines,& Conduct Process Salary and working conditions for faculty (includes links to union bargaining) Labor Relations for Staff	
1.5 The institution treats faculty, staff, administrators, and students equitably by adhering to its published policies and procedures.	Student, staff, and/or faculty handbooks. Policies regarding operations, student conduct, financial aid refunds, etc. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.)	Student Conduct | Student Affairs Division at Sonoma State University https://hr.sonoma.edu/erc Cozen O'Connor Report on Title IX Assessment | Sonoma State University University Policies Web Page	
1.6 The institution maintains, publishes, and adheres to policies on academic freedom.	Academic Freedom Statement. Faculty handbook.	Academic Freedom Complaint Policy and Procedures University Policy on Academic Freedom	
1.7 The institution communicates about important issues with its constituents.	Institution webpage or other sample communications.	Jeanne Clery Act Plans, Reports, and People Annual Notifications Division of Student Affairs Office for the Prevention of Harassment and Discrimination/Reports Campus Updates Strategic Communications - General Communications	

		Strategic Communications - Crisis Communications Noma News Insights Wine Business Journal	
1.8 The institution is committed to honest and open communication with the Commission and to undertaking the accreditation review process with seriousness and candor. The institution abides by Commission policies and procedures and informs the Commission promptly of any matter that could affect the accreditation status of the institution.	Cover page signed by the CEO accompanying the institutional report indicating adherence to WSCUC expectations.	(Link to cover page signed by president on the Institutional Accreditation page)	

Standard 2: Achieving Educational Objectives and Student Success			
The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.			
Criteria for Review (1)	**Example(s) of Evidence (2)**	**Evidence Provided (3)**	**Team Verification (4)**
Degree Programs			
2.1 The institution's degree programs are appropriate in content, educational objectives, and standards of performance relevant to the level of the degree. All degrees are defined in terms of entry requirements and levels of student achievement necessary for graduation.	Program Learning Outcomes (PLOs), admission requirements, and graduation requirements by department/degree in University Catalog. List of professional accreditation agencies and degrees. Marketing and recruitment materials. Institution webpages or factbook.	Programs by Department in 2024-2025 General Catalog Degree Requirements (2024-2025 General Catalog) Accredited Degrees Academic Requirements (University Advising)	

2.2	Degree programs engage students in an integrated course of study of sufficient breadth and depth. These programs ensure the development of core and professional competencies relevant to the level of the degree.	Program descriptions and requirements. Webpage(s) or one page description of breadth requirements, general education program, and/or professional competency requirements.	2023-2024 General Catalog (see each individual program's description) Sample Four-Year Plans General Education Curriculum Catalog Inventory of PLOs mapped to SSU Core Values High Impact Practices in STEM programs	
2.3	The institution clearly identifies and effectively implements student learning outcomes and expectations for achievement. These outcomes and expectations are reflected in and supported by academic programs, policies, and curricula, and provide the framework for academic advising, student support programs and services, and information and technology resources.	Program descriptions and requirements. Academic Advising webpage(s).	Programs by Department in 2024-2025 General Catalog Graduate-Level Learning Goals GE Student Learning Outcomes Advising Central Learning Outcomes Orientation and Registration Learning Outcomes Department API widget list Curriculum Redesign for Student Success Award	
2.4	The institution conducts periodic reviews of its degree programs. The program review process includes analysis of student achievement of the program's learning outcomes.	Program Review webpage(s) showing process and outcomes. Three to five examples of program reviews from a representative sample of degrees.	Program Review & Assessment Academic Master Planning Current and New Programs Work Annual Program Reports: 2022-2023 Summary 2023-2024 Report 2024-2025 Plan GELO Rubrics GELO Assessment Reports	No

| | | Findings and Recommendations (FAR) Worksheet

Graduate Student Subcommittee Program Review Report

Program Reviews:
Psychology (BA)
Chemistry (BA/BS Chem, BS Biochem)
Economics (BA)
Spanish (MA)
English (MA)

Biology MOU (2017)

Economics Assurance of Learning/Assessment

Economics Action Plan

UPRS 23-24 End of Year Report | |

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
		Faculty	
2.5 The institution has faculty with the capacity and scale to design and deliver the curriculum and to evaluate, improve, and promote student learning and success	Numbers and qualifications of faculty and relationship to numbers of students (see WSCUC KID, as appropriate). Up to one page description about why the faculty are sufficient to meet the CFR.	SFR, TT Density, and Majors by Department data CSU Tenure Track Density Trend and SFR by CSU Campus Faculty Position Announcement Template Curriculum Oversight Statistics: Changes in Curriculum 2017-2024 Academic Programs Initiatives website Center for Teaching and Educational Technology (CTET) website 2024 Critical Course Report 2023 Equity Focused Faculty Book Club Assessment Spring 2023 Single Course Redesign Initiative and Assessment	

		2023-2024 Annual Program Report Analysis Faculty Curriculum Redesign Teams (multi-campus initiative for student-centered curriculum redesign) Final Report: Building Transformational Cultures of Data Use for Student Success	
2.6 The faculty exercise effective academic leadership and act consistently to ensure that the quality of academic programs and the institution's educational purposes are sustained.	Faculty governance committees, bylaws, and/or policies.	Faculty Governance structure and membership Faculty Constitution Faculty By-Laws Program Review Policy (Sp21 Update) Syllabus Policy (Sp21 Update) Cheating and Plagiarism Policy (Sp22 Update) Academic Advising Policy (Sp24 Update) Stacked Course Policy Blended Programs Policy Continuous Enrollment Policy Academic Master Planning Current and New Programs Work SSU Teagle Award Final Report SSU Middle Leadership Academy Teams White Paper and Equity Culture Collective Brief Advising Learning Outcomes Orientation Learning Outcomes Sample Data Workshop APARC and Academic Programs presentation to Academic Senate on Program Review, Annual Program Reports, and meta-analysis of 2023-2024 Annual Program Report	

2.7	The faculty are responsible for creating and evaluating student learning outcomes and establishing standards of student performance.	Assessment webpage(s). Up to one page description of assessment infrastructure indicating the role of faculty.	Program Review policy and documentation APARC Committee Charge UPRS Committee Charge GE Assessment Spring 2023 Single Course Redesign Initiative and Assessment GELO Assessment Reports Advising Learning Outcomes Orientation and Registration Learning Outcomes	
2.8	The institution has clear expectations for faculty research, scholarship, and creative activity that are commensurate with the mission and degree portfolio.	Policies related to faculty research, evaluation, promotion, and tenure.	RTP policy Sabbatical Policy Sabbatical Applications and Awards Academic Master Plan Liberal Arts IdentityWorking Group Website	
Student Learning and Performance			
2.9	The institution demonstrates that graduates consistently achieve stated learning outcomes and standards of performance. Faculty evaluate student work in terms of stated learning outcomes.	Three to five examples of assessment reports evidencing student achievement from a representative sample of degrees.	Program Review policy and documentation 2023-2024 Annual Program Report Spring 2023 Single Course Redesign Initiative and Assessment 2024 Critical Course Report GELO Assessment Reports Program Reviews: Psychology (BA) Chemistry (BA/BS Chem, BS Biochem) Economics (BA) Spanish (MA) English (MA)	
2.10	The institution demonstrates that students make reasonable progress toward and complete	Retention and disaggregated graduation data for at least four years (see WSCUC KID, as appropriate).	Graduation Rates (disaggregated) Retention Rates (disaggregated)	

Criteria for Review	Example(s) of Evidence	Evidence Provided	Team Verification
their degrees in a timely manner.			
2.11 The institution monitors and analyzes the success of its students following graduation.	Post-graduation outcomes data (see WSCUC KID, as appropriate). Job and/or graduate school placement data. Alumni survey results and analysis.	Alumni Tracking Dashboard Snapshots Advanced Degree Attainment Infographic. CSU Labor Market Dashboard	
		Student Support	
2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, accurate, and complete information and advising about academic requirements.	Advising webpage(s). Up to one page description of advising at the institution.	https://advising.sonoma.edu/ Advising Center Roles and Responsibilities Advising Redesign Overview (2018) List of Special Population Student Supports https://sbe.sonoma.edu/academicadvising https://psychology.sonoma.edu/advising 2023-2024 Block Enrollment Project Report	

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
2.13 The institution offers student support and co-curricular programs and services sufficient in nature, scope, and capacity to promote all students' academic, personal, and professional development.	Student programs and services webpage(s). Student survey results regarding services. Up to one page description of a sample of student support and co-curricular programs and services.	First-and Second-Year Transition Programs Learning and Academic Resource Center (LARC) Career Center Center for Environmental Inquiry List of Special Population Student Supports	

		The Hub Co-Curricular Programming Children's School (support for students who are also parents) 2023 Jump Start Summary 2023 Summer Bridge Evaluation Report NACADA Report SSU Library Information Literacy Learning Outcomes Learning and Academic Resource Center (LARC) Annual Report 2023-2024 Stats from Office of Research and Sponsored Programs Grant awards database	
2.14 The institution assesses the effectiveness of its student support and co-curricular programs and services and uses the results for improvement.	Three to five examples of reviews from a representative sample of student support and co-curricular programs and services.	LARC Annual Report UNIV 100AB Grade Data (Summer Bridge) 2023 Jump Start Summary 2023 Summer Bridge Evaluation Report	

Standard 3. Assuring Resources and Organizational Structures
The institution achieves its educational and student success objectives through investments in human, physical, fiscal, technology, and information resources within appropriate organizational and decision-making structures, and consistent with its explicit commitment to diversity, equity, and inclusion.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Faculty, Staff, and Administrators			
3.1 The institution employs faculty, staff, and administrators sufficient in scale, professional qualifications, and background to achieve the institution's educational and student success objectives, to propose and oversee policy, and to ensure the integrity of its academic, student support, and co-curricular programs and services and administrative processes.	Number and characteristics of full time and part time faculty, staff, and administrators (see WSCUC KID, as appropriate). Hiring policies. Up to one page description about why personnel are sufficient to accomplish objectives.	Employee characteristics published annually. SFR, TT Density, and Majors by Department data	
3.2 Faculty, staff, and administrator recruitment, hiring, and orientation practices and workload expectations are aligned with institutional mission and priorities. The institution examines the extent to which its climate supports faculty, staff, and administrators and acts on its findings.	Recruitment, hiring, and workload policies. Campus climate survey results and analysis. Up to one page description of how institution examines its climate.	2021 Campus Climate Survey 2023 Belonging & Inclusion: Campus Climate Survey Faculty Recruitment HR Services CSU Learn	
3.3 The institution provides professional development and evaluation for faculty, staff, and administrators.	Faculty, staff, and administrator policy, manual or handbook. Professional development webpage(s).	Center for Teaching and Educational Technology Academic Programs Current Initiatives and Projects RSCAP awards CO Faculty Training Courses Sabbatical and Difference in	

		Pay Opportunities HR Training and Workshops	
Fiscal, Physical, Technology, and Information Resources			
3.4 Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource allocation is aligned with evidence-based educational and student success objectives consistent with operational and strategic planning.	Up to one page description of budget process reflecting level of integration and alignment of resources and objectives. Current and prior year(s) budget(s) (planned vs. actuals) aligned with enrollment.	Budget oversight policy University Operating Fund Reserve Policy PBAC APARC Budget Forums	
3.5 The institution is financially stable and has resources sufficient to ensure long-term sustainability. The institution has unqualified or unmodified independent financial audits.	Financial audits for last two years. Prior year, current year, and next year budgets.	Financial Audits Budget Plans Multi-Year Planning presented at budget forums	

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
3.6 The institution provides physical, technology, information, and other resources sufficient in scope, quality, currency, and kind to support the work of its faculty, staff, administrators, and students.	Up to one page description of sufficiency of physical, technology, information, and other resources.	Stevenson remodel IT landing page Center for Teaching and Educational Technology Facilities Management and Facilities Master Plan	
Organizational Structures and Decision-Making Processes			
3.7 The institution operates with appropriate autonomy governed by an independent board or similar authority that is responsible for mission, integrity, and oversight of planning, policies, performance, and sustainability. The governing board selects and evaluates the chief executive officer.	Board policy, bylaws, or similar that defines the relationship with supported or affiliated entities and defines responsibilities of members.	CSU Board of Trustees	

3.8	The board members have a range of backgrounds, knowledge, and skills to carry out their responsibilities.	Board members' names and affiliations with committee assignments. Board minutes for the last two years.	Meet the Board of Trustees Rules Governing the Board of Trustees of the California State University	
3.9	The institution has sufficient and qualified leadership capacity at all levels, characterized by integrity, appropriate responsibility, high performance, and accountability.	Webpage(s) showing leadership organization, structure, function, etc. Up to one page description of how leadership is evaluated.	SSU Cabinet/Divisions Annual Leadership Evaluation Document	
3.10	Data are regularly and systematically disseminated internally and externally, and analyzed, interpreted, and applied in institutional decision-making.	Institutional research webpage(s). Up to one page description of how data are used in institutional decision-making.	Office of Institutional Effectiveness Tableau	
3.11	The institution's organizational structures and decision-making processes are clearly defined, consistent, and transparent, support effective decision-making and risk management, and place priority on sustaining institutional resilience and educational effectiveness.	Organizational chart(s). Up to one page description of risk-management studies, plans, implementation, and/or analysis.	Academic Master Planning Academic Affairs Reorganization Risk-Management and Safety Services	

Standard 4. Creating an Institution Committed to Quality Assurance and Improvement
The institution engages in sustained, evidence-based, and participatory reflection about how effectively it is accomplishing its mission, achieving its educational and student success objectives, and realizing its commitment to diversity, equity, and inclusion. The institution envisions its future in light of the changing environment of higher education. These activities inform both institutional planning and systematic evaluations of educational effectiveness.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Quality Assurance Processes			
4.1 The institution employs comprehensive quality assurance processes in both academic and non-academic areas and uses the results to improve institutional operations.	Academic and non-academic quality assurance and evaluation webpage(s). Up to one page description of quality assurance infrastructure and improvement results.	Institutional Accreditation	

4.2 The institution collects, analyzes and acts on disaggregated student outcomes data including retention and graduation rates.	Student achievement webpage(s). Retention and disaggregated graduation data for at least four years. IPEDS Outcome Measures disaggregated by freshmen and transfer students (see WSCUC KID, as appropriate).	Institutional Effectiveness Student Achievement Dashboards	
4.3 The institution examines the extent to which its climate supports student success and acts on its findings. The institution regularly assesses the characteristics, experiences, and performance of its students and uses this evidence to improve student success.	Recent climate survey results and analysis. Up to one page description of how climate is assessed and results used.	2023 Belonging & Inclusion: Campus Climate Survey	
4.4 The institution has institutional research capacity, scope, and coordination consistent with its purposes and characteristics.	Institutional research webpage (s). Up to one page description of institutional research capacity.	Office of Institutional Effectiveness	
Institutional Improvement			
4.5 The institution demonstrates improvement based on the results of inquiry, evidence, and evaluation.	Three to five examples of improvements that arose from quality assurance practices.	Impact of scholarships on yield rates: Fall 2021 Presentation to Cabinet (first cycle) and Fall 2023 Impact Analysis Summary (third cycle) Strategic Enrollment Plan (2023-2027) 2024 Critical Course Report Improving student success in English Composition by removing administrative barriers and providing faculty development Iterative improvement of GE assessment processes through stakeholder feedback (see GELO Assessment Reports)	

4.6 The institution, with significant faculty involvement, engages in continuous inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the institution's standards of performance are being achieved.	Teaching and learning webpage(s). Up to one page description of how faculty are involved in the use of assessment results to improve student learning and success.	Center for Teaching and Educational Technology Academic Programs Current Initiatives and Projects	

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
4.7 The governing board engages in self-evaluation and development.	Board by-laws. Up to one page description of how the board is self-evaluated and engages in development activities.		
4.8 The institution periodically engages its stakeholders in reflection and planning processes based on the examination of evidence. Through these processes it assesses the institution's strategic position, articulates priorities, examines the alignment of its purposes, core functions, and resources, and defines the future direction of the institution.	Strategic plan or webpage(s) describing planning process that incorporates these elements. Up to one page description of how designated stakeholders are engaged/involved.	Strategic Plan 2025 Academic Master Planning	

Synthesis/Reflections

1. After completing this analysis, what are the two or three most significant issues that emerged from the review of the Standards?

The three most significant issues that emerged are:
1. Sonoma State University (SSU) stands to improve consistency in communication at all levels. For example:
   o Websites can be revised to ensure consistent information
   o Emails and website information can be better targeted to clearer audiences (e.g. students, faculty, staff, parents, community, or prospective students, etc.).
   o Cross-campus communication about planning and initiatives (e.g. Student Orientation) can be more clearly and consistently delivered.
   o Greater connection can be articulated between the strategic plan and various projects and initiatives.
   o Efforts can be made to ensure parallel initiatives are avoided during economic shortfalls and greater need for efficiency.
2. SSU has faced a great deal of leadership turnover at multiple levels. This has disrupted strategic continuity, a sense of stability, the morale of staff and faculty, and our relationships with community partners.
3. SSU is facing downturns in enrollment and budget, which continue to be addressed and leave personnel feeling over-worked.

2. Where does the institution see the greatest opportunities to improve student success and advance its mission?

In the Academic Master Planning process we took a holistic look at our academic portfolio and related processes within the context of better defining our liberal arts identity and supporting the education of SSU students. To improve student success and advance our mission we have identified areas where we can refresh current and develop new programs to make clearer matches to students' interests, needs, and career goals. We also learned that as we move this AMP process forward we need must continue to include:
- opportunities for student research, service/community learning.
- culminating senior seminars/projects for all students.
- expanded First/Second year programming/seminars that serve all students as an HIP that fosters retention and promotes progress to graduation.

Within this same context, we need to continue to develop our programs and staff to embrace our designation as an HSI and FirstGen Forward institution. This work will include:
- recruiting more Latinx faculty/staff and increasing the overall sense of belonging.
- providing support services and professional growth opportunities for all SSU employees to support the elimination of equity gaps.

Finally, in order to achieve these goals, we need to continue to increase communication and transparency. This is vital to allow us the time to work on these important initiatives.

3. Looking overall at the quality and effectiveness of institutional planning, communication, and data analysis, and other systems to support the review process, what are the institution's strengths, and what are the areas to be addressed or improved?
- Strengths:
  - The community continues to hold hope and remains committed to improving the institution.
  - Colleagues continue to participate in institutional visioning (e.g. serve on planning and steering committees)
  - The community remains firmly committed to the student experience.
- Weaknesses:
  - There is a perception that there is a lack of follow-through, strategic planning, and decision making.
  - Personnel turnover leads to poor institutional memory.

Appendix B: Federal Compliance Forms

Overview

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

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

As part of the institutional report preparation, the institution completes these forms and submits them with the institutional report. During the visit, teams validate the information on the four forms and add them as an appendix to the Team Report. Teams are not required to include a narrative about any of these matters in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

Credit Hour and Program Length Review Form

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

Credit Hour - §602.24(f)

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

1. The accrediting agency meets this requirement if-
   i. It reviews the institution's-
      A. Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and
      B. The application of the institution's policies and procedures to its programs and coursework; and

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

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

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

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

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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

Program Length - §602.16(a)(1)(viii)

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

1. Credit Hour and Program Length Review Form

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? √ YES ❐ NO
	If so, where is the policy located? https://academicaffairs.sonoma.edu/credit-hour-policy
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? √ YES ❐ NO All new and revised courses are reviewed through the approval process. Additionally, we conduct periodic audits: https://academicaffairs.sonoma.edu/credit-hour-policy-confirmation
	If so, does the institution adhere to this procedure? √ YES ❐ NO
	Comments:
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? √ YES ❐ NO
	Comments:
Sample syllabi or equivalent for online and hybrid courses *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? 18
	What kind of courses (online or hybrid or both)? Both
	What degree level(s)? ❐ AA/AS √ BA/BS ❐ MA ❐ Doctoral
	What discipline(s)? COMS, PSY, ENGL, SOCI, KIN, BUS, GEOL, CHEM, EDEC, AMCS, SPAN, NAMS
	Does this material show that students are doing the equivalent amount of work to the
	prescribed hours to warrant the credit awarded? Yes

Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? 5
	What kinds of courses? Internships, Capstones, and Labs
	What degree level(s)? ❐ AA/AS √ BA/BS √ MA ❐ Doctoral
	What discipline(s)? CCJS, GEP, CHEM, EDEC, SOCI
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? √ YES ❐ NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? 5
	What kinds of programs were reviewed? All
	What degree level(s)? ❐ AA/AS √ BA/BS √ MA ❐ Doctoral
	What discipline(s)? ANTH, CS, ECE, MUS, WGS
	Does this material show that the programs offered at the institution are of a generally acceptable length? √ YES ❐ NO
	Comments:

Review Completed By:
Date:

2. Marketing and Recruitment Review Form

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

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? √ YES ☐ NO
	Comments:
Degree completion and cost	Does the institution provide information about the typical length of time to degree? √ YES ☐ NO
	Does the institution provide information about the overall cost of the degree? √ YES ☐ NO
	Comments:
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? √ YES ☐ NO
	Does the institution provide information about the employment of its graduates, as applicable? √ YES ☐ NO
	Comments:

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By:
Date:

3. Student Complaints Review Form

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? √ YES ☐ NO
	If so, is the policy or procedure easily accessible? Is so, where? https://policies.sonoma.edu/policies/formal-dispute-resolution-procedures
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? √ YES ☐ NO If so, please describe briefly: As described in the policy, these are handled through the Dispute Resolution Board.
	If so, does the institution adhere to this procedure?　　√ YES ☐ NO
	Comments:
Records	Does the institution maintain records of student complaints?　　√ YES ☐ NO If so, where? Records are maintained in the Academic Senate Office by a staff analyst.
	Does the institution have an effective way of tracking and monitoring student complaints over time?　　√ YES ☐ NO If so, please describe briefly: The policy dictates tracking timelines for resolution.
	Comments:

*§602-16(1)(1)(ix)
See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By:
Date:

4. Transfer Credit Policy Review Form

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

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? √ YES ❑ NO
	If so, is the policy publicly available? √ YES ❑ NO If so, where? https://www.calstate.edu/apply/transfer/Pages/upper-division-transfer.aspx
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? √ YES ❑ NO
	Comments:

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

1. Are publicly disclosed in accordance with 668.43(a)(11); and
2. Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

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

Review Completed By:
Date:

Appendix C: Institutional Exhibits- Tables

Table C1: Courses in CSC TLC.

Course	Students Served/Year
Anatomy	144
Introductory General Chemistry	50
History of the US	302
Intro to Macroeconomics	281
Programming I	112
Programming II	87
Statistics	709
English Composition	821

Table C2: Faculty growth mindset analysis pre- and post- Teaching and Learning Community participation. Likert scale rating: 1 = strongly agree, 5 = strongly disagree.

Question	CSC-TLC			ENGL-TLC		
	Pre	Post	Change	Pre	Post	Change
Students can learn new things but can't really change their basic intelligence.	4.2	3.7	-0.5	4.0	4.4	0.4
I think students should struggle before asking for help	3.2	3.0	-0.2	4.0	3.6	-0.4
Students that have to work hard at school, are not smart	4.8	4.7	-0.1	5.0	4.8	-0.2
I consider a challenge an opportunity to learn.	1.2	1.9	0.6	2.0	2.0	0.0
Learning from criticism is important	1.9	2.6	0.7	1.6	2.6	1.0
Students should avoid difficult challenges.	4.7	4.6	-0.1	4.4	3.8	-0.6
I am inspired by the success of my students.	1.2	1.9	0.6	1.0	1.0	0.0
I give negative feedback.	3.6	3.7	0.2	3.6	4.2	0.6
Students should use more effort to overcome challenges.	2.8	2.6	-0.2	3.4	3.6	0.2
Students give up when they struggle	3.9	2.7	-1.2	3.0	3.4	0.4
I consistently focus on the assets my students bring to my class as opposed to their deficits.	1.7	2.1	0.5	1.6	1.4	-0.2
I am motivated to improve my teaching.	1.2	1.7	0.5	1.2	1.2	0.0
I always expect everyone to pass my classes.	2.6	2.6	0.0	2.0	2.6	0.6
I intentionally use and develop curriculum and pedagogies that have been shown to support equitable student outcomes.	1.8	1.7	-0.1	1.6	1.2	-0.4

Table C3: Communications and processes for English composition

Year	Communication and Processes
Fall 2021	• communication regarding placement in English course based on MMP from high school academic record • communication regarding requirement to complete DSP for English course selection • course availability weighted towards year-long supported English course option despite 70% of students placing into single-semester course • students self-enrolled
Fall 2022	• communication regarding placement in English course based on MMP results from high school academic record • communication regarding requirement to complete DSP for English course selection • course availability weighted towards year-long supported English course option despite 70% of students placing into single-semester course • English Composition Coordinator participated in CSC-TLC
Fall 2023	• communication regarding placement in English course based on MMP results from high school academic record • course availability dependent on course need as dictated by MMP • students pre-enrolled in English course based on MMP with DSP available for those interested in changing their enrollment • English Composition Coordinator participated in TLCs and all composition faculty participated in ENGL-TLC

Table C4: DFW Rates in English Composition

Year	Course	Total Enroll	%D	%F	%W	%WU	%DFW
Fall 2021	100A	378	8.9	6.9	4.0	10.6	27
	101	247	1.9	2.1	3.4	4.2	12
Fall 2022	100A	434	8.1	6.2	6.2	10.6	31
	101	174	2.3	6.3	4.0	9.8	22
Fall 2023	100A	259	9.3	0.4	1.9	8.9	20
	101	320	9.1	0.0	1.3	1.3	14

Table C5: FTFY Student DFW Rates in English Composition by Placement Category

Year	Course	FTFY Overall %DFW	FTFY Category	FTFY %DFW
Fall 2021	100A	27%	2	13%
			3	27%
			4	54%
	101	18%	2	17%
			3	14%
			4	36%
Fall 2022	100A	31%	2	22%
			3	N/A
			4	51%
	101	20%	2	19%
			3	N/A
			4	20%
Fall 2023	100A	22%	2	14%
			3	0%
			4	33%
	101	8%	2	8%
			3	N/A
			4	25%

Appendix D: Institutional Exhibits- Figures

Figure D1: Disaggregation of DFW rates by race/ethnicity in Programming II for Fall 2021 (top) to Fall 2023 (bottom) semesters. Each row of dots represents one course section. The size of each dot is proportional to enrollment.
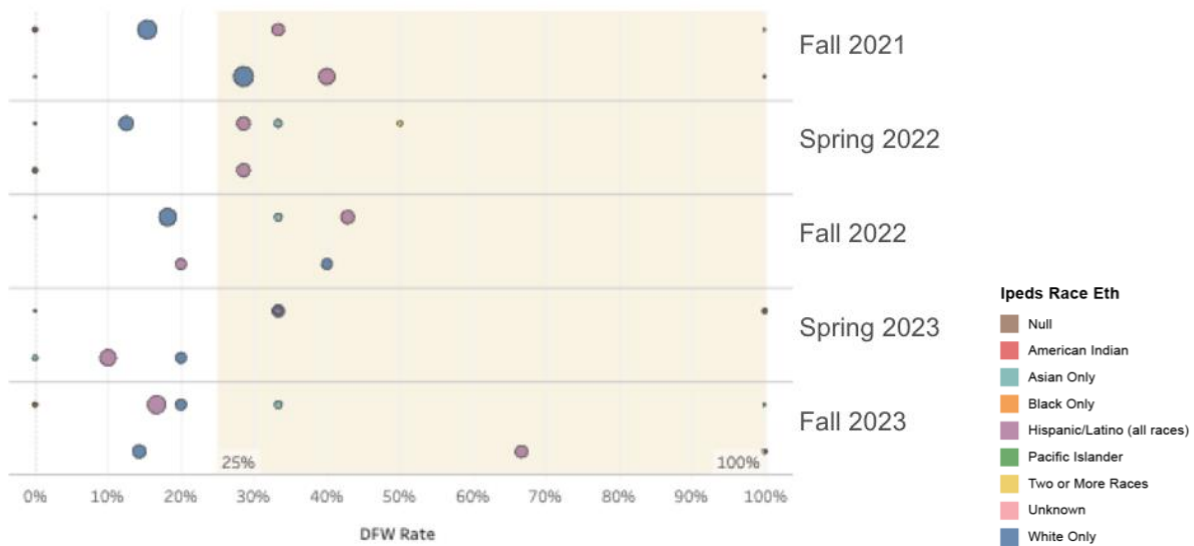
Figure D2: Disaggregation of DFW rates by race/ethnicity in Introduction to Macroeconomics for Fall 2021 (top), Fall 2022 (middle), and Fall 2023 (bottom) semesters. Each row of dots represents one course section. The size of each dot is proportional to enrollment.
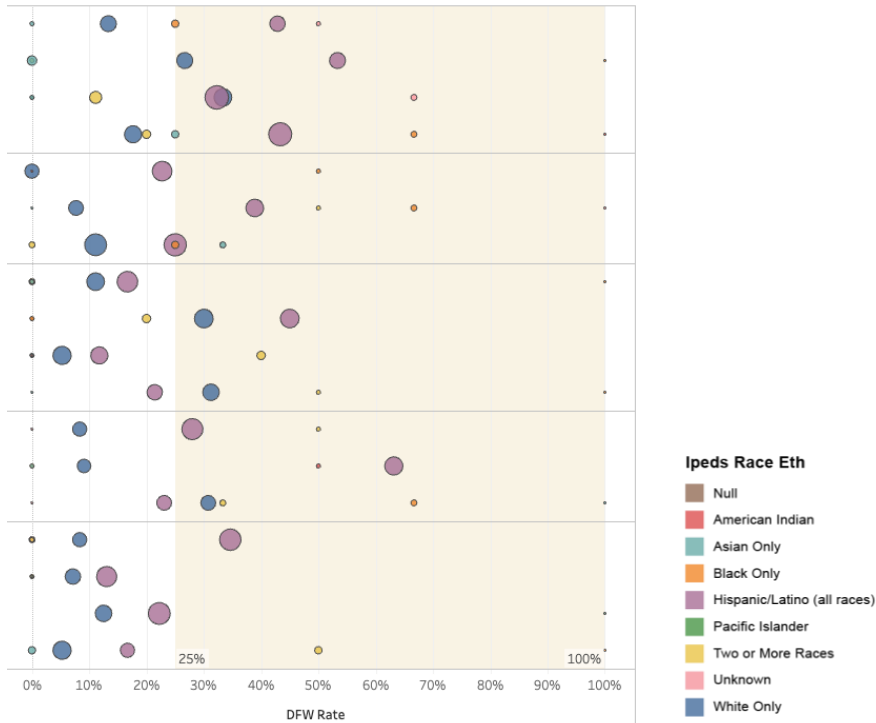
Figure D3: Disaggregation of DFW rates by race/ethnicity in English 101 for Fall 2021 (top), Fall 2022 (middle), and Fall 2023 (bottom) semesters. Each row of dots represents one course section. The size of each dot is proportional to enrollment.
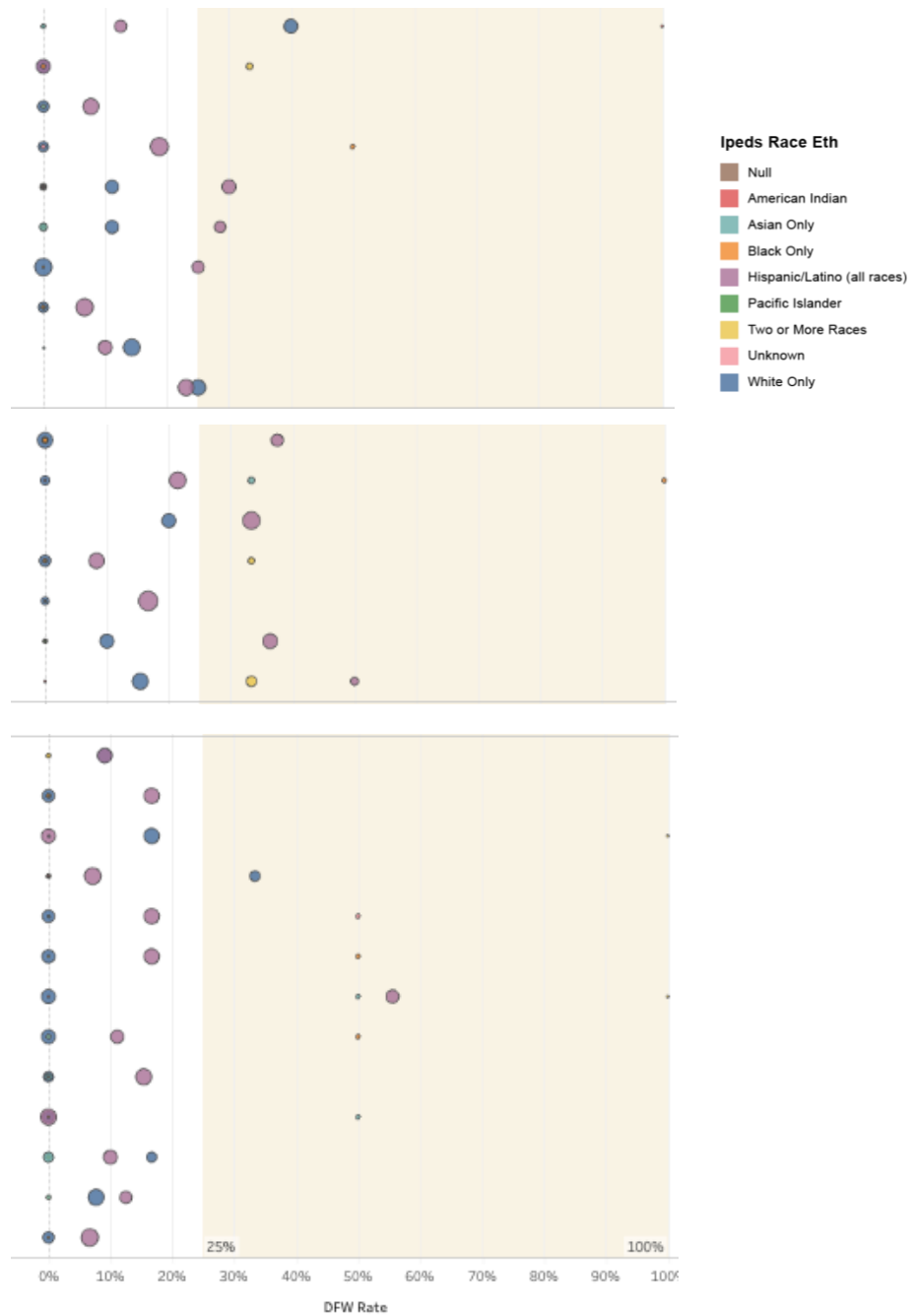
Figure D4: Retention Trends Chart

Retention Trends for Full-time FTFY Starting Cohorts

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Fall - Spring Retention	90.2%	91.0%	94.3%	92.0%	92.2%	91.1%	92.6%	93.4%	92.0%
1-Year Retention	79.4%	79.3%	80.1%	77.9%	79.5%	83.1%	75.6%	75.2%	79.1%
2-Year Retention	66.0%	65.2%	67.5%	65.8%	67.8%	68.7%	63.5%	62.8%	
3-Year Retention	62.9%	62.7%	64.5%	61.6%	59.2%	62.1%	57.0%		

Figure D5: Graduation Rates for Transfer Cohorts

Graduation Rates for New Transfer Cohorts
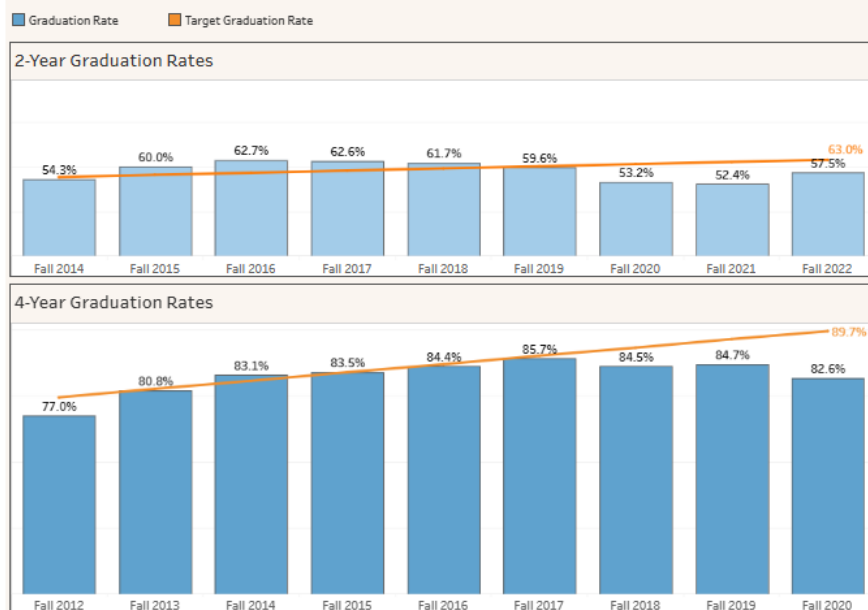
Figure D6: Graduation Rates for FTFY Cohorts

Graduation Rates for Full-Time, First Time First Year (FTFY) Cohorts

■ Graduation Rate ■ Target Grad Rate

4-Year Graduation Rate

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Graduation Rate	29.9%	33.1%	35.3%	41.2%	40.1%	42.4%	39.0%	35.2%	44.7%

Target: 51.3%

6-Year Graduation Rate

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Graduation Rate	63.3%	61.7%	60.4%	60.1%	60.3%	60.6%	57.6%

Target: 73.5%

6-Year Graduation Rate Equity Gap (URM)

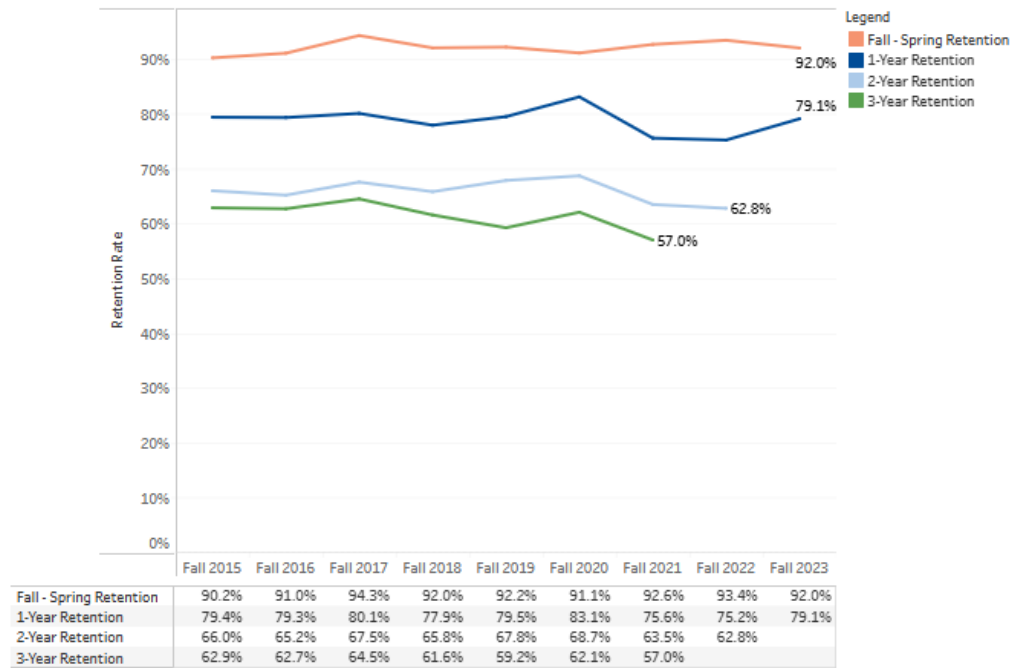|	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Non-URM	URM	Non-URM	URM	Non-URM	URM	Non-URM	URM	Non-URM	URM	Non-URM	URM	Non-URM	URM
	64.6%	60.3%	63.5%	58.5%	61.4%	58.8%	60.2%	59.8%	60.4%	60.1%	64.7%	54.9%	57.7%	57.4%

Figure D7: CSU Student Success Dashboard Options to Explore Student Success

Appendix E: Table of Acronyms

AACRAO	American Association of Collegiate Registrars and Admissions Officers
AANHPI	Asian American and Native Hawaiian/Pacific Islander
AAS	Academic Advising Subcommittee
AFS	Academic Freedom Subcommittee
AI	Artificial Intelligence
ALD	Alpha Lambda Delta First-Year Honor Society
ALO	Institutional Accreditation Liaison Officer
AMP	Academic Master Plan
AOS	Adjustment of Status
APARC	Academic Planning, Assessment, and Resource Committee
ARR	Academic Requirements Report
ASC	Accreditation Steering Committee
ASSWG	Academic Support Services Working Group
BNI	Basic Needs Initiative
CAPS	Counseling and Psychological Services
Cat2	Category 2 (Students placed into one-semester English or Math Courses)
Cat3	Category 3 (Students placed into year-long English of Math Courses)
Cat4	Category 4 (Students placed into year-long English of Math Courses)
CBA	Collective Bargaining Agreement
CCE	Center for Community Engagement
CCGI	California College Guidance Initiative
CEI	Center for Environmental Inquiry
CHIRLA	Coalition for Humane Immigrant Rights
CLO(s)	Course Learning Outcome(s)
CNPWG	Current and New Programs Working Group
CO	Chancellor's Office
COPLAC	Council of Public Liberal Arts Colleges
CRLA	College of Reading and Learning Association
CRS	Critical Race Studies
CS#	Course Classification Number

CSC	Critical Success Course
CSU	California State University
CTET	Center for Teaching and Educational Technology
DACA	Deferred Action for Childhood Arrivals
DEI	Diversity, Equity, & Inclusion
DHR	Discrimination, Harassment, and Retaliation
DHSI	Developing Hispanic-Serving Institutions
DRB	Dispute Resolution Board
DREAM	Dreamers Resources Empowerment Advocacy Mentoring
DSP	Directed Self-Placement
DSS	Disability Services for Students
EAP	Early Assessment Program
ECC	Equity Culture Collective
ECES	College of Education, Counseling, and Ethnic Studies
ED	Department of Education
EO	Executive Order
EOP	Educational Opportunity Program
EPC	Educational Policies Committee
FAFSA	Federal Application for Federal Student Aid
FAR	Finding and Recommendations Report
FAST	First and Second Year Transition Programs
FLC	First-Year Learning Community
FSAC	Faculty Standards and Affairs Committee
FTES	Full-Time Equivalent Student
FTFY	First-Time First-Year
FTT	First-Time Transfer
GE	General Education
GELO(s)	General Education Learning Outcome(s)
GI2025	Graduation Initiative 2025
GLLG	Graduate Level Learning Goals
GPC	Graduate Program Coordinator

GSS	Graduate Studies Subcommittee
GWAR	Graduate Writing Assessment Requirement
HIP(s)	High-Impact Practice(s)
HSI	Hispanic-Serving Institution
HSSA	College of Humanities, Social Sciences, and the Arts
HUB	Honoring the past, Uniting the present, and Building the future
IE	Institutional Effectiveness
IR	Institutional Research
IRAs	Instructionally Related Activities
IT	Institutional Technology
LAIWG	Liberal Arts Identity Working Group
LARC	Learning and Academic Resource Center
LEED	Leadership in Energy and Environmental Design
LOs	Learning Outcomes
LSAMP	Louis Stokes Alliance for Minority Participation
LSTWG	Learning Spaces and Technologies Working Group
MESA	Mathematics, Engineering, and Science Achievement
MLA	Middle Leadership Academy
MMP	multiple measures placement
MOU	Memorandum of Understanding
NASH	National Association of Higher Education Systems
NSC	National Student Clearinghouse
ODEI	Office of Diversity, Equity, and Inclusion
OFAS	Office of Faculty Affairs and Success
OGS	Office of Graduate Studies
OIE	Office of Institutional Effectiveness
OIEB	Office of Institutional Equity and Belonging
OPHD	Office for the Prevention of Harassment and Discrimination
ORSP	Office of Research and Sponsored Programs
PAC	President's Advisory Council
PLO(s)	Program Learning Outcome(s)

PUERTA	Preparing Under-Represented Educators to Realize Their Teaching Ambitions
PUERTA	Preparing Under-Represented Educators to Realize Their Teaching Ambitions
RSCA	Research, Scholarship, and Creative Activities
RTP	Retention Tenure and Promotion
SAC	Student Affairs Committee
SDS	Senate Diversity Subcommittee
SE	Strategic Enrollment
SEM	Strategic Enrollment Management
SFR	Student-to-Faculty Ratio
SI	Supplemental Instruction
SIJS	Special Immigrant Juvenile Status
SLOs	Student Learning Outcomes
SSMS	Student Success Management System
SSU	Sonoma State University
SSURI	School of Social Sciences Undergraduate Research Initiative
SSWG	Strategic Scheduling Working Group
STB	College of Science, Technology, and Business
SYE	Second Year Experience
TLC(s)	Teaching and Learning Community(ies)
TRIO SSS	TRIO Student Support Services
TT	Tenure Track
UDL	Universal Design for Learning
UPRS	University Program Review Subcommittee
URM	Underrepresented Minority Students
URTP	University Retention, Tenure, and Promotion Committee
USC	University Standards Committee
USCC	University Studies Curriculum Committee
WEC	Writing Enhanced Course
WIC	Writing Intensive Course
WSCUC	WASC Senior College and University Commission
WTU	Weighted Teaching Units