WSCUC
Senior College and University Commission

WSCUC Interim Report

INSTRUCTIONS

Interim Reports are limited in scope, not comprehensive evaluations of the institution. The report informs the Interim Report Committee about the progress made by the institution in addressing issues identified by the Commission.

The Interim Report consists of two sections:

- Interim Report Form and Appendices
- Additional Required Data (as specified on the Additional Required Data form)

Please respond completely to each question on the following pages and do not delete the questions. Appendices and Additional Required Data will be uploaded as separate attachments.

WSCUC is no longer using Live Text for receiving Interim Reports. Institutions will use a free Box.com account to upload the report. Instructions for creating the Box.com account and uploading the report will be provided by email.

REPORT GUIDELINES AND WORD LIMITS

Because the number of issues reported on varies among institutions (the average is four to six issues), the length of a report will vary. However, a typical interim report ranges from 20 to 60 pages, not including appendices. Narrative essays responding to each issue should be no more than five pages each. **The total number of pages of appendices supporting the report should be no more than 200 pages** unless agreed upon in advance with the institution's staff liaison. Be sure that all attachments follow a consistent naming convention and are referenced the same way at appropriate places within the narrative. Please name them so that it is clear what they are and what section they refer to, with cross referencing in the narrative. For example, "Attachment 2-1: Mission Statement", would be used for Criterion 2. Attachments are preferred as PDFs.

Institutions that provide excessive information in their report will be asked to resubmit. You may wish to consult with your staff liaison as you prepare your report.

Some tips for providing evidence to support your findings:

- Put yourself in the place of a reviewer: what is the story that you need to tell? What evidence supports your story? What is extraneous and can be left out?
- Provide a representative sample of evidence on an issue, rather than ALL of the evidence.
- Consider including an executive summary or the most relevant points of supporting evidence, rather than the entire document.
- If you are referring to a specific page or set of pages in a document, include only those pages, not the entire document.
- If you are providing an excerpt of a document, include the title of the document, and a table of contents and/or a brief narrative to put the excerpt in context.

- If you provide a hyperlink to a web page, make sure the link takes the viewer directly to the relevant information on the page. Do not make your reviewer search for it.

REVIEW PROCESS
A panel of the WSCUC Interim Report Committee (IRC) will review the report, typically within 90 days of receipt. Representatives of your institution will be invited to participate in the conference call review to respond to questions from the panel. Your WSCUC staff liaison will contact you after the call with the outcome of the review, which will also be documented in a formal action letter.

OUTCOMES OF THE REVIEW
After the review, the panel will take one of the following actions.

- **Receive the Interim Report** with recommendations and commendations—No follow up required.

- **Defer action** pending receipt of follow-up information—The panel has identified limited information that may be submitted in a short period of time, such as audited financial statements or the outcome of an upcoming meeting of the board. The panel may authorize the WSCUC staff liaison to review these materials without the full panel being brought together again, depending on the nature of the supplemental information.

- **Request an additional Interim Report**—Issues reported on were not adequately resolved or need continued monitoring.

- **Request a Progress Report**—A progress report is less formal than an Interim Report and is reviewed only by the WSCUC staff liaison. A progress report may be requested when institutional follow-up on one or two relatively minor areas is desired.

- **Receive the Interim Report with a recommendation that the Commission sends a site visit evaluation team—**Serious, ongoing issues involving potential non-compliance with WSCUC's Standards and Criteria for Review may require follow-up in the form of a Special Visit. Note that the IRC panel makes a recommendation for a visit, and the Executive Committee of the Commission or the full Commission decides on whether or not to require the visit.

Interim Report Form

Please respond to each question. Do not delete the questions. Insert additional pages as needed.

Name of Institution: California State University San Bernardino (CSUSB)

Person Submitting the Report: Clare Weber, Ph.D. Deputy Provost and Vice Provost for Academic Programs

Report Submission Date: September 28, 2017

Statement on Report Preparation

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.

In September 2016, the Provost, the Interim Vice Provost for Academic Programs and WSCUC Accreditation Liaison Officer (ALO), the Quarter-to-semester (Q2S) Director, the Teaching Resource Center Director, the Chair of the Committee on Learning Assessment for Student Success, and the Director of Institutional Research developed a work plan that included the strategic plan update, selection of two examples of "closing the loop" with assessment, and completion of the Inventory of Educational Effectiveness Report. The Vice Provost for Academic Programs and ALO then facilitated a meeting to identify a team of writers. This planning process and the team of writers were then widely vetted by the Deans Council, the Provost's Cabinet, and the Academic Affairs Council.

Rong Chen, former Interim Vice Provost for Academic Programs and ALO, established the assessment section on the Office of Academic Programs' website, coordinated the uploading of the programs annual assessment reports, and uploaded the Inventory of Educational Effectiveness. Janelle Gilbert, Chair of the Committee on Learning Assessment for Student Success, coordinated with Clare Weber, Deputy Provost and Vice Provost for Academic Programs, and Joanna Oxedine, Institutional Effectiveness Associate, to fill in the report based on departmental Annual Assessment Reports. The General Education Graduate Writing Requirement Assessment Committee worked collaboratively to develop example one of "closing the loop" on assessment of the upper division general education writing requirement with Professors Mary Boland and Kim Costino finalizing the report. Professor Sally McGill and Lecturer Amber Olney of the geological sciences department collectively developed the second example of "closing the loop." The strategic plan update was done by Julie Lappin, Chief of Staff, and is based on the 2017 Strategic Plan update report developed by the President's Cabinet. The report was finalized by Clare Weber, and then reviewed by the President, Provost,

and section writing leaders. A technical team reviewed the final report and appendices for consistency and formatting.

Interim Report Committee

Institutional Context

Sandy Bennett, Communications Specialist, Division of Academic Affairs

Inventory of Educational Effectiveness Indicators (IEEI)

Janelle Gilbert, Associate Professor, Chair, Committee on Learning Assessment for Student Success

Craig Seal, Dean of Undergraduate Studies

Marita Mahoney, College of Education, Assessment Coordinator

Amber Olney, Lecturer, College of Natural Sciences, Assessment Coordinator

Jo Anna Grant, Professor, Communications Studies

Ryan Keating, Associate Professor, History

Example one of "Closing the Loop" on Assessment: Undergraduate Writing Requirement

Mary Boland, Associate Professor, English

Kim Costino, Professor, Quarter-to-Semester Director

Example two of "Closing the Loop" on Assessment: Geological Sciences

Sally McGill, Professor, Geological Sciences

Amber Olney, Lecturer, College of Natural Sciences, Assessment Coordinator

Strategic Planning

Julie Lappin, Chief of Staff

List of Topics Addressed in this Report

Please list the topics identified in the action letter(s) and that are addressed in this report.

1. A completed Inventory of Education Effectiveness Indicators
2. Example one of program assessment: Undergraduate Writing, General Education Requirement
3. Example two of program assessment: Geological Sciences
4. Progress toward implementation of the Strategic Plan

Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.

California State University, San Bernardino is a preeminent center of intellectual and cultural activity in Inland Southern California and, as such, aspires to be a model for transforming lives. Its mission is to ensure student learning and success, conduct research, scholarly and creative activities, and actively engage in the vitality of the region. The university cultivates the professional, ethical, and intellectual development of its students, faculty and staff so they thrive and contribute to a globally connected society. As a university community, the core values that moves us to accomplish the mission and goals are Inclusivity, Innovation, Integrity, Respect, Social Justice and Equity, Sustainability, Transparency, Wellness and Safety.

The university is part of the California State University system, the largest system of higher education in the country. Its 23 campuses and five off-campus centers, serving more than 400,000 students, extend from Humboldt State in Arcata in the north to San Diego State in the south. Cal State San Bernardino's original three-building campus opened to its first 293 students in 1965 under the leadership of founding President John Pfau. Today, it serves more than 20,000 students each year and graduates about 4,000 students annually. Eighty percent of the students are first-generation college students; and 63 percent of the undergraduates are low-income students. The vast major of the students (88 percent) come from San Bernardino and Riverside counties.

The campus reflects the dynamic diversity of the region and has the most diverse student population of any university in the Inland Empire, and it has the second highest African American and Hispanic enrollments of all public universities in California.

Cal State San Bernardino offers more than 70 traditional baccalaureate and master's degree programs, education credential and certificate programs, and a doctoral program. In recent years, CSUSB added its first doctorate (educational leadership), engineering program (computer science and engineering) and M.F.A. programs in creative writing and studio art/design.

The university first received Western Association of Schools and Colleges accreditation in 1964. In addition, every CSUSB academic program that is eligible has earned national accreditation. CSUSB is also listed among the best colleges and universities in the western United States, according to The Princeton Review, Forbes and U.S. News and World Report, in their respective annual rankings. It also is part of the President's Higher Education Community Service Honor Roll, With Distinction – the highest federal recognition a college or university can receive for its commitment to service-learning and civic engagement.

The university has seen records in enrollment, diversity of faculty and students, grant and contract funding, overhead funds, fundraising and international programs development. In fall 1986, CSUSB's opened its satellite campus in Palm Desert with 80 students. Today, it serves 1,400 students in the Coachella Valley region. Currently, 11 bachelor's degree programs, 10 master's degree or credential programs, and a doctorate in educational leadership (Ed.D.) are offered. Last year, the Palm Desert Campus celebrated its 30th anniversary. Currently, Cal State San Bernardino has an annual statewide economic impact of more than half a billion dollars, along with more than $32 million in yearly statewide tax revenue.

Response to Issues Identified by the Commission

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues. Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue.

In a letter to President Tomás Morales on March 6, 2015, the WASC commission requested that the interim report from CSUSB include a completed Inventory of Education Effectiveness Indicators, two specific examples of assessment for areas that do not fall under external professional accreditation, and a description of the progress made on the strategic plan. The university has chosen the Department of Geography and the General Education Undergraduate Writing Course as specific examples of assessment. The descriptions of each issue include reflective analysis of actions taken, documented successes, and plans for addressing remaining problems or issues. Furthermore, the commission requested a copy of the University Strategic Plan and two examples of program review. The university chose the program reviews for the Departments of Geology and the Anthropology. These are included as part two of the report.

Inventory of Education Effectiveness Indicators

In response to the WSCUC-CSUSB final team report of 2015, the campus formed the Assessment Working Party (AWP), the group in charge of all assessment activities and led discussions on the meanings of the newly developed Institutional Learning Outcomes (ILOs). These discussions led to the approval of the ILOs by the Faculty Senate. The CSUSB General Education Faculty Senate Committee then resolved to transform the General Education (GE) program starting with the GE Student Learning Outcomes (GLOs). The Senate GE Committee, in cooperation with the Teaching Resource Center, formed a GE Think Tank in January 2015 to provide greater representation across the campus teaching community, and ensuring participation from all five colleges. The GE Think Tank researched and discussed contemporary trends in GE and assessment to create the GLOs for CSUSB. Award-winning models of GE and GE

assessment (from such organizations as AAAC&U) were reviewed and discussed with the campus community. The GLOs include the CSU "Golden Four" learning outcomes,[1] WSCUC core competencies, the American Association of Schools and Colleges' Liberal Education and America's Promise (LEAP) principles, and CSUSB specific values. The GLOs were endorsed by students through ASI and the CSUSB Faculty Senate in 2015.

CSUSB established the Committee on Learning Assessment for Student Success (CLASS) in the fall of 2015 to support curricular and co-curricular units in the assessment of student learning outcomes that enhance student success and link Institutional Learning Outcomes (ILOs), and GLOs, with Program Learning Outcomes (PLOs). CLASS serves as the campus committee on assessment. In the 2016-2017 academic year, in an effort to enhance the culture of assessment, CLASS conducted presentations, shared information on best practices for assessment, and linked PLOs and GLOs with ILOs. These best practices were then incorporated into the program review process.

CLASS is responsible for:

- Providing guidance and supporting department and program level assessment efforts across curricular and co-curricular units. Support includes being available for consultation on the development of assessment plans, providing ideas on contemporary trends in assessment gained through professional development or CLASS participation, and communicating university requirements for assessment to department and program assessment coordinators.
- Creating priorities in university-level assessment efforts for student learning outcomes.
- Creating a useful and simple process to maintain and record assessment data and reports.
- Communicating the status and progress of program outcomes assessment plans to the constituent units and leadership.
- Providing guidance and assistance to departments and curricular and co-curricular programs on mapping CSUSB Institutional Learning Outcomes (ILOs) with other levels of outcomes (e.g. PLOs, GLOs), Course Learning Outcomes (CLOs).
- Providing guidance and assistance in the design of guidelines and criteria for specific assessment plans to be implemented by departments and programs.
- Creating opportunities to support a campus culture of assessment and raise consciousness of the ways that assessment can support student success.
- Coordinating college-level assessment efforts for the GE program.

[1] The CSU "Golden Four" GE learning outcomes are written communication, oral communication, mathematical/quantitative reasoning and critical thinking.

- Assisting in program review, program planning, and quarter-to-semester conversion. This includes providing two CLASS representatives to serve on the University Program Review Committee on a rotating basis.
- Providing assessment data and information from departments and programs for WASC.
- Coordinating across curricular and co-curricular units to contribute to university-level assessment efforts.

CLASS and its Committee Chair have worked with academic programs to complete the attached Inventory of Educational Effectiveness Indicators (IEEI) (Appendix A)[2]. The IEEI data is based on the annual assessment reports produced by each program (https://www.csusb.edu/academic-programs/assessment/annual-assessment-programs/annual-assessment-programs-2016-2017). As the university converts from quarter-to-semester terms (please see the section on Identification of Other Changes and Issues Currently Facing the Institution) all programs and co-curricular activities are required to submit detailed assessment plans reflective of the transformation of programs for semester terms. Assessment plans for both converting and transforming programs will include: a description of any current information from assessment that is being used to design the converted/transformed programs; program learning outcomes; curriculum alignment to PLOs; a description of how each PLO will be measured; and, a rotation plan for assessing each PLO over three to four years with a description of when and how a program will "close the loop" based on the findings.

The current assessment efforts of co-curricular activities have focused on those funded through the Student Success Initiative (https://www.csusb.edu/ssi/assessment/2017-annual-reports). The co-curricular activities are designed to meet the relevant goals and outcomes of the strategic plan and compliment many of the ILOs, PLOs, and GLOs. The next step will be to explicitly map co-curricular programs and activities to the PLOs, ILOs and GLOs, where appropriate.

Next steps: IEEI

Outcome	Date	Person Responsible
Review of quarter-to-semester program assessment plans	Spring 2018	Committees and individuals per the campus curriculum review process
Link co-curricular program assessment with ILOs, PLOs, and GLOs	Summer 2018	Student success initiative leaders, Provost Office, GE Committee and CLASS

[2] A complete IEEI (238 pages) with the PLOs listed, is located in the additional file folder on Box.com.

Program Assessment: Geology

The department uses a variety of assessment methods to gather evidence related to the effectiveness of the program. These methods have evolved over the years in response to faculty reflection on assessment data and on the assessment process, at the department's annual assessment meeting, which has taken place every spring quarter since 1998. The most significant assessment activities have occurred within the context of the undergraduate student research projects that are now required for all Geology majors. Students currently prepare a research proposal during the spring of their junior year, under the supervision of a faculty research mentor. Student research proposals are reviewed by a committee of three faculty. Students conduct their research project during the summer and/or fall of their senior year and submit their final research paper at the end of winter quarter of their senior year. Students have an opportunity to submit their paper for review by multiple faculty members during the middle of the winter quarter so they can revise prior to submitting their final paper, which is read and scored by all department faculty using a common rubric (Appendix B). During the senior seminar course (Geol 590), students also give a poster presentation of their research at the annual Meeting of the Minds student research symposium at CSUSB, and they give a 12-minute oral presentation of their research to all Geology department faculty and students at the end of spring quarter of their senior year. The student oral presentations of research projects have been one of the department's most effective forms of assessment. Student oral presentation cumulative results have been attached. (Appendix C). The oral presentations of student research clearly demonstrate the graduating students' varying degrees of ability to synthesize and apply the content knowledge they have learned during their undergraduate career in geology toward a specific problem using critical thinking skills. Faculty are interested in hearing students talk about their research and have been willing to complete the assessment rubric for each presentation.

The student oral presentations of research allowed the department to conveniently assess PLOs 2-5 (scientific modes of thinking, communication skills, familiarity with geological equipment and information literacy) for all students every year, and they allow us to assess depth of knowledge within the specific area of the student's research (Appendix D)

(http://geology.csusb.edu/studentInformation/learningGoals.html).[3] The department uses a written and practical exam administered during the senior seminar to address breadth of content knowledge within the discipline of geology (PLO 1) every year. It has recently added a couple of assignments in Geol 590 which have been used to assess students' written communication skills each year.

Prior to 2014, each PLO was assessed annually, but the efforts at program improvement resulting from assessment related to PLO 2 and (to a lesser extent) PLO 3, leading to continual improvement of our undergraduate research program for more than a decade. In 2013-14 the program began to devote particular focus on a different PLO each year, starting with PLO 1 in 2013-14, PLO 2 in 2014-15, PLO 3 in 2015-16, PLO 4 in 2016-17 and a planned focus on PLO 5 in 2017-18. The program continues to gather data on all PLOs each year, with faculty using a common rubric to evaluate undergraduate research papers and oral presentations and through the written and practical exams and writing assignments in the senior seminar course (Geol 590).

The Geology department has a history of effective assessment and practice with closing the loop. Beginning in 2013-14, the department revised their PLOs in alignment with university ILOs (Appendix E). The department routinely collected data for all PLOs using the senior research papers, senior oral presentations and the practical exam administered during the senior seminar course. Discussion and review of these data occurs at an annual assessment meeting, which includes all department faculty. For the 2013-14 academic year the department then selected PLOs 1.A through 1.D, which focus on a broad array of geological content knowledge and skills expected of students. This was a shift from the focus on scientific research skills that the department had examined in the previous 12 years. To assess this new focus, the department utilized embedded assignments in courses and embedded questions on exams (Appendix F). For the academic year 2014-15, the department assessed PLOs 2A-2B (Appendix G) using the senior

[3] The PLOs for the BA and BS programs in geology are posted on the departmental website at http://geology.csusb.edu/studentInformation/learningGoals.html, and on a bulletin board between BI-113C and BI-113D. Students also receive a copy of them at our annual meeting for students early in fall quarter. Students who are preparing a proposal for their senior research project also receive a copy again, so that they can see the outcomes on which their research project will be assessed.

research papers, senior oral presentations and the practical exam administered during the senior seminar course. For 2015-16 the focus was on PLO 3 (written and oral communication) incorporating additional data relevant to this PLO written and oral communication. The data included reviewers' comments on senior research proposals (Geol 398), the proofreading and in-class writing assignments administered in the senior seminar course, and faculty assessment of students' oral communication skills during the oral poster presentations for the "Meeting of the Minds Symposium" (Appendix H). As a result of this assessment, the department is "closing the loop" and developing a semester-long writing-intensive course within the major once the university transitions to semesters, which will also fulfill a new campus-wide GE requirement (to commence fall 2020 with the quarter-to-semester transition) of a writing intensive course in the major. Faculty in the Geology department are participating in workshops on developing discipline-specific writing intensive courses through the university Teaching Resource Center.

For the academic year 2016-17, the focus was on PLO 4 (use of modern scientific instruments, field equipment and computer software) (Appendix I). Results of the student self-assessment are shown in Figures 1A, 1B and 1C (Appendix J). Faculty assessment of PLO 4 using scoring rubrics for the senior research projects yielded faculty ratings of "satisfactory" or "strong" for all students. The Geology department faculty discussed these results at an annual assessment meeting on June 8, 2017. Faculty were pleased with the student survey results, which indicated that a large number of students have used a wide variety of lab instruments, field equipment and computer software. Students also used a wide variety of instruments (research-quality Global Positioning System [GPS] equipment, x-ray diffraction machine, scanning electron microscope) during their research project. All students demonstrated proficiency with Microsoft Word and PowerPoint, and most student projects also made use of Excel for tabulating and/or analyzing data. Faculty also noted that students have grown significantly in their ability to use Google Earth software to make reference maps for their research projects.

Faculty were particularly pleased with the rapid employment of new equipment and software in several of our courses and student research projects, as documented in the student survey. The Geology department is rapidly gaining the equipment and software needed for preparing students for the digital mapping revolution that is currently in progress. Our Geol 391 course in spring 2017 made use of high-precision hand-held GPS units (Juno and Geo) that were purchased last

year using university Vital and Expanded Technologies Initiative (VETI) funds obtained from a joint proposal between the geography and geological sciences departments. These units will also be used in our new course in Digital Mapping and GIS for Scientists (Geol 591, fall 2017). The spring 2017 Geol 391 course also piloted the use of an iPad mini and FieldMove app for digital geologic mapping in the field. This successful pilot, using equipment funded by a faculty member's external grant, has led to the purchase of a classroom set of iPad minis and the FieldMove app for use in Geol 591 in fall 2017. External grant funding obtained by faculty was also used to purchase and pilot new photogrammetry software (Agisoft PhotoScan) and a computer with high-powered graphics that is capable of running the software. The software, piloted in winter and spring 2017 in Geol 391 and in student research projects, proved successful at creating digital elevation models and topographic maps from sets of photographs, as well as for creating three-dimensional, orthorectified photo mosaics of fault trenches. Two additional Agisoft licenses and computers have now been purchased using college equipment funds, for use in Geol 391, Geol 591 and student research projects. Faculty external grant funds and new faculty start-up funds have also been used to purchase drones for collection of aerial photography, from which to create digital elevation models and topographic maps. These are in the early stages of piloting.

Students also use petrographic microscopes, a thin-section machine, x-ray diffraction and scanning electron microscopy in the mineralogy-petrology course sequence (Geol 320, Geol 321 and Geol 325), as well as in student research projects. These courses and projects will greatly benefit from the new Scanning Electron Microscope that will be purchased this summer, using a combination of VETI funds and college equipment funds.

The faculty also discussed the need for a departmental instructional support technician to maintain and build upon their success with PLO 4. Maintaining equipment and teaching students how to use it safely and productively is time-consuming, and most equipment-intensive departments have the support of a technician to help with this. The department makes use of the college-wide technician wherever possible, for issues that fall within the job description of that position. However, much of the workload related to equipment in our department, still falls upon faculty, who are pressed thin by other commitments. This can make it difficult for faculty to find time to continue the high-impact practice of training students to use the variety of equipment that

is available to them, and of making sure that that equipment is functioning properly and ready for use when needed. The department continues to attempt to close the loop on this issue by requesting support for a departmental technician.

Another issue that came up in our assessment meeting was the loss of a basic computer software class from our campus' general education package. There are many useful functions of spreadsheets that can be used in geologic data analysis that are not intuitively obvious to students. To close the loop on this observation, the program is considering building geological uses of spreadsheets into the curriculum as it is transformed for semesters, or requesting that the computer science and engineering department reinstate a course on computer software in the life-long learning category of our general education program.

Starting in 2020-21 the department will begin a cycle to assess the new PLOs for the transformed curriculum developed for the semester terms.

Next steps: Geology BA/BS

Outcome	Date	Person Responsible
Develop new PLOs and assessment plan for quarter-to-semester conversion	March 2018	Geology BA/BS Q2S faculty transformation leaders and college Associate Dean
Create a Writing Intensive Course	March 2018	Geology BA/BS Q2S faculty transformation leaders and college Associate Dean
Develop a strategy for curriculum content for basic computer software skills	December 2017	Geology BA/BS Q2S faculty transformation leaders and college Associate Dean
Develop a laboratory component to the geochemistry course	March 2018	Geology faculty curriculum committee

Program Assessment: General Education Undergraduate Writing Course

The current CSUSB General Education Learning Outcomes were presented to the President, Provost, and the Faculty Senate in May 2015, and was endorsed by the Senate on May 26, 2015. The General Education Learning Outcome on Critical Literacies includes written modes of communication. Relatedly, an upper-division General Education writing requirement includes the CSUSB 306 course, entitled "Advanced Expository Writing," which is offered across the curriculum by all five colleges.

The four student learning outcomes assessed for 306 Advanced Expository Writing were:

1. Students will gain competence in the primary genres of the respective academic disciplines;
2. Students will conduct meaningful research and incorporate the relevant findings of that research in a properly documented paper that reflects the expectations of scholarly research;
3. Students will understand that different disciplines have different ways of knowing, doing, and valuing.
4. Students will understand that information is a reflection of its purpose and location in the information cycle.

To assess these outcomes, faculty who teach a 306 course were invited to participate in a year-long faculty learning community (FLC), which began with a three-day intensive program in the summer. The program focused on developing a shared understanding of the outcomes, developing assignments to support the achievement of these outcomes, developing rubrics to assess these outcomes, and applying these rubrics to student work to assess the extent to which students had achieved the below outcomes.

- Rubric 1: awareness and appreciation of the professional context and purpose for writing
- Rubric 2: appropriateness of genre choices and/or execution of a professional genre
- Rubric 3: appropriateness of research methods and uses of findings
- Rubric 4: facility and flexibility with disciplinary writing conventions within the chosen genre, including citation practices, presentation of research findings, and related inter-textual practices of meaning making
- Rubric 5: appropriateness of rhetorical choices regarding tone, diction, establishment of authority, and articulation of analysis and argumentation

A comparative look at the data across the performance-focused criteria shows some edifying trends (Appendix K). More than 50 percent of the student work randomly examined showed students performing at Milestone 3 or Capstone 4 levels of performance across all five rubric

criteria (64 percent for Rubric 1; 57 percent for Rubric 2; 59 percent for Rubric 3; 53 percent for Rubric 4; and 53 percent for Rubric 5). Moreover, the data shows the vast majority performing above the Benchmark 1 status, with the greatest numbers performing at Milestone 3, and the second greatest numbers at Milestone 2. That said, more than a third to as much as 47 percent of the student work evaluated did not achieve Milestone 3 across these criteria. Faculty discussion of student work revealed that students transferring from the local community colleges often receive a very different writing curriculum than is offered at CSUSB. The university is considering how to develop better alignments with community college partners and how to better support transfer students to acquire a more discursively-oriented approach to their writing. Beyond this, these data may suggest the necessity to build upon and reinforce the practices, metacognitive habits, and conceptual knowledge that CSUSB's first-year composition program seeks to instill before students get to their junior (or senior) year.

Drilling down into the data further, there are several other trends worth noting. Of all the rubric criteria, Rubric 3, "appropriateness of research methods and uses of findings," saw a high percentage of students achieving milestone 3 or capstone 4 levels of work (59 percent). This suggests that CSUSB is doing well in introducing research methodologies at the 306 level. The only criteria that was higher for milestone 3/capstone 4 levels (63 percent) was Rubric 1, "[a]wareness and appreciation of the professional context and purpose for writing" – presumably a necessary precursor to doing and using research well.

Rubric 3 also saw the largest percentage of students achieving *capstone* levels (26 percent) of any of the five criteria of evaluation. These students were found to "select, develop, and use appropriate research methods in relation to the assigned project;" "to produce a rich body of data and/or bibliographic research;" and to "make intentional, ethical use of research findings, consistent with professional participation in the applicable discipline or community of practice." Yet, only 11.59 percent of all students evaluated showed "facility and flexibility with disciplinary writing conventions within the chosen genre, including citation practices, presentation of research findings, and related inter-textual practices of meaning making" (Rubric 4). Reflecting on the essays that scored in the 3 and 2 ranges for Rubric 4, and asking why they weren't achieving a capstone level, the FLC determined the result was indicative of two things 1) students' struggle for authority and confidence *as rising professionals within a discipline*; and

2) the need to incorporate into the 306 classes more specific metacognitive attention to how professional writers in various disciplines use the work of other writers and researchers.

This latter conclusion is further bolstered by results on the metacognitive outcomes, LOs 3 & 4. As the comparative data show, students and teachers are doing less well overall in relation to these goals. With regard to PLO 3, "recognition of the ideological and epistemological nature of disciplinary discourses," 50 percent of the student artifacts reviewed were evaluated at the Benchmark 1 or Milestone 2 levels. In comparison, 33 percent met the Milestone 3 or Capstone 4 levels. This is concerning, particularly as CSUSB's first-year writing program has been designed to introduce students to this conceptual framework for evaluating the rhetorical contexts and demands for their writing. Notably, however, a full 17 percent of the artifacts were deemed N/A, indicating that readers could not determine what the writer *recognized*. This points to the challenge in assessing metacognitive achievements independent of artifacts that include a self-reflective component. When looking at this trend during debriefing with the instructor evaluators, several things became clear:

- Some instructor assignments included very specific step-by-step instructions on how to complete the project within the anticipated genre. Students might do very well in accomplishing the task, but there was no way to assess disciplinary discourses and disciplinary production that the student understood as a result of completing the project.
- Even when assignments left expectations open for student interpretation and decision-making, evaluators found it difficult to assume what students were thinking in accomplishing their tasks at given levels, except when the assignment itself was to research and analyze a discourse.
- Evaluators found it easier to assess this goal when instructors included a reflective component in the assignment that asked students to discuss their thinking and writing processes. These assignments were typically generated alongside and at the conclusion of the research project.

With regard to PLO 4, "Recognition that information is a reflection of its purpose and location in the information cycle," we experienced similar results. Thirty-seven percent of the artifacts supplied for this PLO scored at Benchmark 1 and Milestone 2 levels, 27 percent scored at Milestone 3 and Capstone 4 levels, and a full 36 percent of the artifacts were found unresponsive or uninterpretable in relation to the rubric criteria. During the debriefing, instructor evaluators noted the following:

- Again, evaluators found it difficult to determine what students do or do not understand without a direct response from them.

- Evaluators found critical information (CI)-specific assignments helpful for assessment purposes.
- Some instructors reported ongoing uncertainty about Critical Information Literacy and how to teach it.
- Some instructors reported difficulty in fitting attention to Critical Information Literacy into their courses. Their research expectations primarily required accessing scholarly journals within a given field and critical information literacy seemed to them a more comparative study.

These results suggest that future assessments should include the submission of reflective artifacts about information and/or the use of CI-specific assignments. It also points to an opportunity for further faculty development on teaching critical information literacy in their discipline-specific classes.

Finally, the process of conducting this assessment raised some interesting observations among the team about the differences in training among 306 instructors. Notably, instructors who trained in rhetoric and composition and who are teaching in other disciplines report that they feel they are in a "figuring it out with their students" status and reliant on their metacognitive rhetorical and discursive knowledge to locate themselves in other fields.

Anecdotal observations reflect features of university literacy education that are common nationwide and to some degree inevitable. Disciplinary background and training matter will affect course design and expectations. However, as the assessment institute and debriefing conversations emphasized, recognizing this points to the possibilities of additional professional development for all instructors. It also points to the potential benefits of promoting a "culture of writing" across the campus and some shared language for writing and writing pedagogy.

The "closing the loop" activities have focused on the following findings:

- Students' struggle to meaningfully integrate and use outside sources for their own purposes because they struggle for authority and confidence *as rising professionals within a discipline*. This means the upper-division writing courses need to pay more explicit metacognitive attention to how professional writers in the various disciplines use the work of other writers and researchers with authority and in pursuit of creating knowledge themselves.
- In order to better understand the extent to which students achieve conceptual understanding of language and information (PLO #3: that different disciplines have different ways of knowing, doing, and valuing and PLO #4: that information is a reflection of its purpose and location in the information cycle), more reflective assignments in the courses and in the assessment practices should be included.

- Effectively supporting students' writing in the disciplines requires instructors with both disciplinary expertise and expertise in writing studies. Few instructors, if any, have both, which means faculty members teaching these courses need to be better supported in developing such expertise and that the professional development dedicated to this enterprise needs to include developing a shared language for and understanding about writing and writing pedagogy.

To address these findings, the FLC rethought its approach to how to support and assess students' writing across the curriculum as part of the curriculum revision for the campus' conversion to semesters. In addition, the Teaching Resource Center created and implemented faculty professional development institutes on designing and teaching writing intensive courses that have started and will continue into the semester conversion.

The structure of upper-division writing in the semester system is reconfigured to require two writing intensive courses beyond first-year writing, at least one of which much be taken at the upper division level and one of which must be taken within the GE program. Using the findings from the upper-division writing assessment, a group of interdisciplinary faculty worked collaboratively to develop student learning outcomes through written communication, a rubric to assess these outcomes (Appendix L), and criteria for semester courses that will carry the "writing intensive" designation (Appendix M). Instructors teaching these courses will be required to work together to develop signature assignments to assess student achievements of these outcomes using the same process used to assess the 306 courses.

Next Steps: Undergraduate General Education Writing Requirement

Outcome	Date	Person Responsible
Faculty training on designing courses that fulfill the criteria for WI courses and address the GLOs for written communication	December 2017	Faculty Director of the Teaching Resource Center with Faculty Experts in WAC and Faculty GE Assessment Coordinator
Design semester-based writing intensive courses to be submitted and reviewed for curriculum review	October 2018	CLASS Geology BA/BS Q2S faculty transformation leaders
Faculty training on developing writing assignments across the curriculum	August 2020	Faculty Director of the Teaching Resource Center with Faculty Experts in WAC
Develop & facilitate first round of assessment of the written communication GLO in the semester curriculum	AY 2021-22	Deputy Provost and Vice Provost for Academic Programs GE Assessment Coordinator

Strategic Plan Implementation

Beginning in 2014, the campus community worked collegially and collectively to refine its vision and mission, develop core values and a strategic plan that would identify a five-year plan of action (Appendix N). The plan allowed CSUSB to focus resources to address its aspirations that will affect the campus, service area, region, state, nation and world. Five university-wide goals were described in CSUSB's Strategic Plan 2015-2020 (https://www.csusb.edu/sites/csusb/files/CSUSB%20Strategic%20Plan%202015-2020.pdf) that transcended the boundaries of colleges and administrative units. The goals that arose were: student success, faculty and staff success, resource sustainability and expansion, community engagement and partnerships and identity. Each goal was associated with objectives and strategies that would serve as metrics for future accountability. In the second year of the Strategic Plan implementation, FY 2016-17, substantial progress was made on each goal.

Goal one, Student Success, is at the heart of the university's mission. With this goal, the campus aims to provide learning experiences that promote student success, achievement, and academic excellence and prepare students to contribute to a dynamic society. Significant advancement was made on this goal, with some notable achievements as follows.

- For those who began as freshmen, the achievement gaps for 6-year graduation rates were less for underrepresented vs non-underrepresented students, PELL vs non-PELL recipients and female vs male students. For those who started as transfers, the smallest achievement gaps were seen in 2-year graduation rates for underrepresented vs non-underrepresented students and PELL vs non-PELL recipients and in 4-year graduation rates for underrepresented vs non-underrepresented students, first-generation vs non-first generation students, PELLL vs non-PELL recipients and female vs male students.
- The graduation rates are on the rise; six-year and four-year first-time freshman graduation rates have increased by 4 percent and 2 percent respectively, and four-year and two-year transfer student graduation rates show 3 percent and 7 percent increases. All rates are on track to meet the university's Graduation Initiative 2025 target goals.
- DFWI rates have remained consistent.
- As part of the process of converting the campus from quarters to semesters beginning in the academic year 2020-21, CSUSB offered faculty $1,500 to support the integration of equity-minded, evidence-based teaching practices into their semester courses.
- The High Impact Practices (HIP) Community of Practice formed a steering committee to develop HIP priorities and assess its plan to meet goals.
- More than 235 students participated in Study Abroad programs.
- The Department of Housing and Residential Education created themed living learning communities; established the Academic Mentor Program which trains student mentor on

how to support on-campus students; and started a Faculty-in-Residence program with four faculty members and their families living in the residential communities.
- The Teaching Resource Center supported five Faculty Learning Communities focusing on new faculty, College of Natural Sciences hybrid/online teaching, Diversity and Principles of Program Design.
- The Orientation and First Year Experience Office provided transition programming for more than 5,500 newly admitted freshmen and transfer students.
- A needs assessment and a preliminary strategic plan were completed by the Office of Graduate Studies and the Strategic Analysis Steering Committee.

Faculty and Staff Success, the Strategic Plan's second goal, aims to foster innovation, scholarship, and discovery for faculty and staff. Progress highlights for objectives and strategies included:

- The Teaching Resource Center received more than a 10% budget increase, which contributed this academic year to supporting 885 non-unique faculty, representing an increase of 36 percent over the number of faculty served in AY 2015-16.
- A Faculty Center of Excellence (FCE) Task Force, with representation across colleges and multiple campus offices, received approval for a pilot implementation of the FCE. The FCE will open in September 2017 in the Pfau Library.
- The Office of Student Research (OSR) awarded multiple faculty grants to redesign their courses by integrating research and creative activities (eight Course Redesign grants) and to support faculty conducting research and creative activities that will contribute to students' overall educational experience (10 Faculty Assigned Time grants).
- In an effort to develop additional training opportunities for staff, the Staff Development Center (SDC) was designed and opened in September 2017. The SDC will provide staff training in multiple areas that were suggested by campus members.
- Recruitment strategies to strengthen diversity were instituted and the total spent in marketing positions far exceeded what was spent historically. Compared to last year, although most ethnic groups remained constant, the percentage of Asian faculty increased by 2 percent.
- In 2016, tenure/tenure-track density increased 1.8%, the first increase since 2011.
- The student faculty ratio (SFR) decreased slightly and a new budget model based on FTES, SFR and target FTEF was developed to steadily continue this trend.

Next, goal three, Resource Sustainability and Expansion, stewards the resources for sustainability and looks for ways to acquire new sources of funding. Notable progress on this goal included:

- The engagement of an independent global business advisory firm with Administration and Finance, PDC, University Enterprises Corporation, and Facilities Planning and Management to evaluate campus assets, qualify potential public-private partnership opportunities and begin identifying key priorities.

- To increase innovative entrepreneurial activities on campus, the Inland Empire Center for Entrepreneurship offers a Catalyst Business Accelerator, which provides support, office space and mentoring from a full-time Entrepreneur-in-Residence. Additionally, the inaugural Innovation Challenge, a competition on new ideas to solve social or business problems, occurred this year.
- The university launched the five-year $50 million Campaign for CSUSB, and raised 78 percent of the amount during this reporting period. Additionally, University Development received approximately $9.2 million in philanthropic support.
- In striving to re-allocate existing resources efficiently, Facilities Planning and Management engaged in several projects across campus to repurpose underutilized space while Facilities Planning Design and Construction conducted an on-campus space utilization study. Multiple examples of process improvements that focused primarily on utilizing technology to streamline operations occurred this year as well.
- A record high of grant funding was secured this year in the amount of $34.2 million.

The fourth goal in the Strategic Plan is Community Engagement and Partnerships. Under this goal, CSUSB serves and engages communities (local, regional, state, national and global) to enhance social, economic and cultural well-being. Some prominent results included:

- The Office of Community Engagement appointed a new Faculty Associate to develop opportunities for faculty engagement as well as review existing policies that impact community engagement.
- On the student side, the Associated Students, Inc. created a full-time professional position to support the development and enhancement of community engagement opportunities for CSUSB students.
- A total of 95,000 hours of volunteer service and service learning was logged by students.
- A pilot online system was utilized to record volunteer service hours, resulting in the inaugural President's Volunteer Service Awards, given to 339 students.
- Partnerships to actively connect with the community and provide guidance on college access and preparedness continued this academic year through events, such as Counselor's Day, Super Sunday and Super Saturday, Ontario-Montclair Promise Scholars program, Black and Brown Conference, Black Student Leadership Symposium, and campus tours.

Identity is the fifth and final goal; this goal strives to build an identity that celebrates the uniqueness of the university, promotes its accomplishments and inspires involvement. Some key progress during 2016-17 included:

- The Identity Task Force and consultant completed two phases in the branding process: discovery and innovate. In the discovery phase, more than 1,500 individuals from campus stakeholder groups, including the Palm Desert campus (PDC), participated in workshops and discussions designed to validate key institutional strengths and weaknesses, uncover common misconceptions, and identify potential areas of brand opportunity. In the

innovate phase, a strategic requirements document was created, a brand platform was developed, and three brand concepts were evaluated by more than 2,000 individuals. *We Define the Future* emerged as the concept that most resonated with all key stakeholders and a branding campaign will be the focus for year 3 of the Strategic Plan.

- With the aspiration to increase student engagement by creating a vibrant student life experience that reinforces the campus' identity, the opening of three new outdoor gathering plazas, the breaking ground of the Housing and Dining project and the approvals of the new College of Extended Learning building and Santos Manuel Student Union (SMSU) expansion occurred. The Divisions of Student Affairs and Administration and Finance worked collaboratively on the Alternative Consultation process to expand the SMSU, ensuring the student voice was heard when the designs were being made. This year three new affinity cultural centers and a PDC fitness center opened, providing more opportunities for student gathering and engagement.
- In response to the Alumni Board's focus of supporting outreach as well as increasing all levels of alumni engagement, the total attendance at alumni events increased 334 percent, membership in the Alumni Association grew 221 percent, and alumni volunteers increased by 394 percent.

The progress and accomplishments of the implementation of the CSUSB Strategic Plan highlights substantial CSUSB investments and commitments in the focal areas of Student Success, Faculty and Staff Success, Resource Sustainability and Expansion, Community Engagement and Partnerships and Identity. The second year of its implementation also showcases success in increasing graduation rates and participation in high impact practices, as well as significant steps in supporting research, increasing the tenure density and investing in faculty and staff through their respective new centers that opened in September 2017. Increasing financial support via grants and philanthropic endeavors for the university, the branding launch, as well as continuing alumni outreach, are also noteworthy. Efforts toward these goals will continue in the third year of the Strategic Plan.

Identification of Other Changes and Issues Currently Facing the Institution

Instructions: *This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.*

In September 2016, the university hired a permanent Provost to lead and oversee the division of academic affairs replacing an Interim Provost who served from July 2015 through August 2016. In August 2017, a new position of Deputy Provost was filled. This individual replaces the former Interim Associate Provost of Academic Programs. In addition, to oversight for academic programs and WSCUC accreditation, the Deputy Provost has expanded responsibilities that include oversight of the Offices of Graduate Studies and Undergraduate Studies and expanded WASC assessment responsibilities.

CSUSB has undertaken two large initiatives. The conversion from quarter-to-semester terms is primarily a faculty-driven process, with considerable support from the President's Office and a budget of $12 million. Student learning and disciplinary thinking are central to the work. The change from quarter-to-semester terms involves just about every aspect of campus life. The campus community is engaged in professional development around program and course design, diversity, equity, and inclusion, and other aspects of teaching and learning. More than 80 percent of academic programs at CSUSB have chosen to substantially transform their programs rather than merely convert them. As a result of the transformation process, programs will have a well-articulated philosophy of teaching and learning that is student-centered, coupled with an explanation of how the departmental practices will support the philosophy of teaching and learning; a clear articulation of coherent and intentional program design and how this is tied to student learning, including course descriptions that articulate the relationship between each class and the rest of the program; a description of how the program builds on GE and/or other programs, how it prepares students for the next step, and how this manifests to students; intentional curricular spaces for integration and reflection (e.g. on students' processes of learning, on coherence within and across disciplines); and an assessment plan that reflects an understanding of the developmental process of student learning.

The California State University launched its Graduation Initiative 2025 in January 2015 with a clear goal: to increase graduation rates for its 475,000 students across all 23 campuses. To meet the workforce demands of California's innovation economy in the years and decades to come, the Graduation Initiative 2025 will add 100,000 more baccalaureate degree-educated citizens to California over the next 10 years. This would bring the total number of expected CSU graduates between 2015 and 2025 alone to more than one million. CSUSB is committed to the Graduation Initiative 2025 challenge to decrease time to degree and eliminate the achievement gap. As of September 20, 2016, the Graduation Initiative 2025 established a series of ambitious objectives, including: 1) increasing the six-year graduation rate for first-time freshmen to 62 percent; 2) increasing the four-year graduation rate for first-time freshmen to 30 percent; 3) increasing the four-year graduation rate for transfer students to 83 percent; 3) increasing the two-year graduation rate for transfer students to 45 percent; and 4) eliminating the achievement gap. To that end the university has committed resources and key leaders to ensure student success by incorporating best practices to enhance instruction, take an aggressive approach to addressing the problem of bottleneck courses, engage in improved and expanded intrusive advising, increase unit load toward graduation, and engage students in campus life.

The Graduation Initiative 2025 and the quarter-to-semester transition have been challenging and time consuming. However, the CSUSB community is responding positively and viewing the changes as an opportunity to advance the strategic plan, support student success, and faculty development in teaching, learning, and research.

Concluding Statement

Instructions: *Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.*

The campus has made great strides in annual program review reports and assessments that link the PLOs to ILOs and GLOs where appropriate. As the university converts from quarter-to-semester terms all programs are required to submit detailed assessment plans (including the assessment efforts of co-curricular activities) with strategies for "closing the loop." These measures reflect the goals of the university as highlighted in its Strategic Plan.

The two examples of program assessment, Geology and the General Education Graduate Writing Requirement, demonstrate effective program assessment and the ability of programs to "close the loop" with changes and modifications based on assessment data linked to learning outcomes at all levels. The General Education Graduate Writing Requirement program focused on developing a shared understanding of the outcomes, developing assignments to support the achievement of these outcomes, developing rubrics to assess these outcomes, and applying these rubrics to student work to assess the extent to which students had achieved the outcomes. Furthermore, the additional program reviews in part two of this report exemplify the efforts of the university to be rigorous and thorough in reviewing and improving academic programs.

The progress and accomplishments of the implementation of the CSUSB Strategic Plan highlights substantial CSUSB investments and commitments in the focal areas of Student Success, Faculty and Staff Success, Resource Sustainability and Expansion, Community Engagement and Partnerships and Identity. The second year of its implementation also showcases success in increasing graduation rates and participation in high impact practices, as well as significant steps in supporting research, increasing the tenure density and investing in faculty and staff through their respective new centers that opened in September 2017. Increasing financial support via grants and philanthropic endeavors for the university, the branding launch, as well as continuing alumni outreach, are also noteworthy. Efforts toward these goals will continue in the third year of the Strategic Plan.

WSC Senior College and University Commission

Inventory of Educational Effectiveness Indicators (IEEI) Form

The IEEI requests brief narrative information for each degree program, for general education (if applicable), and for the institution as a whole. The IEEI provides a comprehensive overview of the institution's assessment processes that teams, the Commission, and the institution itself may use to evaluate educational effectiveness.

*The relevant definition of "program" as presented in the glossary of the *2013 Handbook* is "a systematic, usually sequential, grouping of courses that forms a considerable part, or all, of the requirements for a degree in a major or professional field."

How can institutions use this exhibit? Institutions will want to be explicit about expectations for student learning and to ensure that every degree program has in place a quality assurance system for assessing, tracking, and improving the learning of its students. This exhibit can assist institutions in determining the extent to which they have assessment systems in place, and what additional components or processes they may need to develop. Institutions may draw upon or reference this document in preparing institutional reports.

Why is WSCUC interested in this information? An institution committed to student achievement and educational effectiveness will have in place a system for collecting and using evidence to set standards of student performance and to improve learning. The indicators asked for in this exhibit reflect how an institution approaches quality assurance and improvement systematically. Institutions submit the IEEI to WSCUC as follows:

- **Reaffirmation and Seeking Initial Accreditation:** The evaluation team will review the institution's IEEI to help understand how comprehensively and successfully the institution addresses both the quality of its students' learning and the quality of the learning and assessment infrastructure. Teams and institutions are encouraged to treat this exhibit as a developmental document: the institution can indicate what activities it already engages in and what remains to be done.
- **Mid-Cycle Review:** Institutions submit an update of their IEEI with the Annual Report in the year of the institution's Mid-Cycle Review as a set of indicators related to educational effectiveness and student achievement.
- **Interim Reports:** Institutions submitting Interim Reports concerned with educational effectiveness submit an updated IEEI with their report when requested by the Commission.

What 2013 Standards are addressed by this exhibit?

The indicators listed in this exhibit collectively demonstrate an institution's commitment to quality assurance and improvement of educational results over time (CFRs 4.1, 4.3, and 4.4). Specific standards related to academic quality and effectiveness are addressed by the IEEI as follows:

- Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved (CFR 1.2)
- All degrees have clearly defined levels of student achievement (CFR 2.2)
- Undergraduate programs ensure the development of core competencies (CFR 2.2.a)
- Graduate programs establish clearly stated objectives (CFR 2.2.b)
- Student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level (CFR 2.3)
- Learning outcomes and standards of performance are developed by faculty, who take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards (CFR 2.4)
- The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance (CFR 2.6)
- All programs offered by the institution undergo systematic program review, which includes analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations (CFR 2.7).

Category	(1) Have formal Learning outcomes been developed? *Yes/No*	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data/evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
At the institutional level:	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Academic Affairs Assessment Website**				
For general education if an undergraduate institution:	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Academic Affairs Assessment Website**				
1. **BA in Administration**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**All-college meeting, orientation, college website, Student Success Center website, MBA website, and syllabi**	**Administrative Assessment Test, papers, presentations, case analysis**	**Faculty evaluate each artifact using custom rubrics.**	**The data is discussed in our Faculty Assurance of Learning (AoL) Committee (with representatives from each academic department), then discussed with the departments, posted on our Intranet Site, reviewed at Faculty Forum, and the followed up with our College Curriculum Committee and Senior Leadership Team.**	**10/17/2016**
2. **BA in Anthropology**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**They are not, unless included by faculty on syllabi, though the extent to which that is done is unknown.**	**Pre-/post-tests in ANTH 301 and ANTH 500; course-specific assessments, and program survey**	**Faculty. instructors choose a written assignment as the vehicle to examine student achievement of SLOs. For each written assignment, each instructor develops their own written rubric of what they considered to be "exemplary," "adequate," or**	**No recent changes have been made at the program level, as the dept. was commended for its use of assessment data in making programmatic changes; the external reviewer at the time recommended the dept. "wait and see how the new**	**2015-2016**

				"inadequate" attainment of the SLO by each student.	**curriculum and accompanying assessment plan unfold over the next 4 years".**	
3. **BA in Arabic**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Academic Affairs Assessment Website**	**Since AY 2011-2012, the department of World Languages and Literatures (WLL) has adopted Avant Assessment services (http://www.avantassessment.com/) to independently validate student learning and programmatic outcomes.**	**For the General Education Category (C3) that deals with Foreign Languages, all students who successfully complete a foreign language at the 103 or higher levels must show evidence that they have reached Novice Mid/High to Intermediate Low as defined by the American Council on the Teaching of Foreign Language's (ACTFL) proficiency guidelines. ACTFL is the most credible professional organization that focuses on the teaching and learning of Foreign Languages in the U.S. The reason for the difference in proficiency varies by language. Spanish and French, which are Group 1 Languages (easiest to acquire for English speakers) can reach Intermediate Low in one year while German (Group 2), or Japanese, Chinese, and Arabic (Group 4) require a little longer time to acquire. The evidence (aka Signature Assessment) is an online placement exam, usually taken during the 9th or 10th week of each quarter through Avant Assessment. The WLL Department pays around $10/test/student. Results are usually ready within 2-3 business days. Some skills are computer graded (reading**		**7/22/2014**

				and listening comprehension) while others are manually graded (speaking and writing). For Programmatic Learning Outcomes, the department has adopted Avant Assessment's two additional services (Stamp Test which is a Proficiency Assessment and iCan Statements which is a Formative Assessment) to validate and document students' learning outcomes. The iCan Statements can trace students' language development over several years where they can upload evidence and their faculty can validate or reject the evidence submitted by their students. For students pursuing a minor, they need to reach Intermediate Low/Mid proficiency levels while for those pursuing a major, they need to reach Intermediate High or above levels. These outcome expectations meet ACTFL's guidelines, published under the title "Assessments for the American Council on Education for College Credit Recommendation"		
4. **BA in Art**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Have not been in the past but moving forward will be posted on notice boards in the department and on syllabi, Academic Programs Assessment Website.**	**Random samples of coursework, grades**	**Faculty.**	**The dept. was missing several vital documents/policies, including PLOs, assessment rubrics, and assessment plans. The greatest change has been the development of these, which is work that is continuing.**	**NASAD Accreditation review 2012, scheduled next review for 2020-2021**

5. **BA in Biology**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Department website, syllabi, Academic Programs Assessment Website.**	**BioMAPS (Measuring Achievement and Progress in Science) Assessment, additional skills-based assessments**	**Faculty.**	**We have been using the BioCore Guide to inform the transformation of our program and courses in the Q2S process, so we think our new program and courses will be effectively aligned with the BioCore guidelines.**	**06-09-2015**
6. **BA in Chemistry**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Department website, syllabi, Academic Programs Assessment Website.**	**Samples of student work/artifacts/lab reports, American Chemical Society standardized exam, oral presentations, comprehensive exams**	**Faculty.**	**Looking at the assessment findings in aggregate, after many department-level discussions, it appears that the major problem our students are facing with respect to success in their courses and comprehensive knowledge of the subject, is non-retention of prerequisite skills. Some critical threshold concepts are not carried forward. Chemistry is a very vertical discipline: an introduction to basic skills is followed by foundational knowledge if five sub-areas, finishing with in depth instruction in 3-4 of these areas. We are currently addressing this in the quarter-to-semester transformation of our degree programs and courses. A new assessment plan will likely result from these deliberations.**	**1/18/2014**
7. **BA in Communication Studies**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Departmental Blackboard page, all course syllabi, COMM 200, and department website, Academic Programs Assessment Website.**	**Senior projects, portfolios, and coursework**	**Assessment committee comprised of faculty. The assessment committee submits to the faculty a written report summarizing goal-specific strengths and weaknesses reflected in the portfolios evaluated in that cycle and recommending changes in departmental procedures and curricula.**	**Changes in the recent past have included clarifying learning outcomes, reducing the number of learning outcomes, mapping curricula to outcomes, beginning a rotation of assessing outcomes, and making learning outcomes more transparent to students.**	**Jan. 2011**

				Discussions about how to "close the loop" and address findings from the report are taken up at the annual department retreat before the Fall term begins.		
8. **BA in Computer Systems**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Department website, Academic Programs Assessment Website.	Samples of student work/artifacts	Faculty. Copies of student work/artifacts are assessed using course rubrics. These are used to determine the degree of learning outcomes attainment. The committee chair drafts an assessment report and presents findings to the curriculum committee.	Based on these findings, the committee forms recommendations, which are then shared with all faculty department-wide. The faculty then approves the recommendations as they are, approves with changes, or returns them for revision.	04-18-2014
9. **BA in Criminal Justice**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Course syllabi, Academic Programs Assessment Website.	Capstone paper, quantitative pre-post exam	Departmental Outcomes Assessment Committee. A random sample of papers from a course were analyzed and evaluated according to the five major elements of the required curriculum.	Faculty met and decided to continue to incorporate theory, methods and statistics in all of our undergraduate courses, especially regarding the way that studies that we typically cover in our courses are actually done.	2015
10. **BA in Economics**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Disseminated amongst faculty members, Academic Programs Assessment Website.	Form submitted by faculty to assess students' knowledge of SLOs, alumni survey	Faculty. The faculty responses on the forms measuring SLOs are aggregated and put onto an Excel file to provide the department with a measure of "average" performance on the various SLOs.	Assessment finding are disseminated to department faculty and discussed at annual department retreats.	1-13-2016
11. **BA in English**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Department website, ENG 516, Academic Programs Assessment Website.	ENG 516 senior project with artifacts, senior project essay	Faculty. The faculty portfolio readers will assess the artifacts for what they reveal about student achievement on the selected goals and will attend to what students' understand or do not understand about the PLOs.	Make changes to the PLOs in response to student feedback on them. Take note of areas that students seem to be excelling in relation to the new PLOs and areas where they struggle. Consider these findings in refining our pedagogies with an eye toward our semester curriculum.	2015-2016
12. **BA in Environmental Studies—Track A**	Yes, please visit (https://www.csusb.edu/academic-	Revised PLOs shared and discussed with students in the senior	Individual course assessments, senior portfolio, narrative student	Faculty.	The department has completely overhauled its PLOs and altered the type	2013-2014

	programs/assessment) for list of Learning Outcomes.	seminar course; once adopted, new PLOs will be posted on website and provided to all students who declare the major, Academic Programs Assessment Website.	assessments of the success of the dept. in meeting existing PLOs		and richness of the data collected. Focus is now on the extent to which students feel as though PLOs are being met, which has influenced thinking around the revision of the curriculum. A stronger system of course prerequisites will be initiated to assure students complete the program in a more sequential manner.	
13. **BA in Environmental Studies—Track B**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Revised PLOs shared and discussed with students in the senior seminar course; once adopted, new PLOs will be posted on website and provided to all students who declare the major, Academic Programs Assessment Website.	Individual course assessments, senior portfolio, narrative student assessments of the success of the dept. in meeting existing PLOs	Faculty.	The department has completely overhauled its PLOs and altered the type and richness of the data collected. Focus is now on the extent to which students feel as though PLOs are being met, which has influenced thinking around the revision of the curriculum. A stronger system of course prerequisites will be initiated to assure students complete the program in a more sequential manner.	2013-2014
14. **BA in French**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Academic Affairs Assessment Website	Since AY 2011-2012, the department of World Languages and Literatures (WLL) has adopted Avant Assessment services (http://www.avantassessment.com/) to independently validate student learning and programmatic outcomes.	For the General Education Category (C3) that deals with Foreign Languages, all students who successfully complete a foreign language at the 103 or higher levels must show evidence that they have reached Novice Mid/High to Intermediate Low as defined by the American Council on the Teaching of Foreign Language's (ACTFL) proficiency guidelines. ACTFL is the most credible professional organization that focuses on the teaching and learning of Foreign Languages in the U.S. The		2013-2014

				reason for the difference in proficiency varies by language. Spanish and French, which are Group 1 Languages (easiest to acquire for English speakers) can reach Intermediate Low in one year while German (Group 2), or Japanese, Chinese, and Arabic (Group 4) require a little longer time to acquire. **The evidence (aka Signature Assessment) is an online placement exam, usually taken during the 9th or 10th week of each quarter through Avant Assessment. The WLL Department pays around $10/test/student. Results are usually ready within 2-3 business days. Some skills are computer graded (reading and listening comprehension) while others are manually graded (speaking and writing).** **For Programmatic Learning Outcomes, the department has adopted Avant Assessment's two additional services (Stamp Test which is a Proficiency Assessment and iCan Statements which is a Formative Assessment) to validate and document students' learning outcomes. The iCan Statements can trace students' language development over several years where they can upload evidence and their faculty can validate or reject the evidence submitted by their students.**		

				For students pursuing a minor, they need to reach Intermediate Low/Mid proficiency levels while for those pursuing a major, they need to reach Intermediate High or above levels. These outcome expectations meet ACTFL's guidelines, published under the title "Assessments for the American Council on Education for College Credit Recommendation"		
15. **BA in Geography**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Revised PLOs shared and discussed with students in the senior seminar course; once adopted, new PLOs will be posted on website and provided to all students who declare the major. Academic Programs Assessment Website.**	**Individual course assessments, senior portfolio, narrative student assessments of the success of the dept. in meeting existing PLOs**	**Faculty.**	**The department has completely overhauled its PLOs and altered the type and richness of the data collected. Focus is now on the extent to which students feel as though PLOs are being met, which has influenced thinking around the revision of the curriculum. A stronger system of course prerequisites will be initiated to assure students complete the program in a more sequential manner.**	**2013-2014**
16. **BA in Geology**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Departmental website and bulletin board, distributed via hardcopy to students at annual meeting and as they prepare for their senior project. Academic Programs Assessment Website.**	**Practical exam, various embedded course assignments, senior research project/paper, oral presentations,**	**Faculty.**	**Results of assessment are discussed annually at a departmental assessment meeting. The development and continual improvement of our undergraduate research program, which is required for all geology majors, has been routinely driven by assessment results.**	**2014-2015**
17. **BA in History**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Department PLOs are communicated to the students on their syllabus. Faculty are required to note on syllabi for each class what SLOs. Academic**	**Embedded course assignments, portfolios, papers, pre-/post-tests**			**2015**

		Programs Assessment Website.				
18. **BA in Human Development**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Academic Programs Assessment Website.	Internship course and supervisors' feedback		To date, no changes to the major have been made as a result of outcomes assessment data. As a faculty, the focus has been on the revision of the plan due to the discontinuation of the school---age track and semester conversion. We do anticipate using a rotating schedule to evaluate the PLOs; however, that rotation has not been determined as the plan is not finalized.	2014-2015
19. **BA in Liberal Studies**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Have been kept in a folder; beginning in Summer 2017, emailed to students and will be displayed on posters in the Liberal Studies Office. Academic Programs Assessment Website.	CA Subject Exam for Teachers, Elementary Subject Matter Program, essays, and students' professional goals	Faculty, Liberal Studies coordinator	Changes recently have included hiring a math tutor to help students who do not pass the math requisite skills test, clarifying the purpose of the meeting with the PALS advisor, and using video conferencing to support students at PDC.	2013-2014
20. **BA in Mathematics**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Department website, syllabi, Academic Programs Assessment Website.	Math "surveys", student portfolios/reflections	Mathematics Department Assessment Committee and MATH 599 instructors. Math assessment surveys are scored using a rubric; data is collected and shared via a Google spreadsheet. Student reflections are scored via rubric by individual instructors.	All assessment data is shared with and discussed amongst math faculty, which has encouraged more collaboration on teaching strategies. The Q2S transformation teams have used the current student learning outcomes to draft a collection of outcomes for the new semester program.	2014-2015
21. **BA in Music**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Not communicated or posted,		Assessment committee of three full-time faculty.	Changes made have included the rescheduling the core sequence in music theory and the introduction of string "technical juries".	Scheduled 2019-2020
22. **BA in Philosophy**	Yes, please visit (https://www.csusb.edu/academic-	Blackboard, Academic Programs Assessment Website.	400-level student papers	All full-time departmental faculty. The student papers are anonymized and	No changes to the program have been made as result of assessment. However, they	2017-2018

	programs/assessment) for list of Learning Outcomes.			distributed among the faculty members at meeting. Each faculty member reads and evaluates the papers assigned according to the rubric on a scale of 1-5. Once all the papers are evaluated, the scores are tabulated. After a discussion of the results, an action plan based on them is formulated.	have served to guide the faculty in its efforts to produce the department's PLOs.	
23. **BA in Physics**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Syllabi, Academic Programs Assessment Website.	Physics GRE exam, Physics 430 assessment and experiments	Faculty members who teach the classes are responsible for assessing and sharing data.	The results of the assessment tools are presented to the department faculty yearly at the end of the spring quarter, and then are discussed by the tenure track faculty as a whole leading up to meeting and agreeing on any changes during the following fall quarter.	2013-2014
24. **BA in Political Science**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Program review, assessment reports, email communications to faculty, course syllabi, Academic Programs Assessment Website.	Term paper/essay review	Dept. chair, Outcomes Assessment Committee (faculty). One-fourth of the student term papers from a senior seminar course are selected at random. Once the papers have been identified, the chair requests from the instructor a copy of a course paper for each of the randomly-selected students. The instructor of this course submits copies of the requested papers to the chair, removing all personal student information. The chair, along with the members of the department Outcomes Assessment Committee, Evaluate answers as they relate to knowledge of the identified PLO.	The department Outcomes Assessment Committee will makes any necessary recommendations to the department Curriculum Committee who will study the results and suggest advice to the whole department to improve student outcomes.	2014-2015
25. **BA in Psychology**	Yes, please visit (https://www.csusb.edu/academic-	Course syllabi, Academic Programs Assessment Website.	Graduation rates/time to degree, course assignments, senior exit exam, signature	Faculty. Instructor---assigned grades on exams, presentations, empirical	Faculty utilize assessment data/results to make programmatic decisions. Our	2015

	programs/assessment) for list of Learning Outcomes.		assignments, and indirect measures including surveys	research papers, literature review papers, and other class assignments can indicate the degree to which learning outcomes are being realized if 1) the graded assignment is a clear measure of one or more specific learning outcomes, and 2) instructor grading of the assignment is based in a clear rubric with high inter-rater reliability when used by multiple instructors to grade a sample of students on the assignment. In view of this, the Department has been moving toward insuring that graded assignments potentially used for outcomes assessment meet these standards. Rubrics for grading assignments are now routinely used in courses from which student work is selected for the purposes of outcomes assessment.	assessment practices have helped us to recognize the need for impaction. Other key strategies to address this problem include the creation of a new Teaching of Psychology course to complement the existing course. Assessment findings also help to identify potential curricular roadblocks to student progress so that appropriate strategies (i.e., supplemental instruction, advising) might be implemented.	
26. **BA in Social Science**						
27. **BA in Social Work**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Academic Programs Assessment Website.	Learning Plan Agreement (LPA) scores, portfolio	Faculty, program director. Field instructors completed the LPA in spring quarter; data were downloaded and analyzed by the program director. Using a scoring rubric, faculty evaluated student portfolios. Scores were entered into Excel and then analyzed, in aggregate, by the program director.		2017
28. **BA in Sociology**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Email communications to faculty, hardcopies to faculty, Academic Programs Assessment Website.	25-question pre-/post-test, term project (SOC 309), SOC 590 term paper, exit survey	Faculty. 15-20 projects/term papers will be selected at random. Projects/term papers will be evaluated using a rubric by at least two faculty members, one of whom teaches the course in	The assessment committee reflected on the first cycle of assessment activities. Curriculum changes were made based on previous results. The assessment instrument was also modified	2013-2014

				which the project/term paper was completed.	**based on previous assessment activities, with 5 questions being added.**	
29. **BA in Spanish**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Academic Affairs Assessment Website**	**Since AY 2011-2012, the department of World Languages and Literatures (WLL) has adopted Avant Assessment services (http://www.avantassessment.com/) to independently validate student learning and programmatic outcomes.**	**For the General Education Category (C3) that deals with Foreign Languages, all students who successfully complete a foreign language at the 103 or higher levels must show evidence that they have reached Novice Mid/High to Intermediate Low as defined by the American Council on the Teaching of Foreign Language's (ACTFL) proficiency guidelines. ACTFL is the most credible professional organization that focuses on the teaching and learning of Foreign Languages in the U.S. The reason for the difference in proficiency varies by language. Spanish and French, which are Group 1 Languages (easiest to acquire for English speakers) can reach Intermediate Low in one year while German (Group 2), or Japanese, Chinese, and Arabic (Group 4) require a little longer time to acquire. The evidence (aka Signature Assessment) is an online placement exam, usually taken during the 9th or 10th week of each quarter through Avant Assessment. The WLL Department pays around $10/test/student. Results are usually ready within 2-3 business days. Some skills are computer graded (reading and listening comprehension)**		

				while others are manually graded (speaking and writing). For Programmatic Learning Outcomes, the department has adopted Avant Assessment's two additional services (Stamp Test which is a Proficiency Assessment and iCan Statements which is a Formative Assessment) to validate and document students' learning outcomes. The iCan Statements can trace students' language development over several years where they can upload evidence and their faculty can validate or reject the evidence submitted by their students. For students pursuing a minor, they need to reach Intermediate Low/Mid proficiency levels while for those pursuing a major, they need to reach Intermediate High or above levels. These outcome expectations meet ACTFL's guidelines, published under the title "Assessments for the American Council on Education for College Credit Recommendation"		
30. **BA in Theatre Arts**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Academic Programs Assessment Website.**	**Juries/presentations, senior assessment, performances, work in scene shops and productions**	**Faculty. Assessment is ongoing, with students being provided feedback nearly continuously throughout the program.**		**2013-2014**
31. **Bachelor of Music**		**Not communicated or posted**		**Assessment committee of three full-time faculty.**	**Changes made have included the rescheduling the core sequence in music theory and**	**Scheduled 2019-2020**

					the introduction of string "technical juries".	
32. **BS in Bioinformatics**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Department website, Academic Programs Assessment Website.	Samples of student work/artifacts	Faculty. Copies of student work/artifacts are assessed using course rubrics. These are used to determine the degree of learning outcomes attainment. The committee chair drafts an assessment report and presents findings to the curriculum committee.	Based on these findings, the committee forms recommendations, which are then shared with all faculty department-wide. The faculty then approves the recommendations as they are, approves with changes, or returns them for revision.	2016-2017
33. **BS in Biology**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Department website, syllabi, Academic Programs Assessment Website.	BioMAPS (Measuring Achievement and Progress in Science) Assessment, additional skills-based assessments	Faculty.	We have been using the BioCore Guide to inform the transformation of our program and courses in the Q2S process, so we think our new program and courses will be effectively aligned with the BioCore guidelines.	2014-2015
34. **BA in Career and Technical Studies**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Syllabi, Academic Programs Assessment Website.	Capstone Course, and Portfolio	The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness	Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.	2016-2017

				Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.		
35. **BS in Career and Technical Studies**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Syllabi, Academic Programs Assessment Website.**	**Capstone Course, and Portfolio**	**The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.**	**Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.**	**2016-2017**
36. **BS in Chemistry**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Department website, syllabi, Academic Programs Assessment Website.**	**Samples of student work/artifacts/lab reports, American Chemical Society standardized exam, oral presentations, comprehensive exams**	**Faculty.**	**Looking at the assessment findings in aggregate, after many department-level discussions, it appears that the major problem our students are facing with respect to success in their courses and comprehensive knowledge of the subject, is**	**2012-2013**

					non-retention of prerequisite skills. Some critical threshold concepts are not carried forward. Chemistry is a very vertical discipline: an introduction to basic skills is followed by foundational knowledge if five sub-areas, finishing with in depth instruction in 3-4 of these areas. We are currently addressing this in the quarter-to-semester transformation of our degree programs and courses. A new assessment plan will likely result from these deliberations.	
37. **BS in Computer Engineering**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Department website, Academic Programs Assessment Website.	Samples of student work/artifacts	Faculty. Copies of student work/artifacts are assessed using course rubrics. These are used to determine the degree of learning outcomes attainment. The committee chair drafts an assessment report and presents findings to the curriculum committee.	Based on these findings, the committee forms recommendations, which are then shared with all faculty department-wide. The faculty then approves the recommendations as they are, approves with changes, or returns them for revision.	2016-2017
38. **BS in Computer Science**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Department website, Academic Programs Assessment Website.	Samples of student work/artifacts	Faculty. Copies of student work/artifacts are assessed using course rubrics. These are used to determine the degree of learning outcomes attainment. The committee chair drafts an assessment report and presents findings to the curriculum committee.	Based on these findings, the committee forms recommendations, which are then shared with all faculty department-wide. The faculty then approves the recommendations as they are, approves with changes, or returns them for revision.	2016-2017
39. **BS in Geology**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Departmental website and bulletin board, distributed via hardcopy to students at annual meeting and as they prepare for their senior project, Academic Programs Assessment Website.	Practical exam, various embedded course assignments, senior research project/paper, oral presentations,	Faculty.	Results of assessment are discussed annually at a departmental assessment meeting. The development and continual improvement of our undergraduate research program, which is required for all geology majors, has been routinely driven by assessment results.	2014-2015

40. **BS in Health Science, Environmental Health**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Department Taskstream page, syllabi, Blackboard, Academic Programs Assessment Website.**				**2016-2017**
41. **BS in Health Science, Health Care Mgmt.**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Syllabi, Academic Programs Assessment Website.**	**Faculty select various measures from their courses to assess PLOs. These may include exams, projects, portfolios, etc.**	**The assessment coordinator provided a PLO template where requested information about the assessment plan for each PLO was reported. The collected data was later compiled into a database by the assessment coordinator, and was made available for dept. chair review.**	**More effective assessment measures have been identified for the PLOs. The database of compiled PLO data will be used to re-evaluate the current assessment activities reported by faculty and to identify any gaps in assessment activities/plans.**	**2016-2017**
42. **BS in Health Science, Nutrition and Food Sci.**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Syllabi, Academic Programs Assessment Website.**			**Based on the comments from the instructors, the program will need to review and make changes to improve the deficiencies that may be identified.**	**2014**
43. **BS in Health Science, Public Health Ed.**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Department website, Blackboard, Academic Programs Assessment Website.**	**Faculty select various measures from their courses to assess PLOs. These may include exams, projects, portfolios, etc.**	**Faculty. Program planning and evaluation is an on-going process with a formalized evaluation scheduled every three years. Each academic year, the program coordinators, along with the assessment coordinator, review the program learning outcomes (PLOs). This evaluation includes examples of student artifacts and a review of the syllabus to ensure consistency.**	**At the end of each academic year, the program coordinators compile the program coordinator's report, and disseminate the results and recommendations to the HSCI department.**	**2017**
44. **BS in Information Systems and Technology**						
45. **BS in Kinesiology**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of**	**Email, Blackboard, Academic Programs Assessment Website.**	**Student artifacts, surveys**	**Outcomes Assessment Coordinator. Each year the Outcomes Assessment Coordinator asks the faculty that teach classes in the core,**		**2014-2015**

	Learning Outcomes.			**whose content is expected to cover the PLOs being assessed that year, to submit assignments or assignment descriptions and examples of student work to fulfill this requirement. The material is then uploaded in to Taskstream by the Coordinator.**		
46. **BS in Mathematics**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Department website, syllabi, Academic Programs Assessment Website.**	**Math "surveys", student portfolios/reflections**	**Mathematics Department Assessment Committee and MATH 599 instructors. Math assessment surveys are scored using a rubric; data is collected and shared via a Google spreadsheet. Student reflections are scored via rubric by individual instructors.**	**All assessment data is shared with and discussed amongst math faculty, which has encouraged more collaboration on teaching strategies. The Q2S transformation teams have used the current student learning outcomes to draft a collection of outcomes for the new semester program.**	**2014-2015**
47. **BS in Nursing**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Nursing student handbook, Dept. of Nursing faculty handbook, program website, Academic Programs Assessment Website.**	**Course-embedded artifacts**	**Faculty. The lead faculty member for each course in which the selected course-embedded assessments are located will report aggregated student scores on each assessment. Benchmarks for aggregated student achievement are identified in the Department of Nursing Systematic Program Evaluation Plan (SPEP).**	**As regards the two BSN tracks, the Undergraduate Curriculum Committee and the Assessment and Evaluation Committee, along with the BSN Program Director and the Department Chair/Chief Nurse Administrator, bear the responsibility for data collection, analysis, and recommendations for curriculum revisions. However, final decisions re: curriculum revision are made by the Department Faculty Organization which is comprised of tenured and tenure-track faculty along with full-time lecturers.**	**2012, internal; 2017, Collegiate Commission on Nursing Education**
48. **BS in Physics**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of**	**Syllabi, Academic Programs Assessment Website.**	**Physics GRE exam, Physics 430 assessment and experiments**	**Faculty members who teach the classes are responsible for assessing and sharing data.**	**The results of the assessment tools are presented to the department faculty yearly at the end of the spring quarter, and then are discussed by the**	**2013-2014**

	Learning Outcomes.				**tenure track faculty as a whole leading up to meeting and agreeing on any changes during the following fall quarter.**	
49. **Doctor of Educational Leadership**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Syllabi, Academic Programs Assessment Website.**	**Comprehensive Exam, Capstone Course, Portfolio, and Dissertation**	**The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.**	**Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.**	**2016-2017**
50. **Ed.S. in School Psychology**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Syllabi, Academic Programs Assessment Website.**	**Capstone Course, Portfolio, Thesis/Project, and Licensing Exam**	**The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and**	**Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.**	**2016-2017**

				Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.		
51. **MA in Art**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Have not been in the past but moving forward will be posted on notice boards in the department and on syllabi, Academic Programs Assessment Website.**	**Random samples of coursework, grades**	**Faculty.**	**The dept. was missing several vital documents/policies, including PLOs, assessment rubrics, and assessment plans. The greatest change has been the development of these, which is work that is continuing.**	
52. **MA in Child Development**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Student handbook, Academic Programs Assessment Website.**	**Evaluation of progress, student portfolio, senior project/thesis**	**Faculty. All student artifacts (evaluation of progress, portfolio, senior project/thesis) are assessed using a checklist/scoring rubric.**	**Faculty will meet at the end of each academic year to discuss the results of the various assessment tools required of students. As a result, proposed changes will be discussed and a timeline will be implemented to incorporate said changes into the curriculum and program as deemed appropriate based on the results.**	**2015-2016**
53. **MA in Communication**	**Yes, please visit (https://www.csu**					

	sb.edu/academic-programs/assessment) for list of Learning Outcomes.					
54. **MA in Criminal Justice**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Course syllabi, Academic Programs Assessment Website.**	**Portfolios, assessment tests**	**Departmental Committee on Outcomes Assessment. Portfolios and paper assessments are evaluated based on students' demonstrated knowledge of CJ System, Methods, Statistics, and Theory.**	**Findings are used to add/modify courses/curriculum.**	**2015**
55. **M.Ed. in Career and Technical Education**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Syllabi, Academic Programs Assessment Website.**	**Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project**	**The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.**	**Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.**	**2016-2017**

56. **MA in Educational Administration**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Syllabi, Academic Programs Assessment Website.**	**Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project**	**The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.**	**Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.**	**2016-2017**
57. **M.Ed. in Instructional Technology**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Syllabi, Academic Programs Assessment Website.**	**Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project**	**The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program**	**Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.**	**2016-2017**

				aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.		
58. **MA in English Composition**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Program website, Academic Programs Assessment Website.	Reflective essays, thesis proposals, theses, and comprehensive exam	Faculty.	We have engaged in close-the-loop activities, including implementing an alternative M.A. thesis (a publishable article and conference abstract) in response to our findings that students completing a traditional thesis were not making timely progress to degree.	2015-2016
59. **MA in Mathematics**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Websites, course syllabi, Academic Programs Assessment Website.	Portfolios, post-graduation survey	There has been a lot of discussion within the department about changing the way we assess the MA program to make it more effective and less burdensome.	There continues to be no changes to the program resulting from assessment.	2015-2016
60. **MAT in Mathematics (Program suspended since 2015)**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Course syllabi, Academic Programs Assessment Website.	Student surveys	Program coordinator. Assessment has focused on barriers that students encounter while attempting to complete the MAT thesis. The program coordinator conducted a student survey in hopes of identifying barriers to completion of the thesis. The survey revealed that most students do not	The program coordinator met separately with program faculty and a group of program students to discuss these results.	2015-2016

				engage in detailed planning for their thesis work.		
61. **MA in National Security Studies**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Academic Programs Assessment Website.	Comprehensive examination, along with embedded questions.	NSS faculty will administer tests with embedded questions. An Outcomes Assessment Committee of program faculty will annually analyze the data from the embedded items of the comprehensive examination.	The Outcomes Assessment Committee, after analyzing the annual diagnostic exam data, and the embedded questions therefrom, will determine the strengths and weaknesses in course offerings and identify any needed changes in, or improvements to, the curriculum.	2014-2015
62. **MS in National Cyber Security Studies**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Academic Programs Assessment Website.	Comprehensive examination, along with embedded questions.	NSS faculty will administer tests with embedded questions. An Outcomes Assessment Committee of program faculty will annually analyze the data from the embedded items of the comprehensive examination.	The Outcomes Assessment Committee, after analyzing the annual diagnostic exam data, and the embedded questions therefrom, will determine the strengths and weaknesses in course offerings and identify any needed changes in, or improvements to, the curriculum.	2014-2015
63. **MA in Psychological Sciences**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Academic Programs Assessment Website.	Being revised as part of Q2S; papers, projects, theses, student feedback are planned to be used.	Faculty.	The main change has been the implementation of an annual student feedback system, which will provide important data to inform the departmental assessment process.	2014-2015
64. **MA in Rehabilitation Counseling**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Syllabi, Academic Programs Assessment Website.	Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project	The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting.	Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.	2016-2017

				Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.		
65. **MS in Counseling and Guidance**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Syllabi, Academic Programs Assessment Website.**	**Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project, and Licensing Exam**	**The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness Each of these groups works together and with Program**	**Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.**	**2016-2017**

				Coordinators and program faculty for assessment and reporting activities.		
66. **MA in Reading/Language Arts**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Syllabi, Academic Programs Assessment Website.**	**Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project**	**The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.**	**Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.**	**2016-2017**
67. **MA Teaching English to Speakers of Other Languages (TESOL)**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Syllabi, Academic Programs Assessment Website.**	**Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project**	**The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair.**	**Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.**	**2016-2017**

				Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders IV. Program Improvement & Effectiveness Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.		
68. **MA in Math & Science Education**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Syllabi, Academic Programs Assessment Website.**	**Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project**	**The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair. Each program has a Program Coordinator who is responsible for all program aspects and reporting. Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance. Additionally, under the Dean, are the I. Dean's Cabinet II. COE Unit Assessment Committee III. COE Program Leaders**	**Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.**	**2016-2017**

				IV. Program Improvement & Effectiveness **Each of these groups works together and with Program Coordinators and program faculty for assessment and reporting activities.**		
69. **MA in Social Science and Globalization**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Program website, student orientation packet, Academic Programs Assessment Website.**	**Being revised as part of Q2S; culminating comprehensive exam/thesis/project, portfolio, student self-evaluation**	**Faculty.**	**Based on findings, the dept. has determined it needs to implement a portfolio system, maintain a cohort model, and rethink the program electives.**	**Scheduled for 2019-2020**
70. **MA in Spanish**						
71. **MS in Special Education**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Syllabi, Academic Programs Assessment Website.**	**Comprehensive Exam, Capstone Course, Portfolio, Thesis/Project**	**The Dean is the head of the CSUSB College of Education (COE). Within the COE, there are three departments: 1) Teacher Education & Foundations; 2) Educational Leadership & Technology; and, 3) Special Education, Rehabilitation, and Counseling. Each department has a Department Chair.** **Each program has a Program Coordinator who is responsible for all program aspects and reporting.** **Department Chairs work with the Program Coordinators in their departments to provide feedback and guidance.** **Additionally, under the Dean, are the** **I. Dean's Cabinet** **II. COE Unit Assessment Committee** **III. COE Program Leaders** **IV. Program Improvement & Effectiveness** **Each of these groups works together and with Program Coordinators and program**	**Assessment results are presented to the faculty at monthly department and program meeting to discuss any program changes or improvements.**	**2016-2017**

				faculty for assessment and reporting activities.		
72. **MA in Theatre Arts**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Academic Programs Assessment Website.	Juries/presentations, senior assessment, performances, work in scene shops and productions	Faculty. Assessment is ongoing, with students being provided feedback nearly continuously throughout the program.		2013-2014
73. **Master of Business Administration**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	All-college meeting, orientation, college website, Student Success Center website, MBA website, and syllabi. Academic Programs Assessment Website.	AAT, papers, portfolios, presentations,	Faculty evaluate each artifact using custom rubrics.	The data is discussed in our Faculty Assurance of Learning (AoL) Committee (with representatives from each academic department), then discussed with the departments, posted on our Intranet Site, reviewed at Faculty Forum, and the followed up with our College Curriculum Committee and Senior Leadership Team.	2016
74. **Master of Public Administration**						
75. **MPH in Public Health**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Department website, Blackboard. Academic Programs Assessment Website.	Faculty select various measures from their courses to assess PLOs. These may include exams, projects, portfolios, etc.	Faculty. Program planning and evaluation is an on-going process with a formalized evaluation scheduled every three years. Each academic year, the program coordinators, along with the assessment coordinator, review the program learning outcomes (PLOs). This evaluation includes examples of student artifacts and a review of the syllabus to ensure consistency.	At the end of each academic year, the program coordinators compile the program coordinator's report, and disseminate the results and recommendations to the HSCI department.	2017
76. **MS in Accountancy**	Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.	Academic Affairs Assessment Website	The Director of Accreditation, AoL Coordinator, MSA Coordinator, and Accounting Faculty.	The results will be discussed by the Assurance of Learning (AoL) Committee, forwarded to the academic departments, and considered at a faculty forum. Potential major or minor program changes will be solicited from faculty, considered by AoL,	The results will be discussed by the Assurance of Learning (AoL) Committee, forwarded to the academic departments, and considered at a faculty forum. Potential major or minor program changes will be solicited from faculty, considered by AoL,	2013-2014

				and forwarded to the College Curriculum Committee (CCC).	and forwarded to the College Curriculum Committee (CCC).	
77. **MS in Biology**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Academic Programs Assessment Website.**	**Upper division course assessment, thesis proposal, oral proposal presentation, completed thesis, oral thesis defense**		**Assessment of the program in the past led from having both non-thesis and thesis MS tracks to only keeping the thesis track.**	**2013-2014**
78. **MS in Computer Science**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**					
79. **MS in Clinical/Counseling Psychology**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Academic Programs Assessment Website.**	**Role play assignments, training clinic supervisor evaluation of work, field site supervisor evaluation of work, outcomes-based assessment of therapeutic alliance, COMPS Exam, papers, projects, presentations, clinical treatment plans**	**Faculty. Scoring rubrics are used to assess core PLOs as evidenced through reflection papers, case conceptualization and treatment plans, diagnostic assessment and intake reports, progress notes, research papers and counseling theories classroom presentations.**	**Student satisfaction data from exit surveys which led to changes in the structure of clinical supervision from a 5-month rotation to a 10-month rotation, increased use of role-plays in courses to teach application of technique, and increased use of case conceptualization and treatment planning as per student feedback.**	**2016**
80. **MS in Earth and Environmental Sciences**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Department bulletin board Academic Programs Assessment Website.**	**Embedded exam questions/assignments, oral presentations, graduate thesis, graduate project**	**Faculty. Student assignments, presentations, theses, and projects are scored using rubrics.**	**Faculty involved in the MSEES program meet to discuss the assessment data collected and to identify areas where improvements/changes could be made, as well as suggestions for making such improvements. Issues that require curricular changes will be considered as part of the Q2S transformation.**	**2015-2016**
81. **MS in Health Sciences Administration**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Program website, course syllabi, Academic Programs Assessment Website.**	**Surveys, course assignments**			**2013-2014**

82. **MS in Nursing**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**MSN handbook, Academic Programs Assessment Website.**	**Surveys, embedded student assignments, graduate presentation, portfolio**	**Assessment, evaluation, and reporting activities are conducted by the Graduate Committee, in collaboration with the Department Chair and Dean, as appropriate. Student artifacts are evaluated using scoring rubrics.**	**Assessment information/results are shared with the faculty organization, who meet monthly.**	**2016, 2017-2018**
83. **MS in Industrial/Organizational Psychology**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Academic Programs Assessment Website. Some faculty incorporate them into syllabi.**	**First year assessment, externship/internship supervisor ratings, presentations, course grades**	**Faculty.**	**No changes have been made since 2014. Last change was in 2010 when students began being required to attend a fall seminar in their second year in an attempt to boost thesis completion rates.**	**2012-2013**
84. **MSW in Social Work**	**Yes, please visit (https://www.csusb.edu/academic-programs/assessment) for list of Learning Outcomes.**	**Academic Programs Assessment Website**				

(Appendix B)

Geology - Student Oral Presentation Rubric

Research Project Scoring Rubric	Student Name:				Date:	
Evaluator:					*NIFP= not important for project	
GOAL 1: Strong background in the geological sciences and in supporting sciences	strong (A)	satisfactory (B)	mediocre [C]	weak (D)	unaccep-table (F)	30%
	5	4	3	2	1	
Understanding of scientific concepts, theories and knowledge relevant to the project						

GOAL 2. Scientific method: Ability to collect and analyze geologic data and draw conclusions to solve geologic problems	strong (A)	satisfactory (B)	mediocre [C]	weak (D)	unaccep-table (F)	NIFP	30%
Ability to:	5	4	3	2	1		
2.1 Articulate a well-defined problem or question							
2.2 Clearly state a well-defined, testable hypothesis							
2.3 Demonstrate clear understanding of what the hypothesis predicts							
2.4 Design an experiment or data collection plan to test the hypothesis							
2.5 Apply relevant science theory and prior experimental results							
2.6 Collect geologic data							
2.7 Analyze geologic data							
2.8 Draw tentative conclusions from geologic data							
2.9 Make appropriate use of logic and reasoning							
2.10 Demonstrate understanding of the importance of quantification, verifiability, accuracy and precision.							

GOAL 3: Clear Communication of Results	strong	satisfactory	mediocre	weak	unacceptable	20%
(see detail on other side)	5	4	3	2	1	
Clarity and organization						
Delivery (oral) or Mechanics (spelling, grammar, format--written)						

GOAL 4: Proficient use of appropriate field equipment, lab equipment or computer software	strong (A)	satisfactory (B)	mediocre [C]	weak (D)	unaccep-table (F)	NIFP	10%
	5	4	3	2	1		

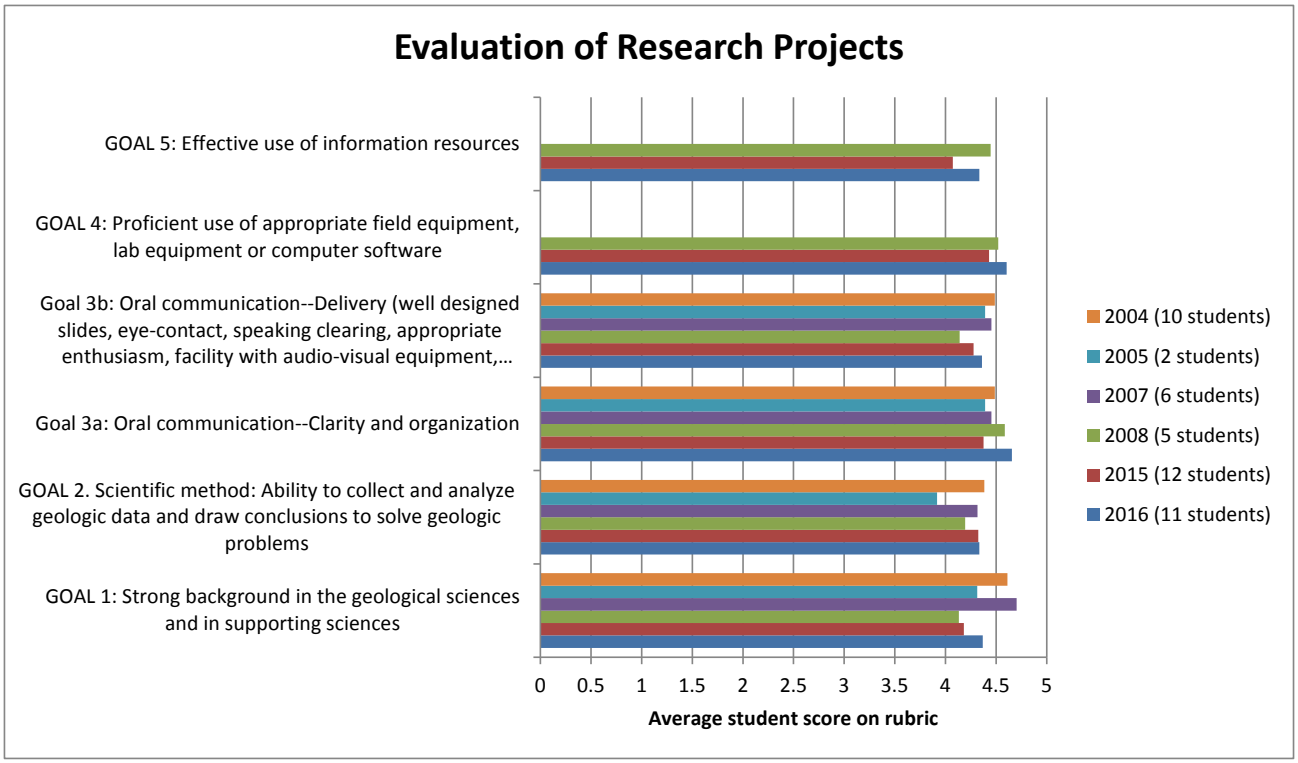
GOAL 5: Effective use of information resources	strong (A)	satisfactory (B)	mediocre [C]	weak (D)	unaccep-table (F)	NIFP	10%
	5	4	3	2	1		
(Sufficient use of prior literature, databases, etc.)							

Holistic grade:

(Appendix C)

Geology - Student Oral Presentation Cumulative Results

	2016	2015	2008	2007	2005	2004
GOAL 1: Strong background in the geological sciences and in supporting sciences	4.368182	4.180556	4.133333	4.703125	4.3125	4.6125
GOAL 2. Scientific method: Ability to collect and analyze geologic data and draw conclusions to solve geologic problems	4.335269	4.32375	4.193333	4.315887	3.91625	4.382917
Goal 3a: Oral communication--Clarity and organization	4.654545	4.375	4.586667	4.454861	4.391667	4.4875
Goal 3b: Oral communication--Delivery (well designed slides, eye-contact, speaking clearing, appropriate enthusiasm, facility with audio-visual equipment, appropriate length).	4.359091	4.277778	4.14	4.454861	4.391667	4.4875
GOAL 4: Proficient use of appropriate field equipment, lab equipment or computer software	4.60303	4.430556	4.52			
GOAL 5: Effective use of information resources	4.333333	4.072222	4.446667			



(Appendix D)
Geology BA/BS Program Learning Outcomes

Department of Geological Sciences: Alignment of PLOs with ILOs 9 July 2017

PLOs	***Breadth of Knowledge***	***Depth of Knowledge***	***Critical Literacies***	***Ways of reasoning and inquiry***	***Creativity and Innovation***	***Integrative Learning***	***Engagement***	***Diversity and Inclusion***
1	X							
2		X	X (Q)	X	X	X	x	
3			X (W,O)					
4			X (T)					
5			X (I)					

Note that critical literacies breaks into multiple parts, artistic (A), oral (O), quantitative (Q), technological (T), written communication (W), and information literacy (I).

PLO 1: Students gain a strong background in the geological sciences and in supporting sciences. This PLO addresses breadth of knowledge within the geological sciences and other related sciences. It thus aligns with ILO 1.

PLO 2: Students apply the basic methods and philosophy used to conduct scientific research to research in the geological sciences. This PLO addresses scientific modes of reasoning and inquiry and thus addresses ILO 4. Conducting research in geology also requires geology majors to develop depth of knowledge in a particular area (ILO 2). Conducting research in geology also requires students to develop creativity and innovation (ILO 5), integration of knowledge (ILO 6) and often uses quantitative literacy (ILO 3Q). Some student research projects also involve community engagement, but so far we have neither required nor assessed this.

PLO 3: Student develop effective communication skills. This PLO alignes with ILO 3O and 3W (oral and written critical literacies)

PLO 4: Students become familiar with the use of modern scientific instruments, field equipment and software. This PLO aligns with ILO 3T (technological literacy).

PLO 5: Students develop intellectual independence and skills that will assist them in continuing to learn after graduating. This PLO aligns with ILO 3I (information literacy).

(Appendix E)
Geology Closing the Loop Table

Department of Geological Sciences: Summary of Examples of Closing the Loop			
Assessment Report Years	**Weaknesses Identified**	**Actions Taken**	**Analysis of Results**
2001-03	Insufficient evidence to address PLO 2 (scientific modes of thinking), and weakness in student performance with respect to PLO 2 where evidence was available.	1. Discussions about how to provide better research experiences for our students. 2. Initiation of requirement for each student in senior seminar course to have a research mentor to work with the student during senior seminar on a research project completed for a previous course.	Action 2 led to disproportionate workload for the one faculty member who provided the most opportunities for research during class.
2003-04	The action taken 2001-2003 resulted in a disproportionate workload for the one faculty member who provided the most opportunities for research during class.	Curricular revisions that took effect in 2005-06 (1) changed Geol 590 from 1 unit to 2 units and (2) added a 2-unit supervision course, Geol 399: Undergraduate Geological Research as a requirement for all geology majors.	Action 1 provided more appropriate recognition of both fauclty and student time dedicated to Geol 590: Senior Seminar. Action 2 provided more appropriate credit for both student and faculty time devoted to conducting the research project that will be used for assessment of Goals 2-5 (and part of Goal 1) during senior seminar.
2006-07	Students are struggling to complete a research project in Geol 399 during Spring quarter of the senior year, at the same time that they are taking senior seminar (Geol 590).	Curricular revisions changed Geol 399 from a pre- or co-requesite to Geol 590 to a strict pre-requisite,	Assessment reports in 2006-07, 2007-08 and 2008-09 note marked and continuing improvement in student research presentations, attributed to implementing Geol 399 as a required course and a pre-requisite to Geol 590.
2007-08	Students struggle to complete their Geol 399 research project in a single quarter.	Curricular revisions that took effect in 2009-10 changed Geol 399 from 2 units to 3 units and added a 1-unit supervision course, Geol 398: Geological Research Methods and Design as a requirement for all geology majors and a prerequisite to Geol 399.	This expanded the undergraduate research experience to three quarters (one to write a research proposal in Geol 398, one to conduct the research in Geol 399, and one to reflect on and present the research in Geol 590), resulting in better quality work by the students.

2007-08	Some student projects are still poorly conceived and are not fit to fully display the student's abilities for scientific reasoning and data analysis.	Establishment of a policy that all department faculty will (1) read and comment on all proposals, and (2) read all of the student research papers (in addition to listening to their oral presentations).	Action 1 ensured that the projects being undertaken were of sufficient scope, promised to provide data for the student to analyze, and yet were feasible to be completed in one quarter. This resulted in student research presentations that were showed higher levels of student performance on our PLOs.
2009-10	Current schedule offers no opportunityfor students to recover from potential problems with their research projects. A grade of C or better is required in Geol 399 before a student can enroll in Geol 590. Thus if something goes wrong with a student's project during winter quarter, there is no time to resolve the problem in time to enroll in Geol 590 in the spring, and the student's graduation may be delayed by a year.	(1) A change in policy now requires students to register for Geol 398 and prepare their research proposals during Spring quarter of their junior year (rather than during Fall quarter of senior year). (2) Students who are ready to take Geol 398 are now invited to a session during winter quarter of their junior year, at which faculty members present ideas student research projects. (3) Department policy now requires students to have a project title and an advisor's signature in order to register for Geol 398.	Action 1 provided students with the summer and the following fall (senior year) to conduct their research. If there are any problems with their research, they now have winter quarter of their senior year to resolve those problems and still be able to register for Geol 590 in the spring of their senior year. Action 2 helps students to get off to a good start in Geol 398 at the beginning of Spring quarter by ensuring that they have already identified a research project and research mentor before the quarter starts. Subsequent assessment reports note continued improvement of student research presentations and papers.
2015-16	Student writing skills in their research papers are not bad, but there is substantial room for improvement.	Discussions of instituting a semester-long writing-intensive course in our major as we transform our curriculum for semesters. In preparation for this, a member of the department attended a 3-day workshop in August 2017 on designing writing-intensive courses.	The workshop provided a multitude of ideas and resources for desiging more effective writing assignments within our geology curriculum, beginning with smaller assignments that provide scaffolding for students to reach the level of written communication that we desire for them. Implementation of some of these ideas could begin this year.

2016-17	Faculty were pleased with the large number of opportunities students have to use modern scientific equipment and other technology in their courses. Nonetheless, a need was recognized for greater technical support to maintain and to train students how to use all of the new equipment that has been recently purchased in the department through external and internal grants as well as the internal budgeting process.	(1) We are discussing adding a laboratory component to our Geochemistry course, which would provide instructor workload credit for training a larger number of students on the wide variety of equipment available to our department. (2) The department continues to request support for a departmental technician at every opportunity.	(1) Curricular discussions are still in progress. (2) So far we have not been successful in obtaining a technician.

California State University San Bernardino (AMS) » Office of the President » Academic Affairs » College of Natural Sciences » Geology
Geology Undergraduate Programs

2013-2014 Assessment Cycle

Assessment Findings - Current Year (Data summary & interpretation with recommendations for improving learning outcomes under review.)

Finding per Measure

Geology B.A./B.S. Outcome Set (all tracks) (-1)

Goal 1:

Provide geology majors with a strong background in the geological sciences and in supporting sciences.

Outcome 1.1

Ability to identify minerals and rocks and to understand and interpret how they form

Measure: A1. Mineral identification (I-level) Geol 320
Program level; Direct - Exam

Details/Description: Mineral quiz on Geol 101 minerals. This quiz assesses students ability to identify 15 common minerals that were introduced in Geol 101 (plagioclase [2], quartz [2], hematite [2], orthoclase, pyrite, garnet, apatite, magnetite, olivine, fluorite, gypsum, galena). This quiz is taken before this material is further developed in Geol 320.

Minimal Criteria for Success: 70% of students earn a grade of C or better, which corresponds to a score of 50% or better on the quiz.

Ideal Criteria for Success: 70% of students earn a grade of B or better, which corresponds to a score of 60% or better on the quiz.

Planned Use of Assessment Instrument: As a baseline showing what our students are capable of after some time has elapsed since they were introduced to minerals in Geol 101, for comparison to their performance later in their undergraduate career.

Key/Responsible Personnel: Geol 320 instructor (A. Smith) collect data (Fall 2013).
Assessment Coordinator (S. McGill) upload to TaskStream.
All faculty review data prior to annual assessment meeting, and discuss data at that meeting, during finals week of spring quarter.

Findings for A1. Mineral identification (I-level) Geol 320

Summary of Findings:
40% of students earned an A on this quiz (score of 75% or better).
40% of students earned a B on this quiz (score of 60%-75%).
0% of students earned a C on this quiz (score of 50%-60%).
10% of students earned a D on this quiz (score of 46.7%)
10% of students earned an F on this quiz (score of 6.7%)

Thus 80% of students earned a grade of C or better, and 80% also earned a grade of B or better.

Results: Minimal Criteria for Success: Exceeded; Ideal Criteria for Success: Exceeded

Recommendations : Students enter Geol 320 having retained fairly well their ability to identify basic minerals from Geol 101 and Geol 250.

Substantiating Evidence:

Geol 320 Week 6 Mineral Quiz: Score Summary and Copies of All Student Work (Adobe Acrobat Document)

This Findings is associated with the following Actions:

1.1A: Reinforce mineral identification in as many classes as possible
(Action Plan for Program Improvement; 2013-2014 Assessment Cycle)

Measure: A2. Mineral identification (D-level) Geol 320
Program level; Direct - Exam

Details/Description: Laboratory Final Exam for Geol 320. Includes identification of 25 minerals and their properties (374

points), and writing the formula for 5 minerals, writing the general chemical composition for another 5, and writing the mineral names given the formula for 5 others (30 points).

Minimal Criteria for Success: 70% of students earn a grade of C or better, which corresponds to a score of 50% or better on the lab final.

Ideal Criteria for Success: 70% of students earn a grade of B or better, which corresponds to 60% or better on the lab final.

Planned Use of Assessment Instrument: Adjust teaching strategies if the minimal criteria for success are not met.

Key/Responsible Personnel: Dr. Alan Smith: Administer exam and send score and grade distribution to Dr. McGill, along with one scanned samples of student work from each of A, B, C and lower levels.
Dr. McGill upload results to TaskStream.
All Department faculty: review results and discuss at annual assessment meeting during finals week of Spring quarter.

Findings for A2. Mineral identification (D-level) Geol 320

Summary of Findings: The grade distribution on the Geol 320 lab final was:
45% of students earned an A (score of 75% or better)
27% earned a B (score of 60-75%)
18% earned a C (score of 50-60%)
9% earned an F

Thus, 72% of students met our ideal criteria of B-level work (60% or better), and 90% of students met our minimum criteria for success (50% or better).

Results: Minimal Criteria for Success: Exceeded; Ideal Criteria for Success: Exceeded

Recommendations : Keep up the good work!

Substantiating Evidence:

- Geol 320 Lab Final: A-quality sample (Adobe Acrobat Document)
- Geol 320 Lab Final: B-quality sample (Adobe Acrobat Document)
- Geol 320 Lab Final: C-quality sample (Adobe Acrobat Document)
- Geol 320 Lab Final: F-quality sample (Adobe Acrobat Document)

This Findings is associated with the following Actions:

1.1A: Reinforce mineral identification in as many classes as possible
(Action Plan for Program Improvement; 2013-2014 Assessment Cycle)

Measure: A3. Mineral identification (M-level; Geol 590)
Program level; Direct - Exam

Details/Description: Mineral identification questions on Geol 590 practical exam: Minerals included on the practical exam are selected from: …

Minimal Criteria for Success: 70% of students achieve a score of 50% or greater

Ideal Criteria for Success: 70% of students achieve a score of 60% or greater

Planned Use of Assessment Instrument: Compare to above criteria for success and to baseline data from Geol 320 Week 6 mineral quiz, to measure improvement. Adjust teaching practices if minimal criteria for success is not met.

Key/Responsible Personnel: Joan Fryxell collect data from Geol 590 (Spring 2014).
all faculty: review evidence posted on TaskStream

Findings for A3. Mineral identification (M-level; Geol 590)

Summary of Findings: Individual student scores for mineral identification on the Geol 590 practical exam: 70, 45, 10, 70, 100, 85, 50, 60.

Mean: 61 +/- 27

75% of students achieved a score of 50% or better.
62.5% of students achieved a score of 60% or better.
50% of students achieved a score of 70% or better.

Item analysis shows that at 70% of students were able to correctly identify the 4 of the 10 minerals on the exam (olivine, calcic plagioclase, hornblende and apatite). The minerals that less than 70% of the student were able to identify correctly were kyanite, sodalite, beryl, chlorite, sodic plagioclase and augite. When

considering only common rock-forming minerals (olivine, calcic and sodic plagioclase, hornblende, augite, and chlorite), still only 50% of students achieved a score of 70% or better.

Results: Minimal Criteria for Success: Exceeded; Ideal Criteria for Success: Approaching

Recommendations : 1) We should decide which minerals are most important for graduating students to know and use those minerals for assessment purposes.
2) For those minerals, we should decide whether "70% of students score 50% of better" is really what we want for a minimum criterion for success, or whether we want 70% of students to achieve a higher score than that.
3) If we want a higher standard for this SLO, we will need to reinforce mineral identification in other courses throughout the degree program.

Substantiating Evidence:

Mineral Identification Item Analysis (Adobe Acrobat Document)

This Findings is associated with the following Actions:

1.1A: Reinforce mineral identification in as many classes as possible
(Action Plan for Program Improvement; 2013-2014 Assessment Cycle)

Measure: B1. Rock Identification in hand sample (Geol 590 practical exam) M-level

Program level; Direct - Exam

Details/Description: Students in Geol 590 identify 10 rock samples in hand sample during the practical exam. Samples for the 2014 exam included: gneiss, conglomerate, welded tuff, leucogranite, garnet amphibolite, pegmatite, limestone (with crinoid fossils), porphyritic andesite, siltstone and anorthosite.

Minimal Criteria for Success: 70% of students earn a score of 50% or better

Ideal Criteria for Success: 70% of students earn a score of 60% or better

Planned Use of Assessment Instrument:

Key/Responsible Personnel: Geol 590 instructor (Joan Fryxell)

Findings for B1. Rock Identification in hand sample (Geol 590 practical exam) M-level

Summary of Findings: Individual student scores for rock identification in hand sample on the Geol 590 practical exam: 73, 38, 23, 63, 73, 73, 60, 80.

Mean: 60 +/- 20

75% of students scored 50% or higher
75% of students scored 60% or higher
50% of students achieved a score of 70% or higher.

Results: Minimal Criteria for Success: Exceeded; Ideal Criteria for Success: Exceeded

Recommendations : 1) We need to think about which rocks are most important for graduating students to know and use those for assessment.
2) We need to think about whether we are satisfied with our minimum and ideal criteria for success or whether we want 70% of students to score higher than 50% (minimally) or 60% ideally.

Measure: C1. Rock description--Igneous or Metamorphic (D-level: Geol 325)

Program level; Direct - Student Artifact

Details/Description: Collect copies of student descriptions of an igneous or metamorphic rock hand sample from a lab exercise in Geol 325.

Minimal Criteria for Success: 70% of students earn grade of C or better (score of 50%)

Ideal Criteria for Success: 70% of students earn grade of B or better (score of 60%)

Planned Use of Assessment Instrument: Faculty review samples of student work and discuss at an assessment meeting at the end of Spring quarter, 2014.

Key/Responsible Personnel: Dr. Alan Smith: collect and scan samples of student work for one rock from one lab in Geol 325 (Spring 2014);
Dr. Sally McGill: upload to TaskStream

all faculty: review samples of student work and discuss at assessment meeting.

Findings for C1. Rock description--Igneous or Metamorphic (D-level: Geol 325)

Summary of Findings: Grade % score # of students
A 79% 1
B 68% 1
B- not available 1
C 53% 2
C- 47% 1
F 39% 1

71% of students earned a score of 50% or better (C-quality work)
28% of students earned a score of 60% or better (B-quality work)

Results: Minimal Criteria for Success: Met

Recommendations :

Substantiating Evidence:

- Rock description A quality (Adobe Acrobat Document)
- Rock Description B quality (Adobe Acrobat Document)
- Rock Description C quality (Adobe Acrobat Document)
- Rock Description C- quality (Adobe Acrobat Document)
- Rock Description F quality (Adobe Acrobat Document)

This Findings is associated with the following Actions:

1.1C: Reassess rock description
(Action Plan for Program Improvement; 2013-2014 Assessment Cycle)

Measure: C2. Rock description--Sedimentary (D-level: Geol 330)
Program level; Direct - Student Artifact

Details/Description: Collect copies of student descriptions of a sedimentary rock hand sample from a lab exercise in Geol 330.

Minimal Criteria for Success: 70% of students earn grade of C or better (score of 50%?)

Ideal Criteria for Success: 70% of students earn grade of B or better (score of 60%?)

Planned Use of Assessment Instrument: Faculty review samples of student work and discuss at an assessment meeting at the end of Spring quarter, 2014.

Key/Responsible Personnel: Dr. Britt Leatham: collect and scan samples of student work for one rock from one lab in Geol 330;
Dr. Sally McGill: upload to TaskStream
all faculty: review samples of student work and discuss at assessment meeting.

Findings for C2. Rock description--Sedimentary (D-level: Geol 330)

No Findings Added

Measure: C3. Rock description--Metamorphic (M-level; Geol 590)
Program level; Direct - Exam

Details/Description: Complete description of a metamorphic rock (hand sample and thin section) during the Geol 590 practical exam. For 2014 the rock was quartzite.

Minimal Criteria for Success: 70% of students earn grade of C or better (score of 50%?)

Ideal Criteria for Success: 70% of students earn grade of B or better (score of 60%?)

Planned Use of Assessment Instrument: Faculty review samples of student work and discuss at an assessment meeting at the end of Spring quarter, 2014. Compare rock descriptions from Geol 590 with those from Geol 325 and Geol 330. Evaluate whether or not the samples meet our minimum criteria for success.

Key/Responsible Personnel: Dr. Joan Fryxell: collect and scan samples of student work for one igneous or metamorphic rock from Geol 590 practical exam (Spring 2014);

Dr. Sally McGill: upload to TaskStream
all faculty: review samples of student work and discuss at Spring 2014 assessment meeting.

Findings for C3. Rock description--Metamorphic (M-level; Geol 590)

Summary of Findings: Individual scores: 0, 23, 30, 60, 60,93, 93, 97

Mean: 57 +/- 37

62.5% of students scored 50% or better
62.5% of students scored 60% or better
37.5% of students achieved a score of 70% or better.

Results: Minimal Criteria for Success: Not Met

Recommendations :

Substantiating Evidence:

Three Sample Descriptions: A, B/C and D/F quality (Adobe Acrobat Document)

This Findings is associated with the following Actions:

1.1C: Reassess rock description
(Action Plan for Program Improvement; 2013-2014 Assessment Cycle)

Measure: C4. Rock description--Igneous (M-level; Geol 590)
Program level; Direct - Exam

Details/Description: Complete description of an igneous rock (hand sample and thin section) on the Geol 590 practical exam. For 2014 the sample was quartz monzonite.

Minimal Criteria for Success: At least 70% of students earn score of C or better (score of 50%?)

Ideal Criteria for Success: At least 70% of students earn score of B or better (score of 60%?)

Planned Use of Assessment Instrument: Faculty review samples of student work and discuss at an assessment meeting at the end of Spring quarter, 2014. Compare rock descriptions from Geol 590 with those from Geol 325 and Geol 330. Evaluate whether or not the samples meet our minimum criteria for success.

Key/Responsible Personnel: Dr. Joan Fryxell: collect and scan samples of student work for one sedimentary rock from Geol 590 practical exam (Spring 2014);
Dr. Sally McGill: upload to TaskStream
all faculty: review samples of student work and discuss at Spring 2014 assessment meeting.

Findings for C4. Rock description--Igneous (M-level; Geol 590)

Summary of Findings: Individual student scores: 47, 53, 63, 80, 83, 87, 90, 93

Mean: 75 +/- 18

87.5% of students achieved a score of 50% or better.
75% of students achieved a score of 60% or better.
62.5% of students achieved a score of 70% or better.

Results: Minimal Criteria for Success: Met; Ideal Criteria for Success: Exceeded

Recommendations :

Substantiating Evidence:

Three sample descriptions: A, B and C/D quality (Adobe Acrobat Document)

This Findings is associated with the following Actions:

1.1C: Reassess rock description
(Action Plan for Program Improvement; 2013-2014 Assessment Cycle)

Outcome 1.2
Understanding and

Measure: 3-point problem (on Geol 590 Practical Exam)
Program level; Direct - Exam

appreciation of tectonic forces and their large and small-scale effects.

Details/Description:

Minimal Criteria for Success: 70% of students earn a score of 70% or better

Ideal Criteria for Success: 70% of students earn a score of 80% or better

Planned Use of Assessment Instrument:

Key/Responsible Personnel: Geol 590 instructor (Joan Fryxell)

Findings for 3-point problem (on Geol 590 Practical Exam)

Summary of Findings: Individual student scores on the 3-point problem on the Geol 590 practical exam: 50, 63, 50, 100, 100, 0, 88, 75.

Mean: 66 +/- 33

50% of students achieved a score of 70% or better.

Results: Minimal Criteria for Success: Not Met

Recommendations :

Outcome 1.3

Ability to make field observations, to make and interpret geologic maps and crosssections, and to construct stratigraphic sections.

Measure: A1. Creating Geologic Maps and Cross-sections (D-level: Geol 301)
Program level; Direct - Student Artifact

Details/Description: Students create a geologic map and cross-sections.

Minimal Criteria for Success: 70% of students achieve grade of C or better.

Ideal Criteria for Success: 70% of students achieve grade of B or better.

Planned Use of Assessment Instrument: Geol 301 (Fall 2013)

Key/Responsible Personnel: Dr. Joan Fryxell

Findings for A1. Creating Geologic Maps and Cross-sections (D-level: Geol 301)

Summary of Findings: Grade distribution in Geol 301, Fall 2013:

A 2
B+ 1
B 4
B- 4
C+ 3

100% of students achieved a grade of C or better.
50% of students achieved a grade of B or better.

Results: Minimal Criteria for Success: Met; Ideal Criteria for Success: Approaching

Recommendations :

Substantiating Evidence:

- A-quality map and cross-sections (Adobe Acrobat Document)
- B-quality map and cross-sections (Adobe Acrobat Document)
- C-quality map and cross-sections (Adobe Acrobat Document)

Measure: A2. Creating Geologic Maps (M-level: Geol 391)
Program level; Direct - Student Artifact

Details/Description: Students create a map of underground mine workings using Brunton compass and tape measure. Maps are graded primarily based on accuracy, but also on completeness (including scale, north arrow and legend) and on neatness and style (e.g., appropriate scaling to size of paper), as well as on participation in the field work.

Minimal Criteria for Success: 70% of students achieve grade of C or better.

Ideal Criteria for Success: 70% of students achieve grade of B or better.

Planned Use of Assessment Instrument: Geol 391B (Fall 2013)

Key/Responsible Personnel: Dr. Erik Melchiorre

Findings for A2. Creating Geologic Maps (M-level: Geol 391)

Summary of Findings: Of the 5 students in the class, 20% earned a grade of A, 20% earned A-, and 40% earned a grade of B and 20% earned B-. Thus 100% of the students earned grades of C or better and 80% earned grades of B or better.

Results: Minimal Criteria for Success: Exceeded; Ideal Criteria for Success: Exceeded

Recommendations :

Substantiating Evidence:

Dad Mine Compiliation (JPEG (Image))

Compilation showing all 5 student maps plotted on top of each other. Ideally all maps should show the same location of mine tunnels. The spread indicates mapping errors in some of the maps.

Sample "B-" quality map (JPEG (Image))

Sample "B-" quality map, with less accurate locations of mine workings and less thorough annotations.

Sample A-quality map (JPEG (Image))

Sample A-quality student map, showing accurate locations of mine workings with thorough annotation.

Measure: B1. Geologic Map Interpretation (M-level) Geol 590
Program level; Direct - Exam

Details/Description:

Minimal Criteria for Success: 70% of students earn a score of 70% or better.

Ideal Criteria for Success: 70% of students earn a score of 80% or better.

Planned Use of Assessment Instrument:

Key/Responsible Personnel: Geol 590 instructor (Joan Fryxell).

Findings for B1. Geologic Map Interpretation (M-level) Geol 590

Summary of Findings: Individual student scores: 70, 61, 18, 39, 88, 73, 70, 100.

Mean: 65 +/- 26

62.5% of students achieved a score of 70% or better.
25% of students achieved a score of 80% or better.

Results: Minimal Criteria for Success: Not Met

Recommendations :

Measure: C1. Strike and dip measurement (M-level) Geol 590
Program level; Direct - Exam

Details/Description: Use Brunton compass to measure strike and dip of an inclined board in the lab.

Minimal Criteria for Success: 70% of students earn a score or 70% or better.

Ideal Criteria for Success: 70% of students earn a score of 80% or better.

Planned Use of Assessment Instrument:

Key/Responsible Personnel: Geol 590 instructor (Joan Fryxell).

Findings for C1. Strike and dip measurement (M-level) Geol 590

Summary of Findings: Individual student scores: 100, 83, 17, 83, 67, 100, 83, 100.

Mean: 79 +/- 28

75% of students achieved a score of 70% or better.
75% of students achieved a score of 80% or better.

Results: Minimal Criteria for Success: Met; Ideal Criteria for Success: Exceeded

Recommendations :

Outcome 1.4

Understanding and appreciation of geologic time and the fossil record.

Measure: A1. Memorization of the Geologic Timescale (D-level: Geol 312)
Program level; Direct - Exam

Details/Description: Students fill in the names of the Geologic Eons, Eras, Periods (and epochs within the Cenozoic). Students also write the age boundaries of the Eons, and place in correct order the initial appearance of 7 major animal life forms.

Minimal Criteria for Success: 70% of students should achieve 70% or better on the quiz.

Ideal Criteria for Success: 70% of students should achieve 80% or better on the quiz.

Planned Use of Assessment Instrument: Geol 312 (Winter 2014). (Note: only half of the students in this course are geology majors).

Key/Responsible Personnel: Dr. Sally McGill

Supporting Attachments:

Geologic Timescale Quiz (JPEG (Image))

Findings for A1. Memorization of the Geologic Timescale (D-level: Geol 312)

Summary of Findings: % of students..... % score.....Grade
14.3%.....<20%.....F
19%.....47%-53%...F
0%.....60-70%.....D
9.5%.....70-80%.....C
14.3%.....80-90%.....B
33.3%.....90-100%....A

Thus 57% of students scored 70% or above, and only 48% of students scored 80% or above.

Results: Minimal Criteria for Success: Not Met

Recommendations : Repeat test at end of Geol 312.

This Findings is associated with the following Actions:

Reassess understanding of geologic time at a level beyond memorization.
(Action Plan for Program Improvement; 2013-2014 Assessment Cycle)

Measure: A2. Memorization of the Geologic Timescale (M-level: Geol 590)
Program level; Direct - Exam

Details/Description:

Minimal Criteria for Success: 70% of students earn a score of 70% or more

Ideal Criteria for Success: 70% of students earn a score of 80% or more

Planned Use of Assessment Instrument:

Key/Responsible Personnel:

Findings for A2. Memorization of the Geologic Timescale (M-level: Geol 590)

Summary of Findings: Individual scores on the geologic timescale portion of the practical exam (out of

100 points): 111, 89 91, 77, 98, 98, 77, 109.
Extra credit was awarded for adding more dates than required.

Mean: 94 +/0 13

100% of students earned 70% or more
75% of students earned 80% or more

Results: Minimal Criteria for Success: Exceeded; Ideal Criteria for Success: Exceeded

Recommendations :

This Findings is associated with the following Actions:

Reassess understanding of geologic time at a level beyond memorization.
(Action Plan for Program Improvement; 2013-2014 Assessment Cycle)

Last Modified: 06/06/2014 08:04:57 PM PST

Goal 2: Ability to collect and analyze geologic data and draw conclusions to solve geologic problems

Measure 1: Faculty scores on rubric for Geol 399 papers

Evidence Collected:

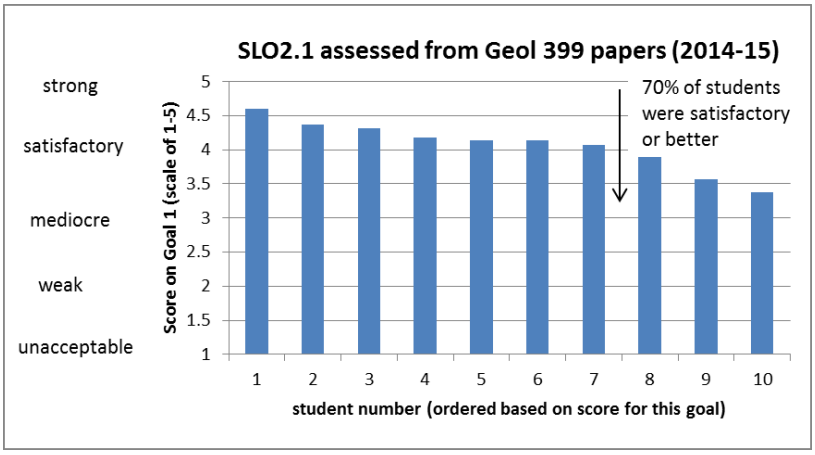


Figure 1

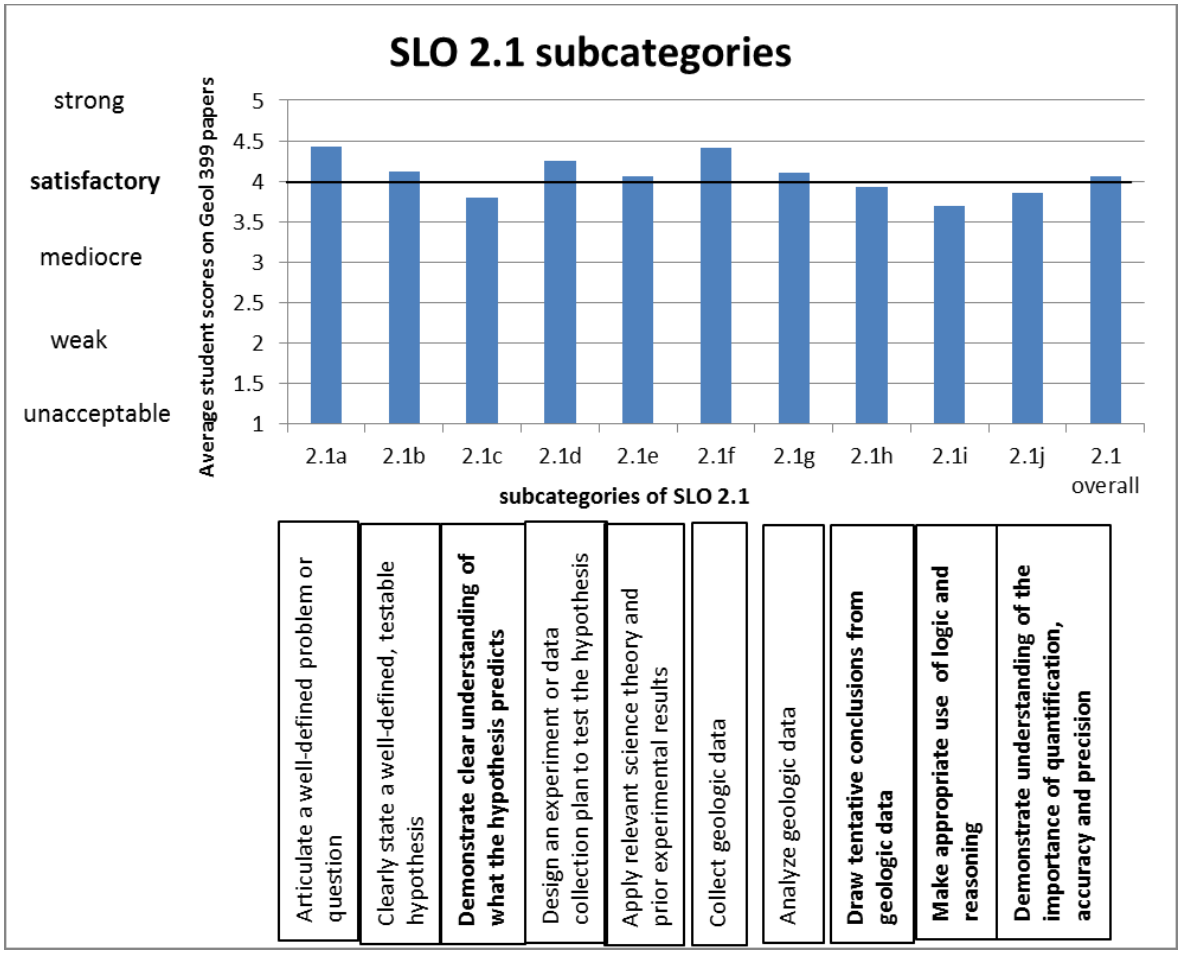


Figure 2

Outcome 2.1
Ability to collect and analyze geologic data and draw conclusions to solve geologic problems in both the lab and the field.

Measure 1: Geol 399 research paper, Goal 2 section of rubric (D level)
Program level; Direct - Student Artifact

Details/Description: All faculty in the department evaluate senior research papers during Geol 399 using a common rubric. Average faculty scores for the section of the rubric related to Goal 2 are reported here.
Minimal Criteria for Success: At least 70% of students earn an average "satisfactory" score (or better) on the components of the rubric related to Goal 2.
Ideal Criteria for Success: At least 80% of students earn an average "satisfactory" score (or better) on the components of the rubric related to Goal 2.

Summary of Findings: 70% of students scored "satisfactory" or better on SLO2.1 (Figure 1). Of the subcategories within SLO2.1 that were assessed, the average student scores were "satisfactory" or better in all subcategories except those highlighted in bold in Figure 2 and listed below:
2.1c. Demonstrate clear understanding of what the hypothesis predicts
2.1h. Draw tentative conclusions from geologic data
2.1i. Make appropriate use of logic and reasoning
2.1j. Demonstrate understanding of the importance of quantification, verifiability, accuracy and precision.

Results: Minimal Criteria for Success: Met; Ideal Criteria for Success: Approaching
Recommendations : Work with students in Geol 399 and earlier classes to further develop their scientific reasoning skills and their understanding of the importance of sample size for drawing scientific conclusions.

Measure 2: Oral presentation of research project, Goal 2 section of rubric (M-level; Geol 590)
Program level; Direct - Other

Details/Description: All faculty listen to and use a common rubric to score student oral presentations of their research projects during finals week of spring quarter.
Minimal Criteria for Success: At least 70% of students earn an average score of "satisfactory" (or better) on the Goal 2 section of the oral presentation rubric.
Ideal Criteria for Success: At least 80% of students earn an average score of "satisfactory" (or better) on the Goal 2 section of the oral presentation rubric.
Planned Use of Assessment Instrument:
Key/Responsible Personnel: Dr. Sally McGill

Outcome 1.1
Ability to identify minerals and rocks and to understand and interpret how they form.

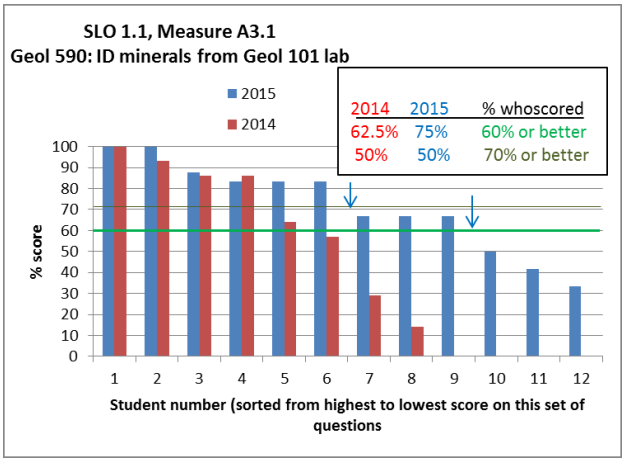


Figure 3

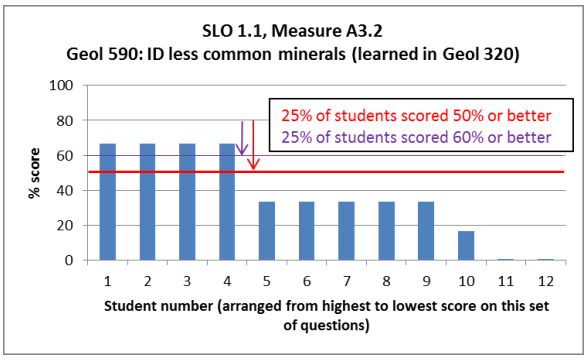


Figure 4

Measure: A3.1. Identification of minerals used in Geol 101 labs (M-level; Geol 590)
Program level; Direct - Exam
Details/Description: Minerals included on this part of the practical exam were: quartz, gypsum, plagioclase (anorthite), calcite (opaque, salmon-colored), proxene, hematite (specular)
Minimal Criteria for Success: 70% of students achieve a score of 60% or greater
Ideal Criteria for Success: 70% of students achieve a score of 70% or greater
Summary of Findings: 75% of students scored 60% or better
50% of students scored 70% or better
Results: Minimal Criteria for Success: Met; Ideal Criteria for Success: Approaching
Recommendations : Discuss whether we all agree on the criteria for success

Measure: A3.2. Identification of minerals from Geol 320 (M-level; Geol 590)
Program level; Direct - Exam
Details/Description: Minerals included on this part of the practical exam were: Actinolite, pyhrrotite, microcline, tourmaline, beryl, sphalerite
Minimal Criteria for Success: 70% of students achieve a score of 50% or greater
Ideal Criteria for Success: 70% of students achieve a score of 60% or greater
Summary of Findings: 25% of students scored 50% or better
25% of students scored 70% or better
Results: Minimal Criteria for Success: Not Met; Ideal Criteria for Success: Moving Away
Recommendations : Discuss whether we all agree with the stated criteria of success.

Measure: *B1. Rock Identification in hand sample (Geol 590 practical exam) M-level Program level; Direct - Exam*

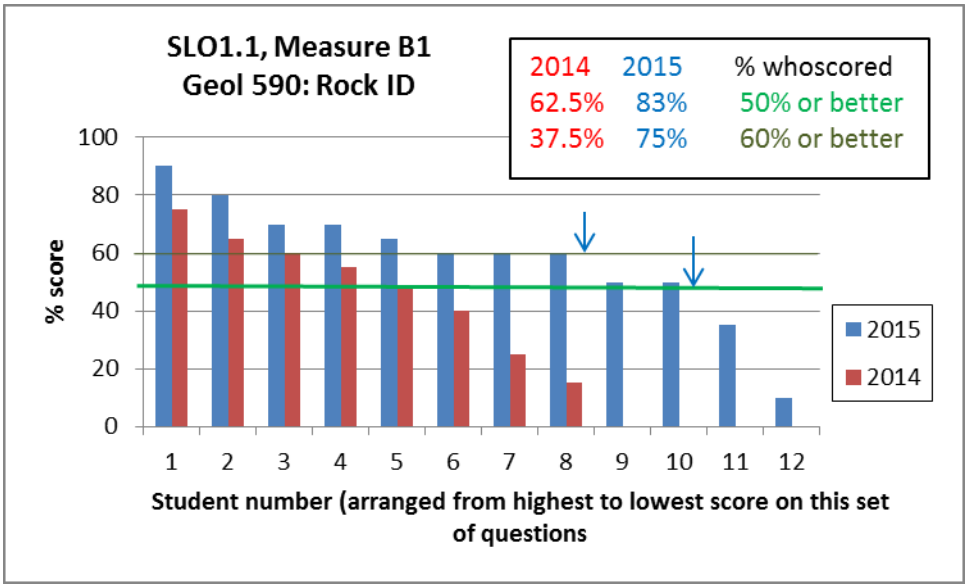


Figure 5

Details/Description: Students in Geol 590 identify 10 rock samples in hand sample during the practical exam (May 28, 2015). Samples for the 2015 exam included: aplite, conglomerate, serpentinite, sandstone, basalt, gneiss, anorthosite, unakite, limestone, welded tuff.
Minimal Criteria for Success: 70% of students earn a score of 50% or better
Ideal Criteria for Success: 70% of students earn a score of 60% or better
Summary of Findings: In 2015:
83% scored 50% or better (up from 62.5% in 2014)
75% scored 60% or better (up from 37.5% in 2014)
Results: Minimal Criteria for Success: Exceeded; Ideal Criteria for Success: Exceeded
Recommendations : Discuss whether we all agree on these criteria for success.

Status of last year's action plan for 2014-15:

Action: 1.1A: Reinforce mineral identification in as many classes as possible
Action Details: Our students met our minimal and ideal criteria for success in introductory (Geol 101) and developmental (Geol 320) courses, but by the time they reached senior seminar, they only met our minimal criteria for success, not our ideal criteria. This suggests that students are learning the material but are not fully retaining it. We plan to emphasize mineral identification in as many courses as possible throughout the major, so strengthen students' retention in this area.
Implementation Plan (timeline): In addition to courses where mineral identification is assessed, we will emphasize it in other courses as well, such as Geol 391 (Fall 2014 and Spring 2015), Geol 312 (Winter 2015), Geol 250 (Spring 2015).
Results: Modest improvement in mineral ID on senior seminar practical exam (see Figure 3, above).

Action: 1.1C: Reassess rock description
Action Details: On one of the rock samples students described for senior seminar, our minimal criteria for success were not met. We plan to reassess this in 2014-15. We will also continue to emphasize rock description in as many courses as possible.
Implementation Plan (timeline): Reassess in Senior Seminar (Geol 590) in Spring 2015. Emphasize rock description in as many courses as possible (Geol 325, Geol 330, Geol 250, Geol 301, Geol 391)
Results: pending

Action: 1.4: Reassess understanding of geologic time at a level beyond memorization.
Action Details: Although students met both our minimal and ideal criteria for success by the time they reached mastery-level courses, we would like to reassess this goal at a level that goes beyond mere memorization of the geologic time scale.
Implementation Plan (timeline): Geol 590 (Senior Seminar), Spring 2015
Results: not implemented

Department of Geological Sciences 2015-16 Assessment Data

Compiled by Sally McGill for annual assessment meeting, 16 June 2016

Assessment focus for 2015-16:
GOAL 3: Help students to develop effective communication skills

Goal 3A: Clearly express ideas in writing

Measure 1 (formative): Geol 398 research proposals

- Discussion of faculty impressions of strengths and weaknesses

Measure 2 (summative): Geol 399 research papers

- Discussion of faculty impressions of strengths and weaknesses
- See Figure 1 on p. 2

Measure 3 (summative): Geol 590 proof-reading exercise

- Discussion of faculty impressions of strengths and weaknesses
- See Figure 2 on p. 2
- See copy of the exercise on pp. 4-8

Measure 4 (summative): Geol 590 exercise: rewrite abstract in class

- Discussion of faculty impressions of strengths and weaknesses
- See Figure 3 on p. 3
- See samples of student work in Figures 4-6 on pp. 9-11

Goal 3B: Clearly express ideas orally

Measure 1 (summative): Geol 590 oral presentations

- Discussion of faculty impressions of strengths and weaknesses
- Turn in scoring rubrics for use in assessment report

Other assessment data

Outcome 1.1
Ability to identify minerals and rocks and to understand and interpret how they form
Measure 1 (summative): Mineral identification on practical exam in Geol 590 (p.12)

Measure 2 (summative): Rock identification on Geol 590 practical exam (p. 13)

2

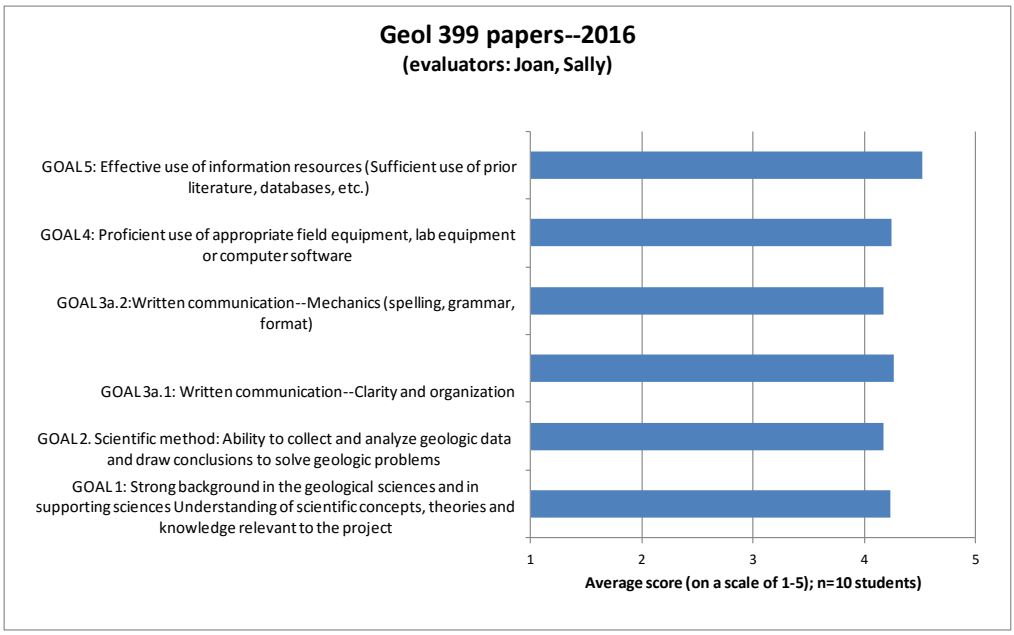


Figure 1: Average rubric scores for 2015-16 Geol 399 research papers. (n= 10 students).

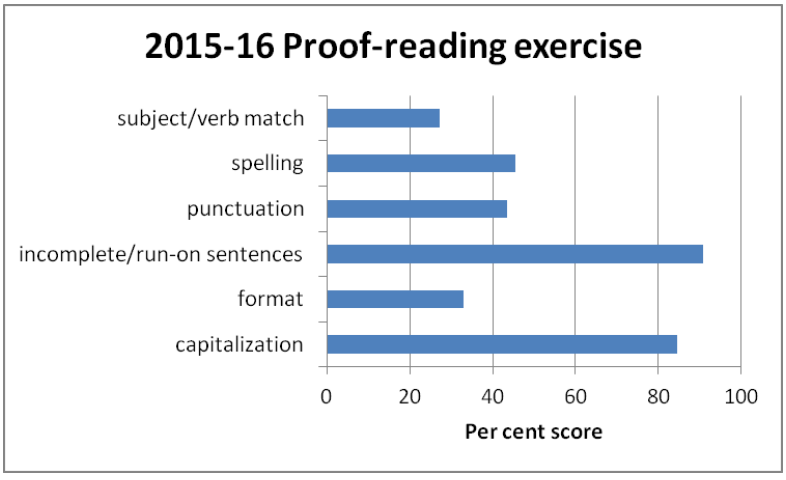


Figure 2: Average scores for proof-reading exercise in 2015-16. (n=11 students).

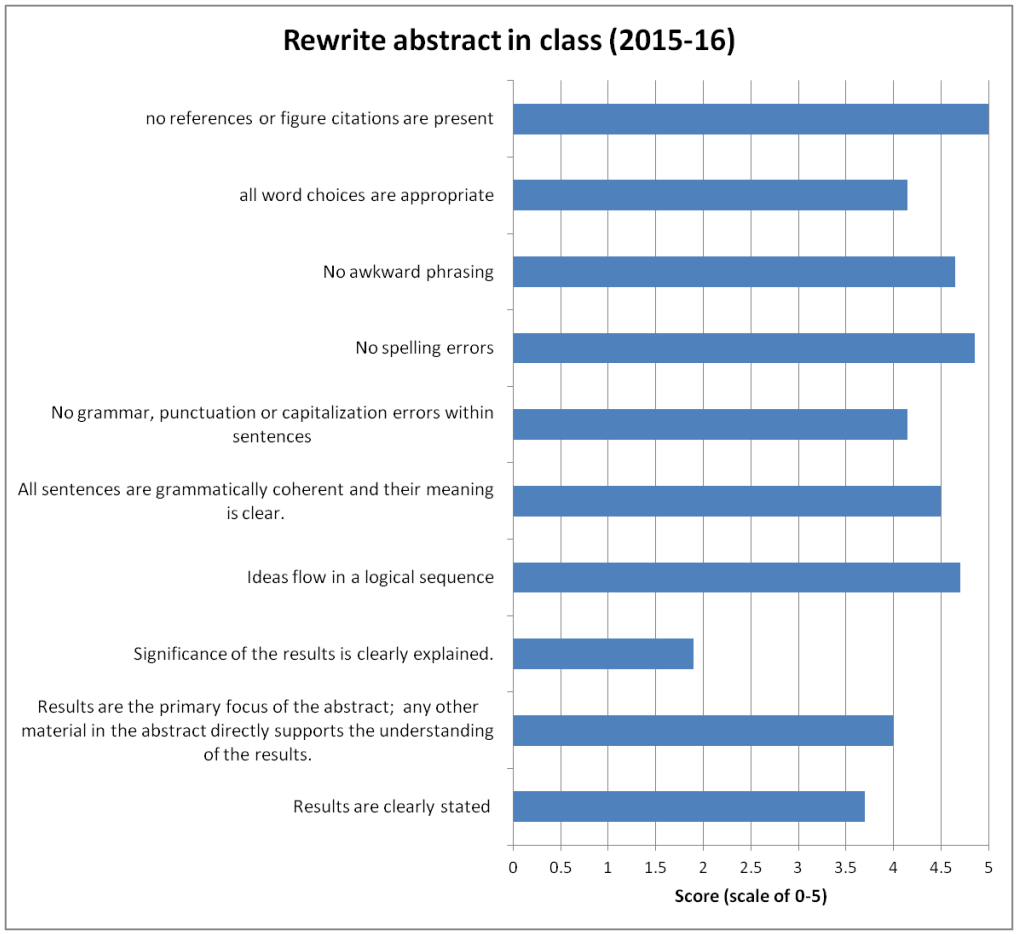


Figure 3: 2015-16 results of Geol 590 in-class writing assignment. (n = 10 students). Students were given a copy of their research paper without the abstract and were asked to "Write an abstract for your research paper from scratch. Present your work, including results succinctly (in 250 words or less). It should not be just a summary of what you did. Do not cite references, figures, or tables in the abstract; those are all available in the full paper."

Geol 590: In-class writing assignment part 1.

Please proof-read this fake student paper. Mark corrections in spelling, punctuation, grammar and formatting on the paper itself. Highlight and comment in margin sentences that are not correctly structured (e.g., incomplete sentences, run-on sentences, or sentences that do not make sense grammatically for other reasons). You may refer to the GSA Bulletin template document and to other Geol 398-399-590 format documents during this exercise.

Slip rate of the southern San Andreas Fault estimated by GPS measurements

John T. Student

Department of Geological Sciences, California State University, San Bernardino, 5500 University Parkway, San Bernardino, CA 92407.

ABSTRACT

The purpose of this project was to find an acceptable estimate of slip rate along the San Andreas Fault in the Coachella valley of southern California (Figure 1). This was accomplished by using Global positioning system (GPS) using these data to evaluate a large number of digital models comprising possible fault slip rates in this location. A chi squared value was calculated, for each of a total of five hundred thousand possible combinations of slip rates for the faults within a transect across the plate boundary in the vicinity of the Coachella valley. Using these values we found for the southern San Andreas Fault in the Coachella valley the best estimate for slip rate is 16 mm/yr (Graph 1). This rate, estimated from the present-day rate of elastic bending across the fault, is consistent with previously published slip rates over longer time scales, estimated from offset geologic features (McGill et al., 2013).

INTRODUCTION:

This project was focused on estimating the slip rates of the faults in a transect across the Pacific-North American plate boundary through the Coachella Valley of southern California,

with a predominant focus on the southern San Andreas fault and the amount of elastic strain accumulating across it (fig.1). For this study, I used GPS site velocities available from the Southern California Earthquake Center. However, I also participated in a GPS data collection campaign in the San Bernardino Mountains (outside of the Coachella Transect) in order to understand the methods used in the collection of GPS data, to measure, and in comparison of data from multiple years in order to construct a time series from which the velocity of a site can be calculated.

Comment [S1]: Non-sentence

PREVIOUS WORK

Their has been several studies and measurements of the San Andreas Falt slip over the years.). In 2010, a study by Anderson and others found that in San Bernardino area, the rate of strain accumulation measured via GPS is slower (~5 mm/yr.) than the long term slip rate of the fault (approximately 12 mm/yr, McGill et al., 2013. For the southern section of the San Andreas fault the most reliable slip rate estimate is 14-17 mm/yr., based on an offset alluvial fan that is 45K(Behr et. al, 2010). another study that has been published recently for the southern San Andreas Fault shows the fault to be slipping at 25 mm/yr ± 3mm/yr., (Fialko, 2006). This shows a slight mismatch between the slip rates for The San Andreas Fault of at least 5 mm/yr for the two studies. One goal of my research has been to discover whether a similar mismatch exist south east of the San Gorgonio Pass. To better understand the plate boundary system.

Comment [S2]: No closing parenthesis

Comment [S3]: Not in reference list

Comment [S4]: Incomplete sentence

METHODOLOGY

5 days of field work were conducted. GPS data is collected, by placing GPS antennae over benchmarks that have been used in previous years. Once set up over the benchmark, the

equipment then gathered data continuously over a period of five days while being monitored by me and my partner. Do to permitting restrictions, I was unable to occupy the site oringally assigned to me.

RESULTS

Comment [S5]: Should be bold

I was able to find several slip rates for the San Andreas fault that would fit the GPS site velocities reasonably well (Graph 1). The fastest movement on the San Andreas fault that was still consistent with the observed GPS velocities was at 20 mm/yr. The slowest that San Andreas fault slip rate that still has a decent fitting model was 14 mm/yr. The best fit model placed the fault slip at 16 mm/yr.

REFERENCES

Alsbury, S., S. Moreland, S. McGill, J. Spinler, J., & R. Bennett, 2009. GPS monitoring of the San Andreas Fault in the San Bernardino Mountains and Urban San Bernardino area of southern California: Abstracts with Programs- Geological Society of America, v.41, issue 7, p.442.

Comment [S6]: Not cited in paper.

Anderson, B.J., Duncan, JC., Bywater, J.N., Chung, K.K., Swift, M.R., McGill, S.F., Spinier, J.C., Hulett, A.D., and Bennet, R.A., (2010) GPS Monitoring of the San Bernardino Mountains and Inland Empire for Slip Rate Modeling of Southern California Plate Boundary faults: Southern California Earthquake Center 2010 Annual Meeting Proceedings and Abstracts, v.20, p. 184-185.

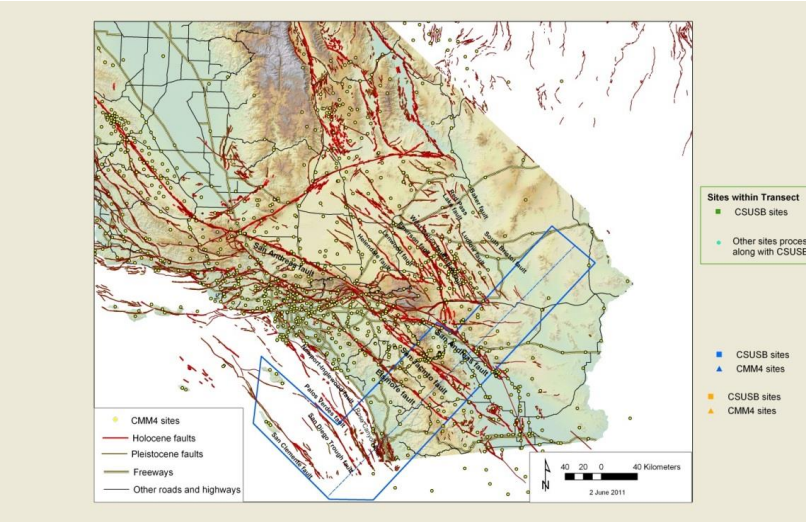
Behr, W.M., Rood, D.H., Fletcher, K.E., Guzman, N., Finkel, R., Hanks, T.C., Hudnut, K.W., Kendrick, K.J., Platt, J.P., sharp, W.D., Weldon, R.J., Yule, J.D., 2010, Uncertainties for Slip Rate Estimates for the Mission Creek Strand of the Southern San Andreas Fault at Biskra Palms Oasis, Southern California. Bulletin of the Geological Society of America, v. 122, issue 9-10, p. 1360-1377.

Fialko, Y. Inter-Seismic Strain Accumulation and the Earthquake potential of the Southern San Andreas Fault System. Nature, v.441, issue 7096, p. 968-971.

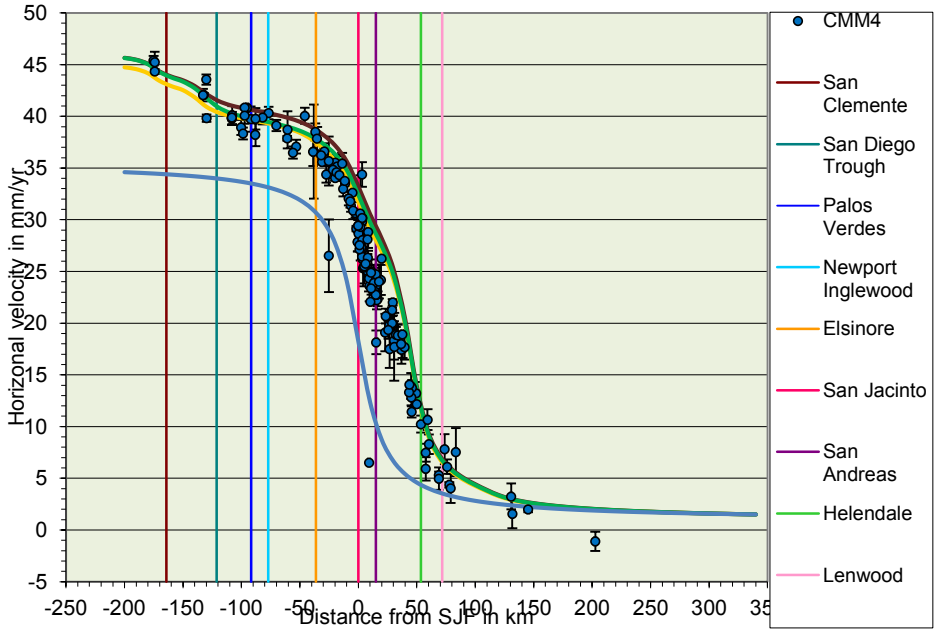
Comment [S7]: Missing year

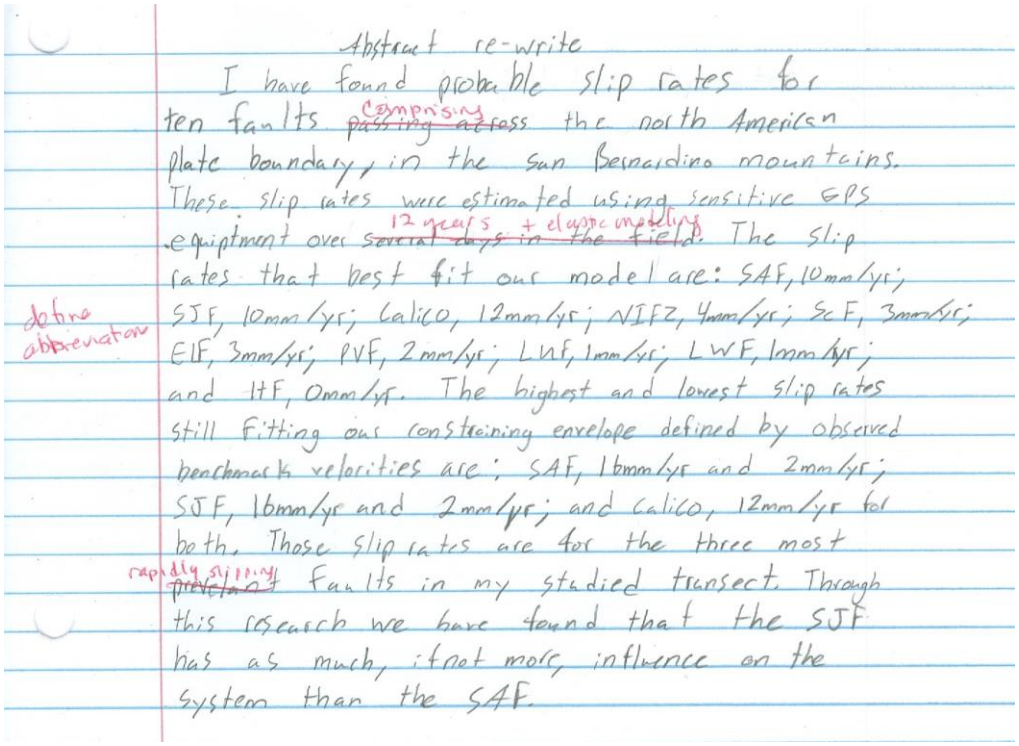
8

Figure 1:



Graph 1:





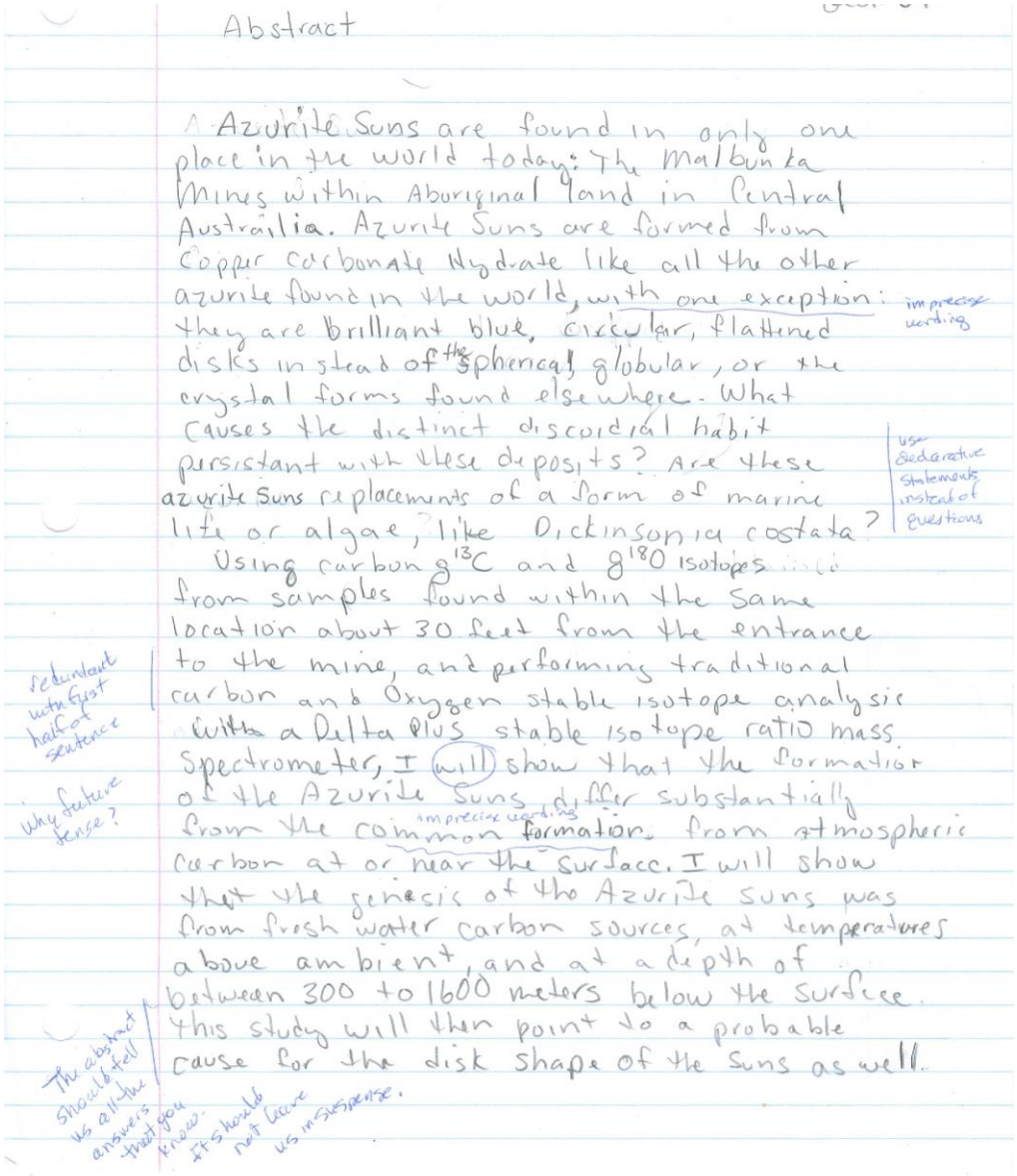
Abstract re-write

I have found probable slip rates for ten faults ~~passing across~~ comprising the north American plate boundary, in the San Bernardino mountains. These slip rates were estimated using sensitive GPS equipment over ~~several days in the field~~ 12 years + classic modeling. The slip rates that best fit our model are: SAF, 10mm/yr; SJF, 10mm/yr; Calico, 12mm/yr; NIFZ, 4mm/yr; ScF, 3mm/yr; EIF, 3mm/yr; PVF, 2mm/yr; LNF, 1mm/yr; LWF, 1mm/yr; and HF, 0mm/yr. The highest and lowest slip rates still fitting our constraining envelope defined by observed benchmark velocities are; SAF, 16mm/yr and 2mm/yr; SJF, 16mm/yr and 2mm/yr; and Calico, 12mm/yr for both. Those slip rates are for the three most ~~prevalent~~ rapidly slipping faults in my studied transect. Through this research we have found that the SJF has as much, if not more, influence on the system than the SAF.

define abbreviation

Figure 4: Highest scoring abstract in 2016. Score was 47/50.

10



Abstract

Azurite Suns are found in only one place in the world today: The Malbunka Mines within Aboriginal land in Central Australia. Azurite Suns are formed from Copper carbonate Hydrate like all the other azurite found in the world, with one exception: they are brilliant blue, circular, flattened disks instead of the spherical, globular, or the crystal forms found elsewhere. What causes the distinct discoidal habit persistant with these deposits? Are these azurite Suns replacements of a form of marine life or algae, like Dickinsonia costata?

Using carbon $\delta^{13}C$ and $\delta^{18}O$ isotopes from samples found within the same location about 30 feet from the entrance to the mine, and performing traditional carbon and Oxygen stable isotope analysis with a Delta Plus stable isotope ratio mass Spectrometer, I will show that the formation of the Azurite Suns differ substantially from the common formation from atmospheric carbon at or near the surface. I will show that the genesis of the Azurite Suns was from fresh water carbon sources, at temperatures above ambient, and at a depth of between 300 to 1600 meters below the surface. This study will then point to a probable cause for the disk shape of the Suns as well.

imprecise wording

use declarative statements instead of questions

redundant with first half of sentence

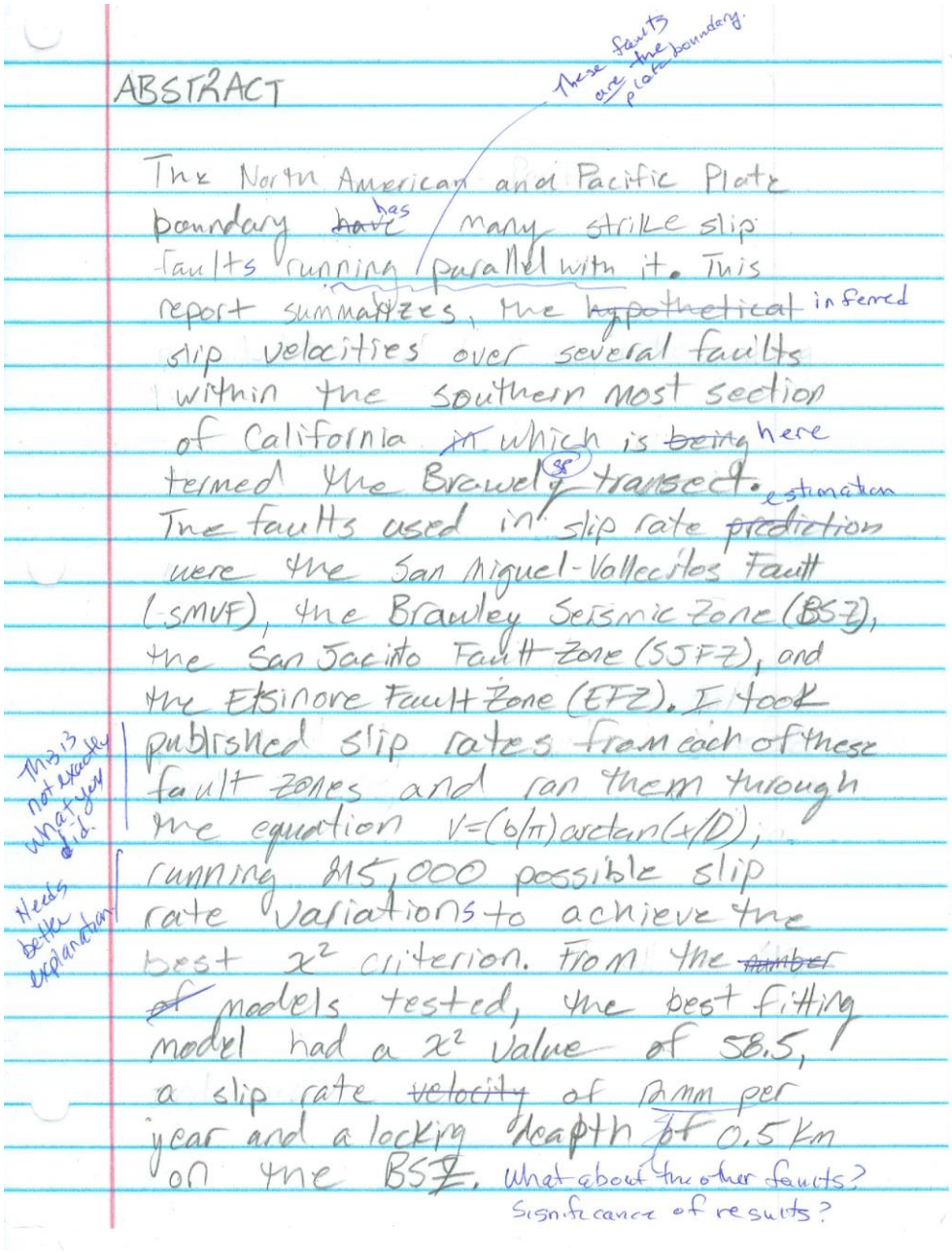
why future tense?

imprecise wording

The abstract should tell us all the answers that you know. It should not leave us in suspense.

Figure 5: 2016 abstract with median score (42.5/5).

11



ABSTRACT

These faults are the plate boundary.

The North American and Pacific Plate boundary ~~have~~ has many strike slip faults running parallel with it. This report summarizes the ~~hypothetical~~ inferred slip velocities over several faults within the southern most section of California ~~in~~ which is ~~being~~ here termed the Brawley transect. (35) estimates The faults used in slip rate ~~prediction~~ were the San Miguel-Vallecitos Fault (SMVF), the Brawley Seismic Zone (BSZ), the San Jacinto Fault Zone (SJFZ), and the Elsinore Fault Zone (EFZ). I took published slip rates from each of these fault zones and ran them through the equation $V=(b/\pi)\arctan(x/D)$, running 815,000 possible slip rate variations to achieve the best x^2 criterion. From the ~~number~~ ~~of~~ models tested, the best fitting model had a x^2 value of 58.5, a slip rate ~~velocity~~ of 8mm per year and a locking ~~depth~~ ~~of~~ 0.5 km on the BSZ. What about the other faults? Significance of results?

This is not exactly what you did.

Needs better explanation

Figure 6: Abstract with worst score in 2016 (36.5/50).

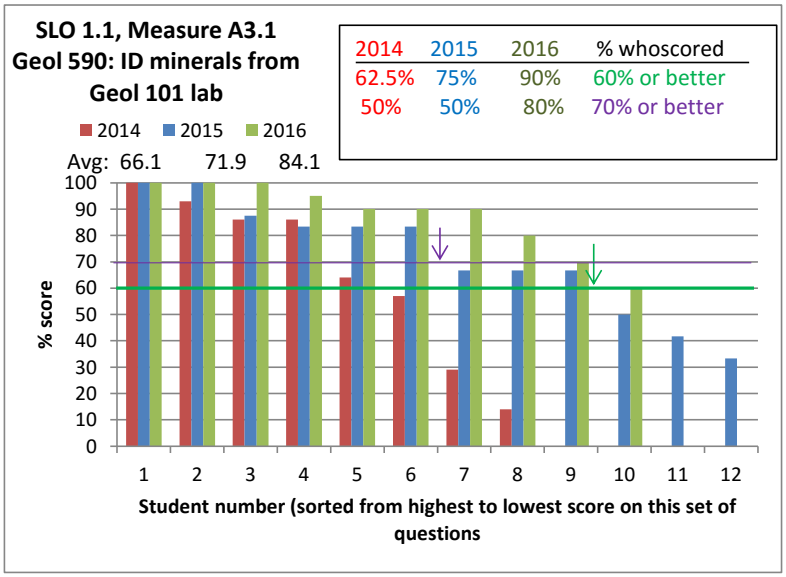
12

Goal 1: Provide geology majors with a strong background in the geological sciences and in supporting sciences.

Outcome 1.1

Ability to identify minerals and rocks and to understand and interpret how they form

Measure: A3.1. Identification of minerals used in Geol 101 labs (M-level; Geol 590) Program level; Direct - Exam
Details/Description: Minerals included on this part of the practical exam were:
2015: quartz, gypsum, plagioclase (anorthite), calcite (opaque, salmon-colored), proxene, hematite (specular)
2016: Quartz, gypsum, plagioclase (anorthite), calcite (colorless, rhombohedral), proxene, plagioclase (albite), hornblende, garnet, muscovite, orthoclase
Minimal Criteria for Success: 70% of students achieve a score of 60% or greater
Ideal Criteria for Success: 70% of students achieve a score of 70% or greater

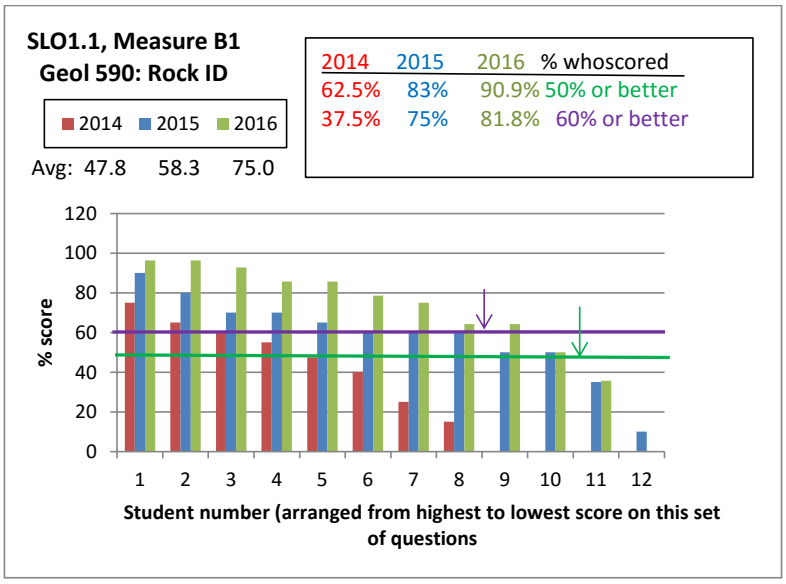


Goal 1: Provide geology majors with a strong background in the geological sciences and in supporting sciences. (continued)

Outcome 1.1

Ability to identify minerals and rocks and to understand and interpret how they form (continued)

Measure: B1. Rock Identification in hand sample (Geol 590 practical exam) M-level
Program level; Direct - Exam
Details/Description: Students in Geol 590 identify 10 rock samples in hand sample during the practical exam. Samples for the exam included:
2015: aplite, conglomerate, serpentinite, sandstone, basalt, gneiss, anorthosite, unakite, limestone, welded tuff.
2016: granite, shale, gneiss, slate, schist, obsidian, chert, marble, porphyritic andesite, quartzite, limestone, welded tuff, gabbro, basalt.
Minimal Criteria for Success: 70% of students earn a score of 50% or better
Ideal Criteria for Success: 70% of students earn a score of 60% or better



Department of Geological Sciences

2016-17 Assessment Report for BA/BS in Geology

Completed by Sally McGill, with input from department faculty, 17 July 2017

1. **Posting of PLOs:** The PLOs for the BA and BS programs in Geology are posted on the departmental website http://geology.csusb.edu/studentInformation/learningGoals.html, and on a bulletin board between BI-113C and BI-113D. Students also receive a copy of them at our annual meeting for students early in fall quarter. Students who are preparing a proposal for their senior research project also receive a copy again, so that they can see the outcomes on which their research project will be assessed.

2. **Measures used to assess PLOs:**

PLO 1A: Students identify minerals and rocks and understand and interpret how they form.

Practical Exam in Geol 590: Every year, students in our senior seminar course (Geol 590) take an exam that includes a hands-on component requiring identification and description of rocks and minerals in hand sample and thin section.

Embedded assignments: During years in which PLO1 is a focus of our assessment (e.g., 2013-14), we also collect data from assignments embedded in courses (e.g., Geol 320 quiz and lab final; Geol 325 rock description; Geol 330 rock description).

PLO 1B: Students understand and appreciate tectonic forces and their large- and small-scale effects.

Practical Exam in Geol 590: The exam given annual to students in our senior seminar course includes a 3-point problem to assess students' ability to determine the orientation of plane (e.g., a bedding plane with rocks or a fault) given the coordinates of three points on the plane.

PLO 1C: Students make field observations, make and interpret geologic maps and cross-sections, and construct stratigraphic sections

Practical Exam in Geol 590: The annual practical exam in Geol 590 assesses student ability to use a brunton compass to measure the orientation of planar features as well as their ability to interpret geologic maps.

Embedded assignments: During years in which PLO1 is a focus of our assessment (e.g., 2013-14), we also assess geologic maps that students have produced themselves in Geol 301 and Geol 391.

PLO 1D: Students understand and appreciate geologic time and the fossil record.

Practical Exam in Geol 590: This exam assesses students' familiarity with the geologic time scale.

Embedded assignments: During years in which PLO1 is a focus of our assessment (e.g., 2013-14), we also compare results from the portion of the Geol 590 exam that assesses this PLO with a similar quiz taken earlier in the program, in Geol 312.

PLO 2A: Students collect and analyze geologic data and draw conclusions to solve geologic problems in both the lab and the field

Senior research project: This PLO is assessed by faculty scores on a rubric used for grading senior research projects, both in written form and orally. The faculty also meet after the student oral presentations to discuss overall impressions of the degree to which the senior research projects demonstrate the level of achievement that we would to see for this (and other) PLOs.

PLO 3A: Students express ideas clearly in writing

During their junior and senior years, each of our B.A. and B.S. students are required to perform independent research and report on it in the form of a senior research paper.

Senior research proposal (Geol 398): Each student is assigned a committee of three faculty who read the student's proposal in the spring quarter of their Junior year. The student's research mentor works with the student individually to address issues raised by reviewers with respect to the student's writing (and content).

Senior research paper (Geol 399): Each student's research paper has traditionally been read by all faculty in the department and scored using a rubric that covers each of our PLOs, including written communication. Students also have an opportunity to receive feedback from faculty reviewers (beyond their research mentor) before turning in their final research paper for grading.

Proof-reading exercise (Geol 590): This exercise is designed to assess students' knowledge of proper grammar, spelling, punctuation and ability to follow specified formatting rules. Students are given a sample student paper containing errors and are asked to correct the errors.

In-class writing assignment (Geol 590): This exercise is designed to assess students' ability to write a well-structured, coherent paragraph without spelling, grammar or punctuation errors, on their own, without help. This is in an in-class writing exercise in our senior seminar class. Students are given a copy of their final research paper with the abstract removed. They are asked to rewrite their abstract from scratch and are allowed to refer to their paper for the details of their results.

PLO 3B: Students express ideas clearly orally

Oral presentations of senior research projects (Geol 590): Each senior seminar student gives a 10-12 minute oral presentation to faculty and students in the department at the end of spring quarter. We use these presentations for faculty to evaluate the student research projects with respect to each of our program-level student learning outcomes, including oral communication skills. A question and answer session follows each presentation where students must respond to questions from faculty and students in the audience.

PLO 4: Students become familiar with the use of modern scientific instruments, including those used in the field and lab, as well as computer software.

Student survey: During years in which PLO 4 is a focus (e.g., 2016-17), students in our senior seminar class are asked to assess their own degree of familiarity with a variety of lab instruments, field equipment and computer software used for geological studies.
Senior research papers (Geol 399): Every year, faculty collectively evaluate senior research papers using a scoring rubric that includes PLO 4.
Oral presentations of senior research projects (Geol 590): Every year, faculty collectively evaluate oral presentations of senior research projects using a scoring rubric that includes PLO 4. During years in which PLO 4 is the focus of our assessment efforts (e.g., 2016-17), the results for this PLO are given special attention during the discussion at our annual assessment meeting.

PLO 5B: Students effectively utilize information resources, including scientific journals, geologic databases, and resources available on the Internet.

Senior research papers (Geol 399): Every year, faculty collectively evaluate senior research papers using a scoring rubric that includes PLO 5.
Senior research proposals (Geol 398): During 2017-18, PLO 5 will be the focus of our assessment, so we will add an assignment to Geol 398 to assess students' ability to find information that is relevant to their projects.

3. **Timeline for assessing PLOs**:
PLO 1: 2013-14, 2018-19
PLO 2: 2014-15, 2019-20
PLO 3: 2015-16
PLO 4: 2016-17
PLO 5: 2017-18
See section 2 above for the measures that are used to assess each PLO.
Starting in 2020-21 we will begin a cycle to assess the new PLOs that we are developing for our transformed curriculum for semesters.

4. **Assessment activities for the past 2 years:**
During 2015-16 and 2016-17 we continued our routine collection of data for all PLOs using the senior research papers, senior oral presentations and the practical exam administered during the senior seminar course, and discussion of these data at our annual assessment meeting, which includes all department faculty.

For 2015-16 our focus was on PLO 3 (written and oral communication), and so, in addition to the above, we also looked at additional data relevant to this PLO, including reviewers' comments on senior research proposals (Geol 398), the proof-reading and in-class writing assignments administered in the senior seminar course, and faculty perceptions of students' oral communication skills during the oral poster presentations for the Meeting of the Minds symposium. See our 2015-16 assessment report (attached) for discussion of results. One

example of closing the loop based on our 2015-16 assessment data and discussions include consideration of adding a semester-long writing-intensive course within our major once we transition to semesters. Dr. McGill has registered for the August 2017 workshop on designing writing-intensive courses.

For 2016-17 our focus was on PLO 4 (use of modern scientific instruments, field equipment and computer software). Results of the student self-assessment are shown in Figures 1A, 1B and 1C. Faculty assessment of PLO 4 using scoring rubrics for the senior research projects yielded faculty ratings of "satisfactory" or "strong" for all students.

We discussed these results at our annual assessment meeting on June 8, 2017. Faculty were pleased with the student survey results, which indicated that a large number of students have used a wide variety of lab instruments, field equipment and computer software. The student research projects have also used a wide variety of instruments (research-quality Global Positioning System [GPS] equipment, x-ray diffraction machine, scanning electron microscope). All students demonstrated proficiency with Microsoft Word and PowerPoint, and most student projects also made use of Excel for tabulating and/or analyzing data. Faculty also noted that students have grown significantly in their ability to use Google Earth software to make reference maps for their research projects.

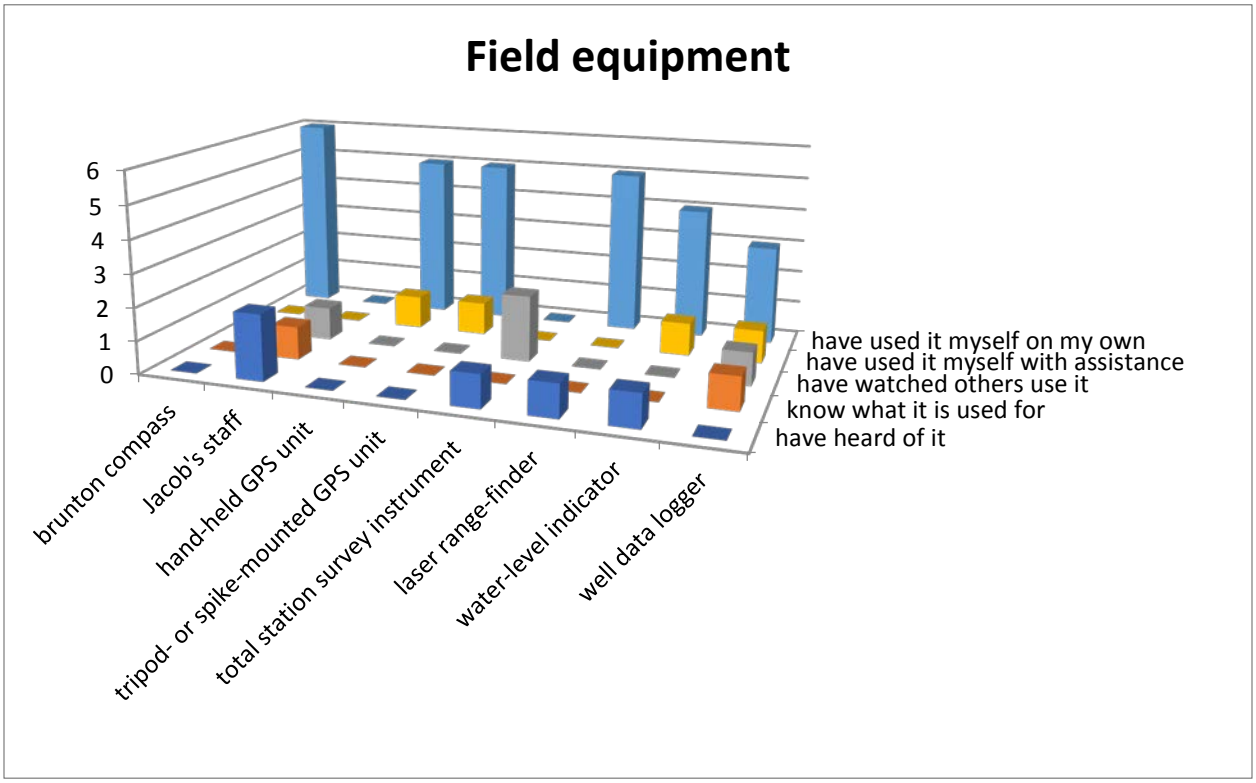


Figure 1A: Results of survey of students in senior seminar, Spring 2017, with respect to their level of experience using field equipment that is available in the department.

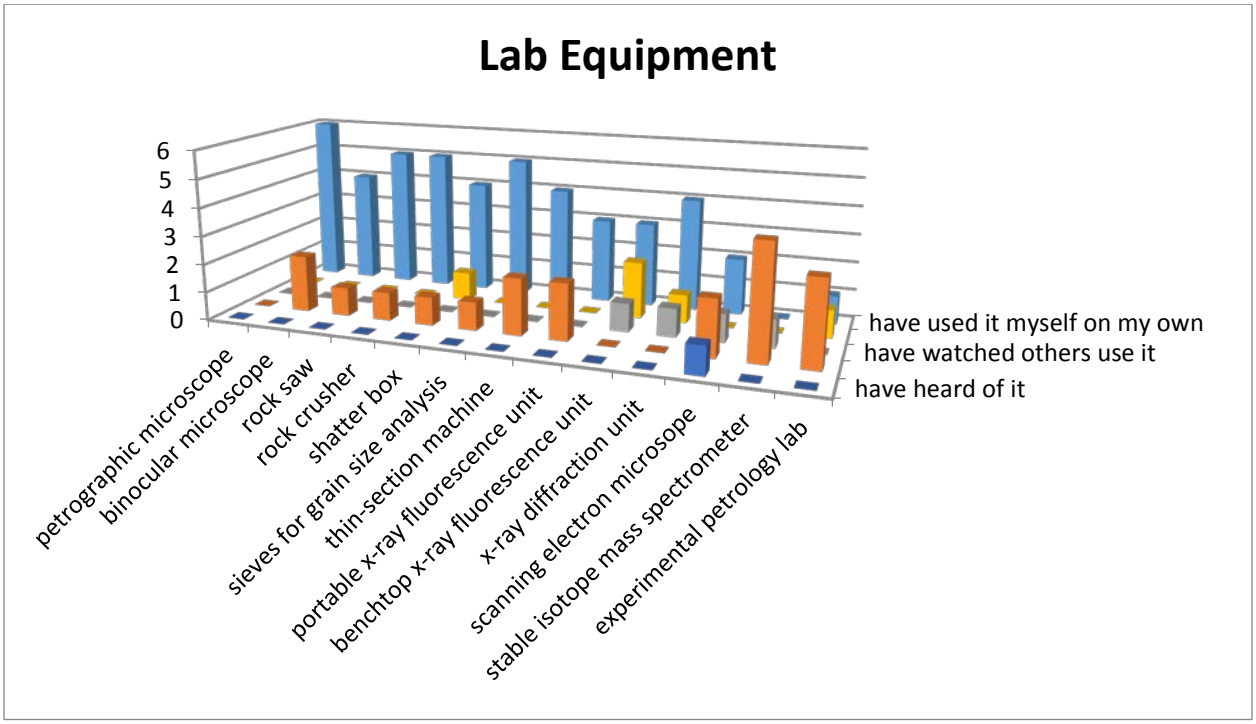


Figure 1B: Results of survey of students in senior seminar, Spring 2017, with respect to their level of experience using lab equipment that is available in the department.

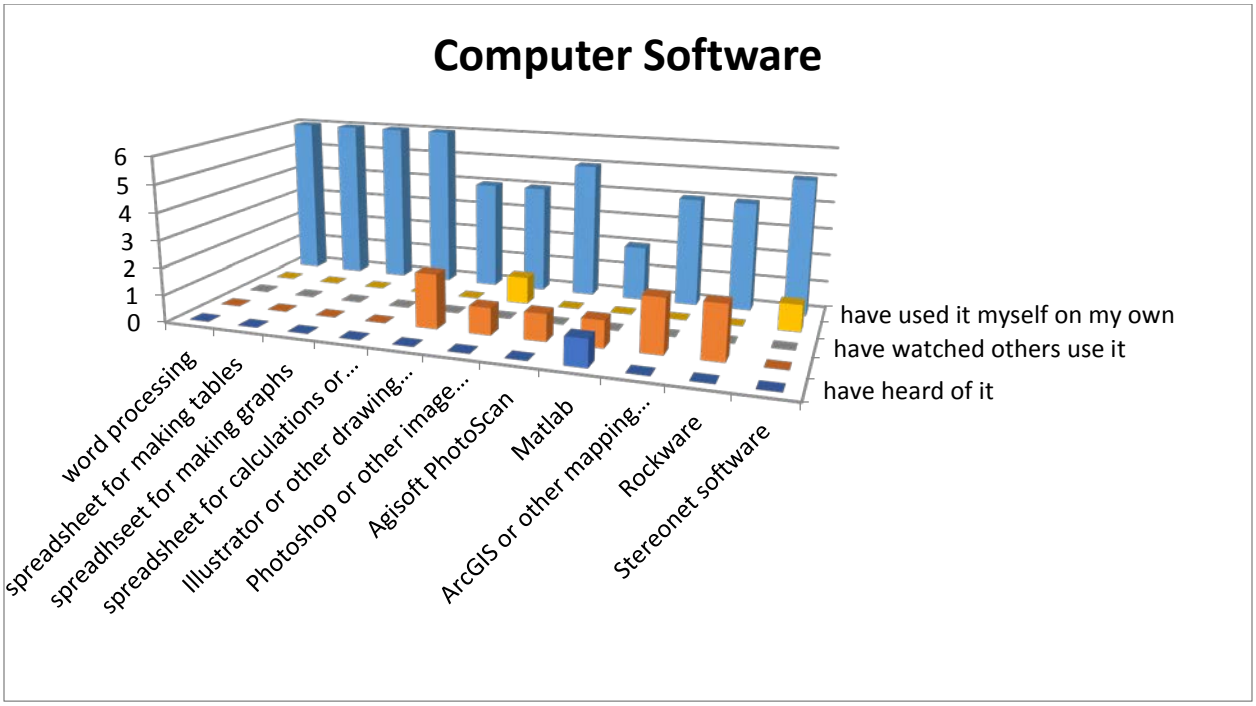


Figure 1C: Results of survey of students in senior seminar, Spring 2017, with respect to their level of experience using computer software that is available in the department

Faculty were particularly pleased with the rapid employment of new equipment and software in several of our courses and student research projects, as documented in the student survey. Our department is rapidly gaining the equipment and software needed for preparing our students for the digital mapping revolution that is currently in progress. Our Geol 391 course in spring 2017 made use of high-precision hand-held GPS units (Juno and Geo) that were purchased last year using VETI funds obtained from a joint proposal between the Geography and Geological Sciences departments. These units will also be used in our new course in Digital Mapping and GIS for Scientists (Geol 591, Fall 2017). The spring 2017 Geol 391 course also piloted the use of an iPad mini and FieldMove app for digital geologic mapping in the field. This successful pilot, using equipment funded by a faculty member's external grant, has led to the purchase of a classroom set of iPad minis and the FieldMove app for use in Geol 591 in Fall 2017. External grant funding obtained by faculty was also used to purchase and pilot new photogrammetry software (Agisoft PhotoScan) and a computer with high-powered graphics that is capable of running the software. The software was piloted in winter and spring 2017 in Geol 391 as was as in student research projects and proved successful at creating digital elevation models and topographic maps from sets of photographs, as well as for creating three-dimensional, orthorectified photo mosaics of fault trenches. Two additional Agisoft licenses and computers have now been purchased using college equipment funds, for use in Geol 391, Geol 591 and student research projects. Faculty external grant funds and new faculty start-up funds have also been used to purchase drones for collection of aerial photography, from which to create digital elevation models and topographic maps. These are in the early stages of piloting.

Students also use petrographic microscopes, a thin-section machine, x-ray diffraction and scanning electron microscopy in the mineralogy-petrology course sequence (Geol 320, Geol 321 and Geol 325), as well as in student research projects. These courses and projects will greatly benefit from the new Scanning Electron Microscope that will be purchased this summer, using a combination of VETI funds and college equipment funds.

The faculty also discussed the need for an instructional support technician in our department, to maintain and build upon our success with PLO 4. Maintaining equipment and teaching students how to use it safely and productively is time-consuming, and most equipment-intensive departments have the support of a technician to help with this. The department makes use of the college-wide technician wherever possible, for issues that fall within the job description of that position. However, much of the workload related to equipment in our department, still falls upon faculty, who are pressed thin by other commitments. This can make it difficult for faculty to find time to continue the high-impact practice of training students to use the variety of equipment that is available to us, and of making sure that that equipment is functioning properly and ready-for-use when needed. The department continues to attempt to close the loop on this issue by requesting support for a departmental technician at every opportunity.

Another issue that came up in our assessment meeting was the loss of a basic computer software class from our campus's general education package. There are many useful functions

of spreadsheets that can be used in geologic data analysis that are not intuitively obvious to students. To close the loop on this observation, we could consider building geological uses of spreadsheets into our curriculum as we transform our curriculum for semesters, or we could suggest that the computer science and engineering department reinstate a course on computer software in the life-long learning category of our general education program.

5. **Changes made to program because of assessment:**
   As noted above, as a result of our assessment focus on communication skills in 2105-16, we are considering adding a writing-intensive course within our major. Dr. McGill has registered for the workshop on developing writing-intensive courses that will be offered in August 2017.

   As a result of our 2016-17 assessment focus on student familiarity with scientific instrumentation, field equipment and computer software relevant to the geosciences, we are redoubling our efforts to find greater technical support for use of equipment in our department.

   Looking back further in time, the development and continual improvement of our undergraduate research program, which is required for all geology majors, has been routinely driven by assessment results, as described in the extended quote below from our 2014-15 self-study report:

"The Department has been assessing these student learning outcomes annually and filing annual assessment reports with the University since the 1997-98 academic year. … As a result of weaknesses we found in our students' performance with respect to goals 2 and 3, we have gradually changed our curriculum and policies over the years to enhance student opportunities to gain experience with developing a hypothesis, planning a method to test the hypothesis, collecting geologic data, analyzing those data to draw appropriate conclusions with respect to the hypothesis and presenting their results orally and in writing.

"In the early years of Geol 590 students entered the course with a wide variety of prior research experience in their undergraduate career. Students in the B.S. option at that time were required to take Geol 395: Directed Studies, in which they worked on a geological project under the supervision of a faculty member, but the types of projects undertaken in this course varied widely. Some projects involved the student in collecting, analyzing and interpreting data, but others were based on library research or on conducting lab or fieldwork to assist a faculty member with research, without the student being fully involved in all the stages of the research project. In addition, although Geol 395 was required for the B.S. degree, not all B.S. students had taken Geol 395 before they enrolled in Geol 590, and students in the B.A. option were not required to take Geol 395 at all. These students used library research papers written for other undergraduate courses for their Geol 590 oral presentation. Some of the projects presented in the early years of Geol 590 thus did not really allow us to assess a student's ability to formulate a geological hypothesis and to propose and implement an approach to testing that hypothesis. In addition, even among those projects that did involve testing a hypothesis, the facility of our students to understand and explain what they had done and why was not as well developed as we wanted. Most of the students were not really taking "ownership" of their projects. This realization,

arising from our assessment practices, led to a gradual revision of our curriculum to include a more focused undergraduate research experience for our students.

"For several years we discussed how to provide better research experiences for our all of students (those in both the B.S. and B.A. options) given that our curriculum already contained the maximum number of units allowed (see assessment reports from 2001-2003, in Appendix C [of our 2014-15 self-study report]). Our first step was to require each student in Geol 590 to have a research mentor willing to work with that student on refining and understanding their project throughout the quarter in which Geol 590 was taken. This initially led to disproportionately overloading one faculty member who taught a course in which students conducted research projects appropriate for use in Geol 590 (see our 2004 assessment report, in Appendix C [of our 2014-15 self-study report]).

"Finally, by 2005-06 we had revised our curriculum to expand Geol 590 from a 1-unit course to a 2-unit course, and to add a new 2-unit course, Geol 399: Undergraduate Geological Research, as a requirement for all geology majors, whether in a B.A. or B.S. program, (see 2005 assessment report, in Appendix C [of our 2014-15 self-study report]). Initially Geol 399 was a pre- or co-requisite for Geol 590, but in our 2007 assessment report (see Appendix C [of our 2014-15 self-study report]) we acknowledged that Geol 399 needed to be a strict pre-requisite to Geol 590, to ensure that students had enough time in Geol 590 to digest and practice explaining what they had done in Geol 399 and why. We also discussed in that report the potential benefits of adding another new course, as a pre-requisite to Geol 399, in which students come up with their research problem, do background library research and write a proposal for their Geol 399 research project, so that they can jump right into their research project at the beginning of the quarter in which they take Geol 399. Our 2006-07, 2007-08, and 2008-09 assessment reports (Appendix C [of our 2014-15 self-study report]) note marked and continuing improvement in student research presentations, attributed to the implementation of Geol 399 as a required course. These reports also describe the process of adding the new 1-unit course, Geol 398: Geological Research Methods and Design, which first appeared in the 2009-10 Course Bulletin. At this time we also changed Geol 399 from a 2-unit to a 3-unit course.

"The addition of Geol 398 was important, not only to provide *students* with credit for the degree of effort we expected them to put into their research project, but also to give *faculty* workload credit for working individually with students on their research proposals and research projects over a two-quarter period. Our 2007-08 report noted that "student research proposals need to be evaluated critically for feasibility and appropriate scope of work before students begin their projects." That report also notes that "[p]ending curricular changes … will give faculty workload credit for working with students to prepare research proposals (via the proposed supervision course, Geol 398). This will give faculty advisors the time to look hard at student proposals before they are circulated to the remainder of the faculty for review." This last statement alludes to our policy that all faculty in the department review each Geol 398 proposal for feasibility of the project before the student is given a grade of Credit for the course and allowed to proceed to Geol 399. This policy was instituted as a result of some students submitting proposals for projects that were too big to be completed within one quarter, or for projects that were too small, or did not present a testable hypothesis, or did not present a feasible method of testing the hypothesis. It was also in our 2007-08 assessment report that we articulated our intent to

begin having all faculty read and grade all of the Geol 399 papers, and to award students the consensus grade of all faculty so as to ensure greater consistency in grading.

"Our 2009-10 assessment report notes that "our current schedule offers no flexibility for students to recover from potential problems with their research projects. Currently, students complete their proposals in Geol 398 during the fall quarter of their senior year, followed by conducting their research (Geol 399) during winter quarter, and then refining their papers and developing their oral presentations during spring quarter (Geol 590). A grade of C or better is required in Geol 399 before a student can enroll in Geol 590. Thus if something goes wrong with a student's project during winter quarter, there is no time to resolve the problem in time to enroll in Geol 590 in the spring, and the student's graduation may be delayed by a year." In response to this problem, we decided to require students to register for Geol 398 and prepare their research proposals during Spring quarter of their junior year. This now gives them the summer and the following fall to conduct their research. If there are any problems with their research, they now have winter quarter to resolve those problems and still be able to register for Geol 590 in the spring of their senior year. At this time we also began inviting students ready to take Geol 398 to a session during winter quarter in which each faculty member presents the ideas they have for Geol 398-399 research projects, so that students have time to talk to potential research advisors and decide on a project prior to the beginning of the spring quarter of their junior year. It is now a requirement that they have a project title and an advisors signature in order to register for Geol 398.

"Geol 398 and Geol 399 are both categorized as "supervision" courses, for which faculty normally receive 0.33 weighted teaching units (WTUs) per quarter for each student that they supervise (regardless of how many student credit units the course is assigned). Unfortunately, the budget crisis that hit after 2008 led to the department faculty agreeing to voluntarily supervise Geol 398 and Geol 399 research proposals and projects on top of their normal 12 WTU work load in order to preserve our undergraduate research program, as noted in the 2010-11 assessment report. This practice continued until this year [2014-15], when we have once again begun receiving 0.33 WTU for each undergraduate student enrolled, under our direction, in a supervision course that is required for graduation. To facilitate budgetary planning, the faculty members are given credit for this supervision during the subsequent academic year.

6. **Date of last program review:** 2014-15

(Appendix J)
Geology 2016-2017 Student Self-Assessment Results

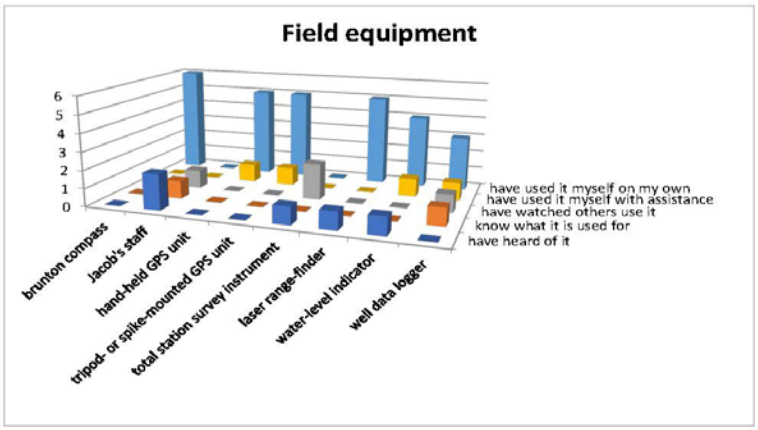


Figure 1A: Results of survey of students in senior seminar, Spring 2017, with respect to their level of experience using field equipment that is available in the department.

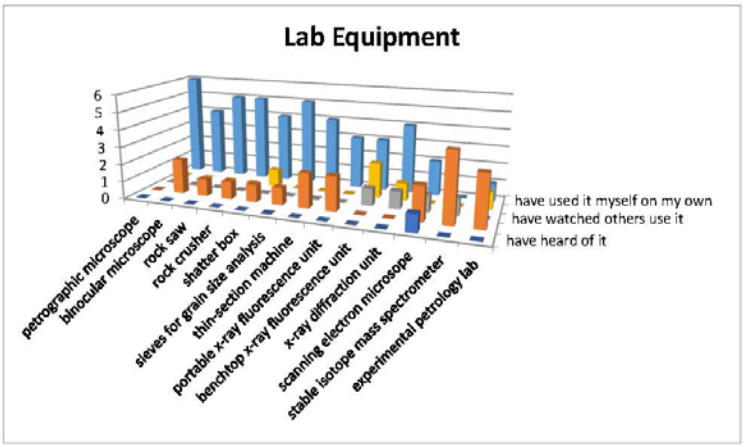


Figure 1B: Results of survey of students in senior seminar, Spring 2017, with respect to their level of experience using lab equipment that is available in the department.

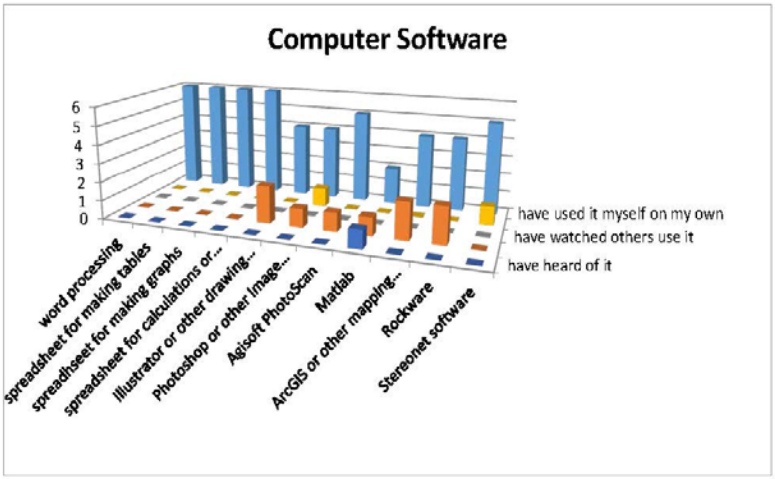
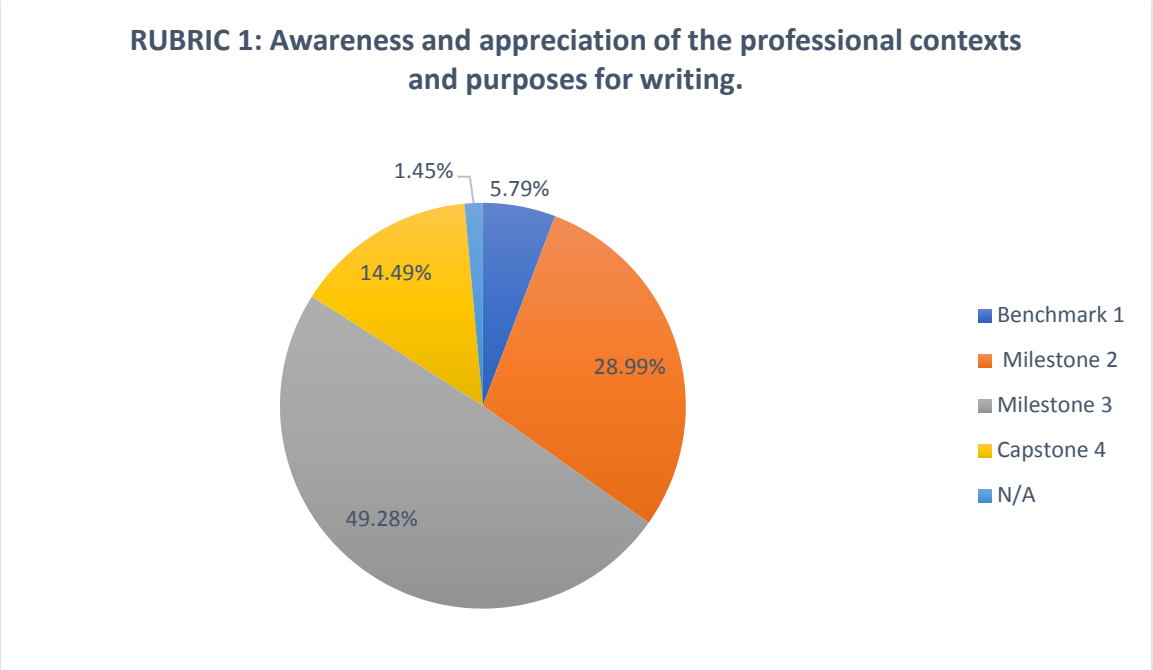
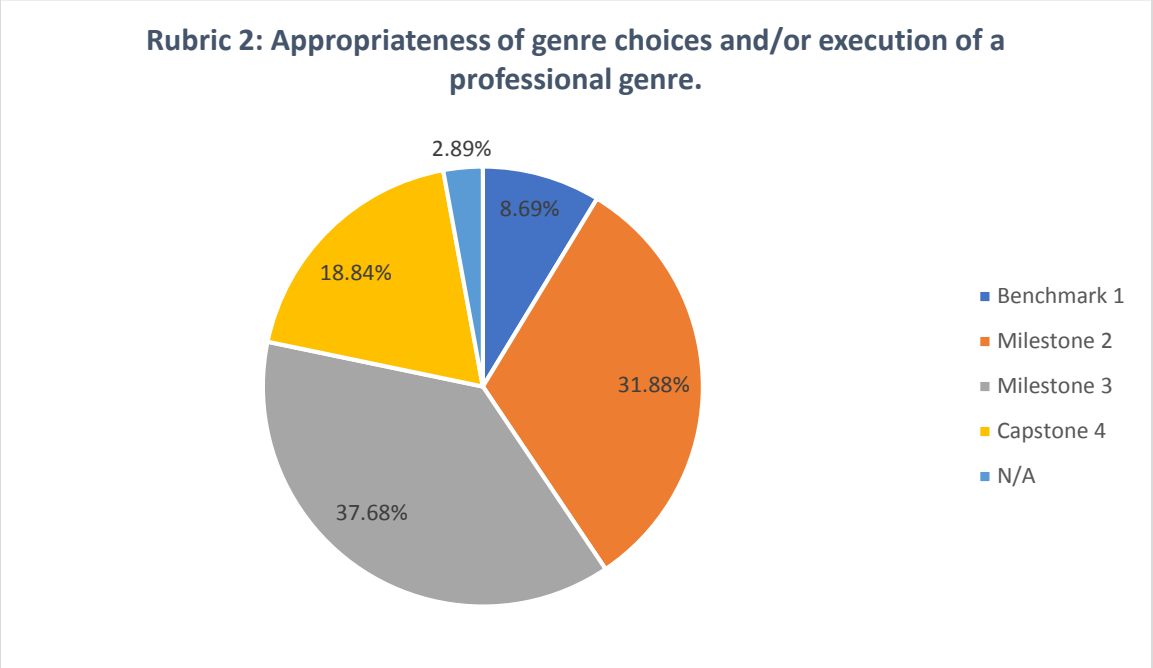
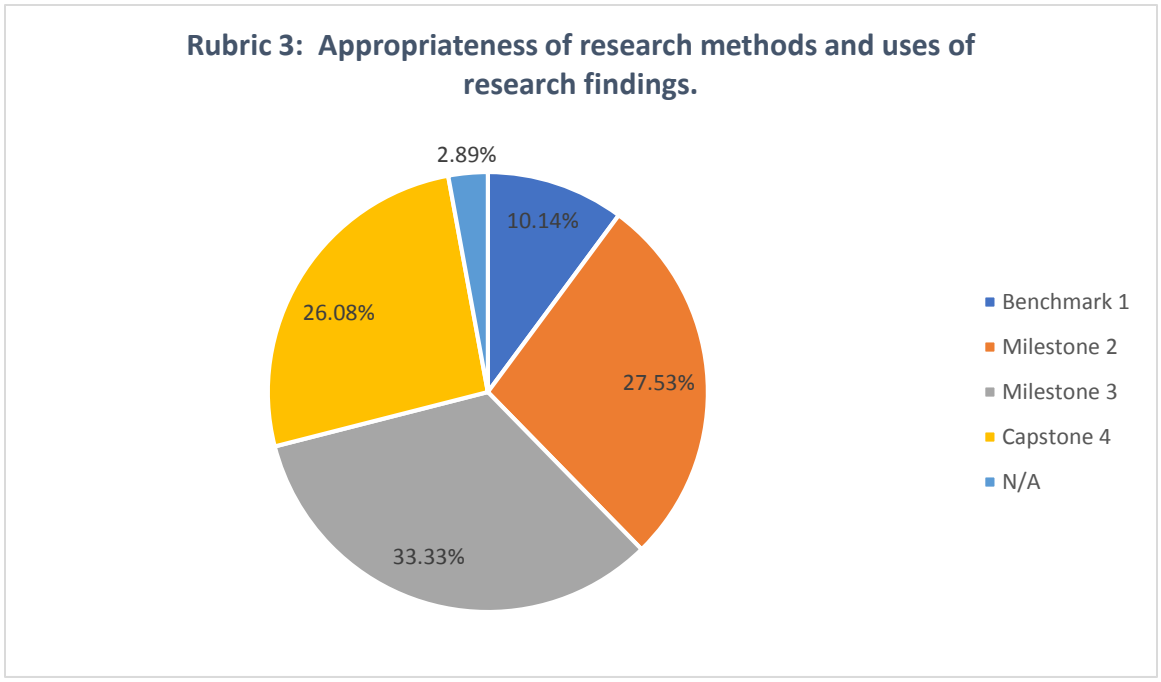


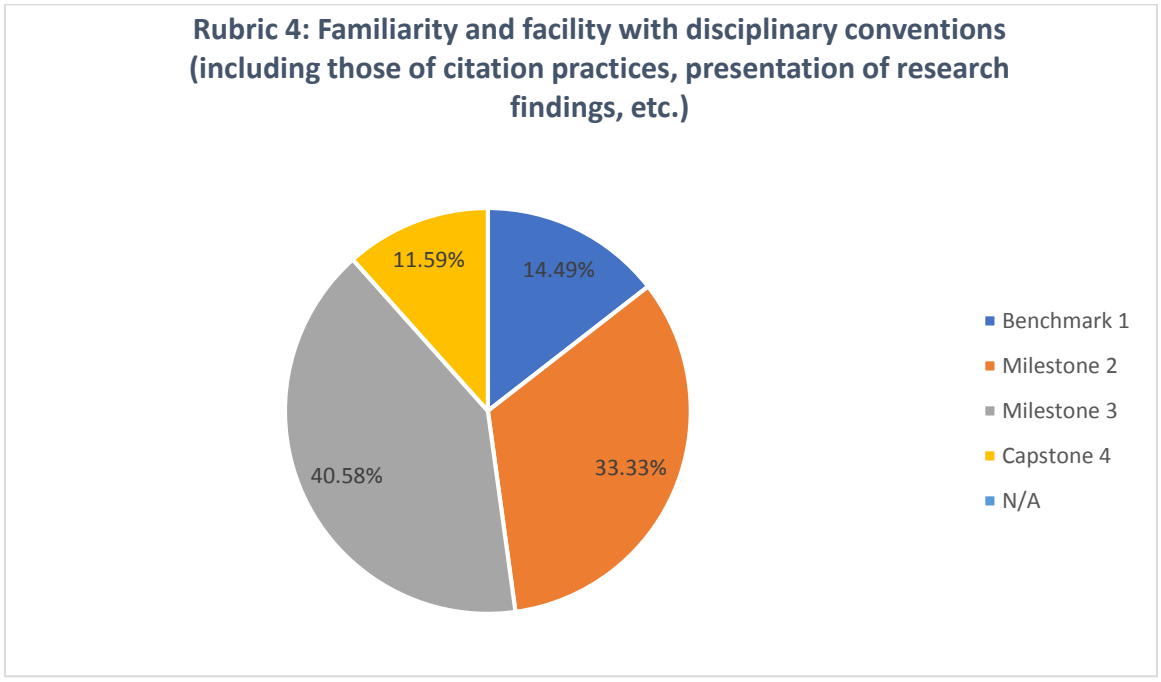
Figure 1C: Results of survey of students in senior seminar, Spring 2017, with respect to their level of experience using computer software that is available in the department

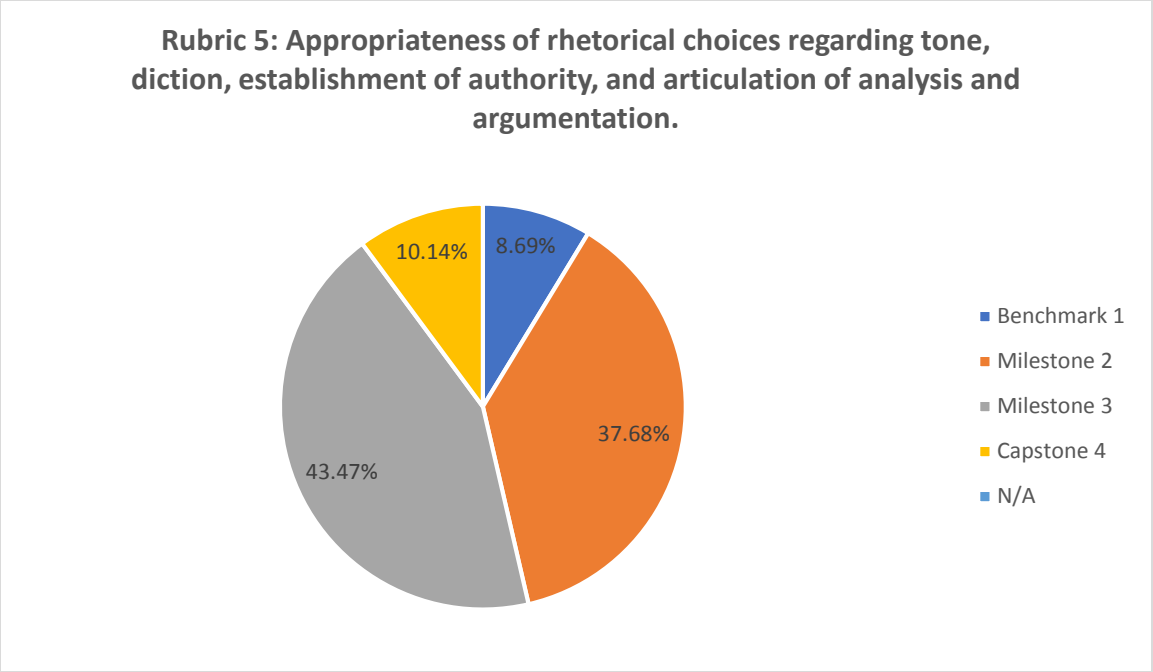
Assessment of Student Learning Outcomes for General Education Undergraduate Writing Course

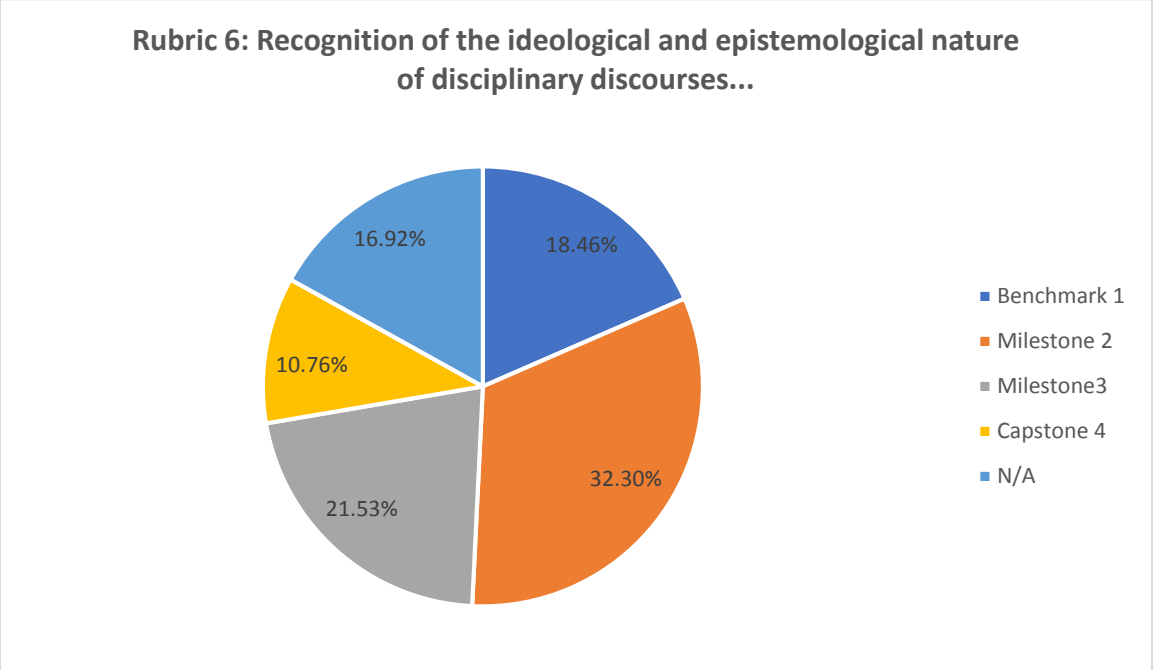


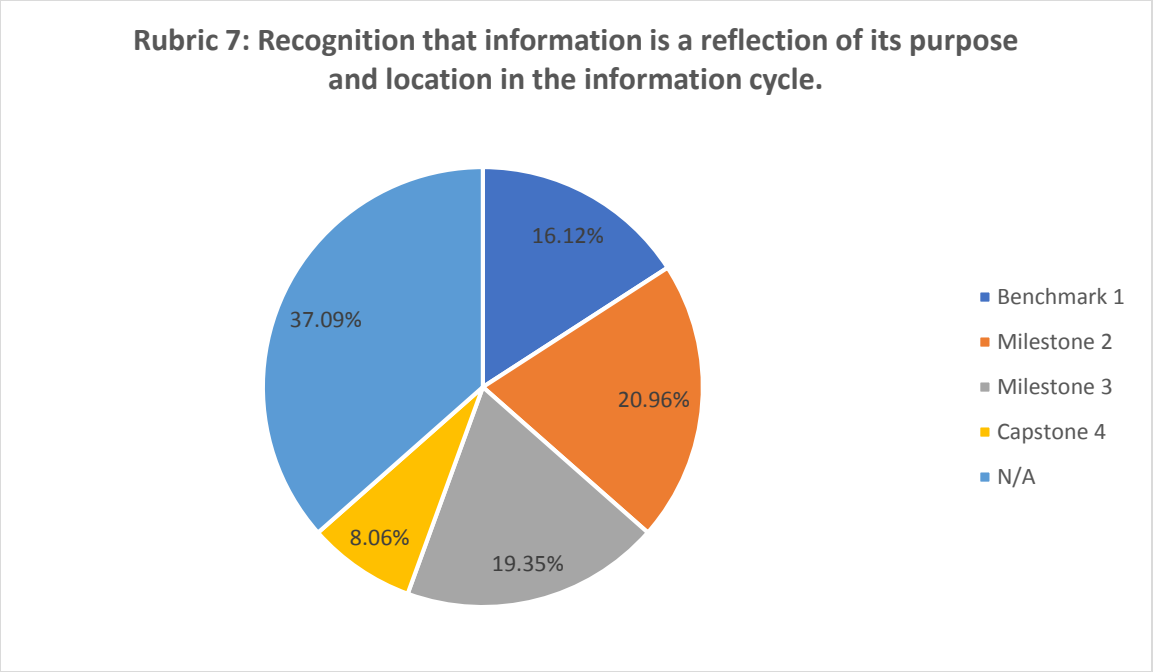


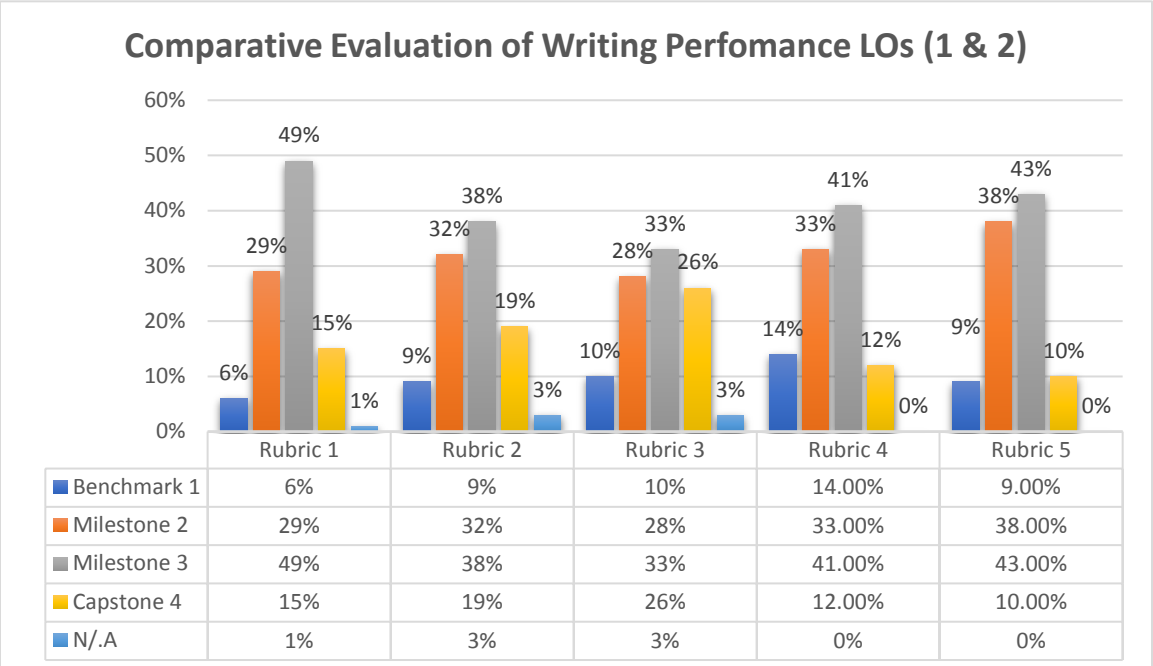

Rubric 3: Appropriateness of research methods and uses of research findings.
2.89%
10.14%
26.08%
27.53%
33.33%
Benchmark 1
Milestone 2
Milestone 3
Capstone 4
N/A


Rubric 4: Familiarity and facility with disciplinary conventions (including those of citation practices, presentation of research findings, etc.)
11.59%
14.49%
40.58%
33.33%
Benchmark 1
Milestone 2
Milestone 3
Capstone 4
N/A

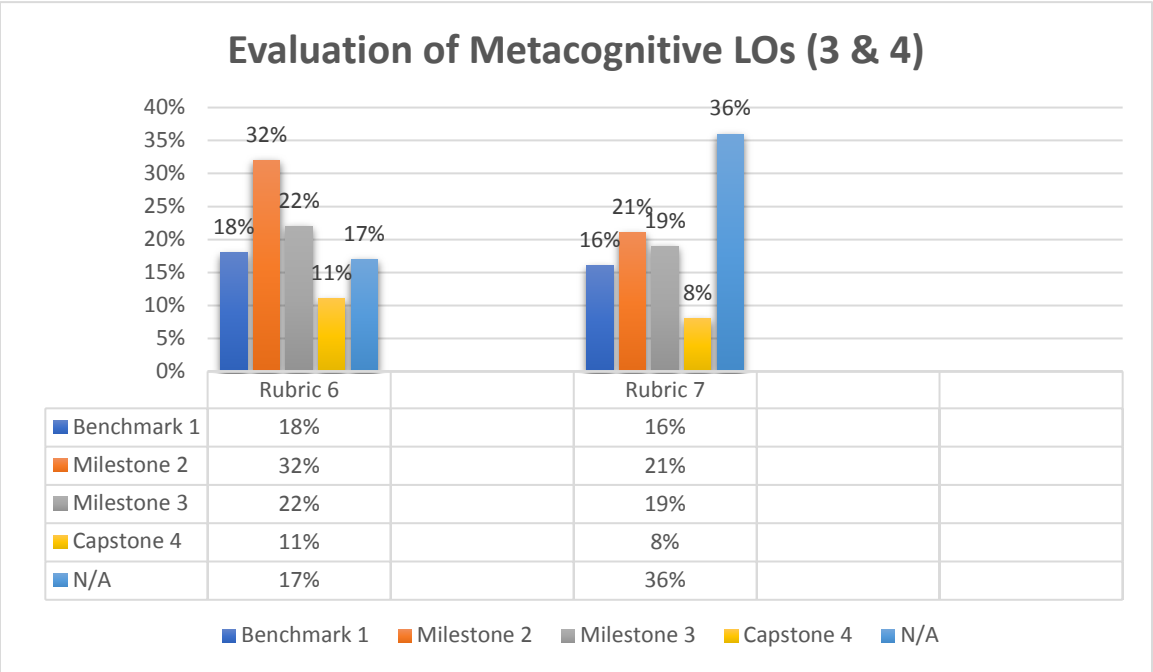

Rubric 5: Appropriateness of rhetorical choices regarding tone, diction, establishment of authority, and articulation of analysis and argumentation.
8.69%
37.68%
43.47%
10.14%
Benchmark 1
Milestone 2
Milestone 3
Capstone 4
N/A


Rubric 6: Recognition of the ideological and epistemological nature of disciplinary discourses...
18.46%
32.30%
21.53%
10.76%
16.92%
Benchmark 1
Milestone 2
Milestone3
Capstone 4
N/A





	Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5
Benchmark 1	6%	9%	10%	14.00%	9.00%
Milestone 2	29%	32%	28%	33.00%	38.00%
Milestone 3	49%	38%	33%	41.00%	43.00%
Capstone 4	15%	19%	26%	12.00%	10.00%
N/.A	1%	3%	3%	0%	0%


Evaluation of Metacognitive LOs (3 & 4)
40%
35%
30%
25%
20%
15%
10%
5%
0%
18%
32%
22%
11%
17%
16%
21%
19%
8%
36%
Rubric 6
Rubric 7
Benchmark 1
18%
16%
Milestone 2
32%
21%
Milestone 3
22%
19%
Capstone 4
11%
8%
N/A
17%
36%
Benchmark 1
Milestone 2
Milestone 3
Capstone 4
N/A

RUBRIC: Written Communication

Criteria	Advanced	Developing	Emerging	Initial
Establishes a clear, credible, and creditable purpose that responds appropriately to the context for the writing project.	Establishes a credible and creditable purpose that demonstrates thorough consideration of the context of the writing project, including the expectations associated with the discourse community and the particular audience written for, and clearly uses those insights to further the rhetorical project to increase the likelihood of the work's successful reception.	Establishes a credible purpose that demonstrates adequate consideration of the context of the writing project, including the expectations associated with the discourse community and the particular audience written for, along with a clear focus on the assigned task.	Establishes a somewhat credible purpose that demonstrates awareness of the context of the writing project, including instructor expectations and assignment parameters. Shows beginning attention to the audience's perceptions and assumptions	Establishes a purpose that minimally responds to the context of the writing project, including instructor expectations and assignment parameters.
Develops content using appropriate genre conventions.	Selects a genre appropriate to the context and purpose for writing and utilizes the kinds and levels of evidence, analysis, logic, argumentation appropriate for that context and purpose in order to develop and explore ideas	Selects a genre appropriate to the context and purpose for writing and utilizes the kinds and levels of evidence, analysis, logic, argumentation appropriate for that context and purpose in order to develop and explore ideas	Selects a genre or organizational structure and utilizes the kinds and levels of evidence, analysis, logic, argumentation appropriate for the context and purpose to develop and explore ideas through most of the work.	Attempts to use a consistent system or familiar format for basic organization and uses it to develop simple ideas in some parts of the work.

	throughout the whole work. On the whole, the text avoids feeling formulaic; the writer shows sophisticated treatment of content and related features of writing.	throughout the whole work.		
Makes use of others ideas and texts appropriately to further one's own project.	Uses and speaks back to other writers and scholars to constitute new knowledge, insights, arguments, analyses, theories, etc. The writer is recognizable as a contributor within an intellectual conversation and community.	Uses sources well to provide evidence and data. Recognizes that intellectual writers typically write to respond and intervene in ongoing inquiries, arguments, or conversations and represents enough of that conversation to provide contextual backdrop to the work at hand.	Uses credible and relevant sources and citation practices to help realize the purpose of the writing project. Sources are used appropriately to provide evidence or data, although the writer may not yet treat sources as "co-thinkers" or recognize that the project is potentially situated in a larger conversation.	Attempts to use and cite sources, typically to borrow an expert's voice to express or to validate ideas. Quoting is often preferred over paraphrasing and summarizing, even when those treatments might better establish authority and evenness of tone.
Makes appropriate language and syntax choices.	Makes intentional choices about the expected conventions regarding tone, level of diction, and adherence to standard language practices to establish credibility and further the writer's purpose.	Uses language in ways that conveys meaning and establishes credibility within the public, professional or disciplinary community that constitutes the context of the writing project.	Uses language in ways that generally conveys meaning and establishes credibility within the public, professional, or disciplinary community that constitutes the context of the writing	Language use and syntax practices (tone, level of diction, adherence to standard language practices) are largely inconsistent with those typical within the context of participation in ways

	Deviations from expected practices, should they appear, are pursued thoughtfully and for rhetorical purposes.		project, although there may be occasional unevenness in tone, diction, syntax, or word choice.	that obscure meaning and undermine the author's credibility.
Utilizes effective writing processes	Utilizes flexible and responsive writing processes that enable the writer to work through textual and intellectual puzzles and to make rich use of feedback to help guide writerly decision-making.	Engages in the stages of the writing process recursively, as determined by the writer's needs and purposes, rather than linearly or formulaically. Assesses feedback and uses it selectively to assist in development, revision, and editing.	Engages in invention, idea development, revision, and editing processes, including the use of instructor and peer feedback, to develop their work.	Attempts to use instructor and peer feedback to aid in text development

GLO TITLE: Written Communication

WHAT THE GLO MEANS:

The primary goal of this GLO is to graduate students who participate thoughtfully and powerfully in textual conversations for civic, disciplinary, professional, or other social purposes. CSUSB graduates should have the metacognitive ability to assess the needs and demands of new occasions for writing and to determine how to effectively address them with agency, fluency, and confidence.

WHAT SHOULD COURSES THAT SEEK CERTIFICATION AS A GE COURSE THAT SATISFIED THIS GLO INCLUDE:

In order to write credibly and well, writers must understand that writing, like all language use, is shaped by its contexts and purposes; they must be able to ascertain the possibilities and limitations of the occasions for writing in order to make informed choices about how they will participate in the textual conversations they are entering. The six concepts described below, with which students should be familiar from their first-year composition courses, support a writer's ability to do this. Courses applying for certification should explicitly reinforce these concepts in order to help students write successfully for the contexts and purposes relevant to the course.

Context: The context of writing shape it; it helps determine what can and cannot be said (or what may or may not be heard or valued). Context includes elements such as the need for the writing, the audience or discourse community written for or within, the historical moment of participation, and the potential of available media for text production or publication.

Discourse community: A discourse community is a group of people who share values, assumptions, genres, and ways of thinking, practicing and speaking. Writers establish their authority and credibility within a discourse community through their language, discourse, and genre practices.

Genre: Genres are recognizable but flexible forms of writing whose features may be purposefully mixed to accomplish a writer's purposes within particular contexts. (For instance, a grant proposal may include features of a literature review, analysis, argumentation, and so forth.) Genre conventions are formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices. The genres typical of a community or discipline embed and reflect the ways of seeing,

thinking, knowing, valuing, and expressing that are particular to that community.

Writing as participation in textual conversation: Intellectual writers typically write in order to respond to and intervene in ongoing inquiries, arguments, or conversations. Entering academic or intellectual conversations in textual form involves inquiring, analyzing, investigating, thinking, and speaking, in part, with and through other people's language and texts.

Writing as a recursive process: writing involves a rhetorical process that typically includes inventing, drafting, revising, editing, and sometimes researching. These processes do not necessarily occur in a neat, linear fashion, but recur as writers use the act of writing to work out their ideas.

WHAT SHOULD CSUSB GRADUATES BE ABLE TO DO?

An understanding of the concepts described above will support students' ability to do the following:

Establish a clear purpose that responds appropriately to the context for the writing project.

- Evaluate the social context, giving rise to this occasion for writing, including the the expectations of audience or discourse community.
- Establish a credible and creditable purpose that responds to the context for writing.

Develop content using appropriate genre conventions.

- Evaluate the discourse practices of the public, professional, or disciplinary community or venue of participation.
- Select an appropriate genre for the context and purpose of the writing project.
- Use the genre features and conventions intentionally and flexibly to achieve that purpose.
- Meet the expectations of the audience/community including the kinds and levels of evidence, analysis, logic, argumentation, and so on, required for credible participation within the genre.

Make use of others ideas and texts appropriately to further one's own project.

- Select credible and/or relevant sources and make appropriate use of the work of other writers and thinkers to accomplish

the purposes for writing, whether that involves summoning a conversation or intervening in it.
- Make intentional choices about adherence to expected conventions, including citation and bibliographic conventions.

Make appropriate language and syntax choices.
- Evaluate the discourse practices of the public, professional, or disciplinary community or venue of participation to ascertain how to establish credibility.
- Make intentional choices about expected conventions regarding tone, level of diction, and adherence to standard language practices within the context to further the writer's purpose.

Develop effective writing processes:
- Recognize that writing involves various inventing, developing, revising, and editing processes and that writers must find their own best strategies for each of these through practice.
- Appreciate that these processes are not linear and may occur in various combinations and at any time in relation the writer's needs and interests.
- Develop a flexible and responsive writing process and resilience in working through textual and intellectual puzzles.

WHAT SHOULD WRITING INTENSIVE CERTIFIED COURSES INCLUDE AND DO:

Writing certified courses, whether at the lower- or upper-division level, should provide instruction in writing by giving attention to these ideas (language, context, genre, discourse community, writing as inquiry and writing as recursive process) in relation to meaningful writing projects and should further support student writers by offering feedback on drafts, opportunities for revision and editing, and opportunities for metacognitive reflection on their development as writers.

To meet the definition of Writing Intensive, a course must satisfy the following structural requirements:
- Writing is comprehensively integrated into the course and tied to course objectives and learning outcomes.
- Writing comprises a significant part of the course work and reflects genres and writing activities appropriate to the course and/or discipline.
- Writing is explained and supported in the course: students are engaged in explicit discussions of the relevance of writing to

the course and/or discipline, provided guidance in meeting genre and style expectations, and offered opportunities to assert their agency within those terms.

- Writing assignments are scaffolded. Writing and thinking activities are designed to support one another and to feed one another throughout the course.
- Writing is supported by feedback and opportunities for revision. Instructors provide meaningful feedback on writing assignments and incorporate systematic opportunities for writers to work with that feedback.

Resources:

- TRC sponsored professional development opportunities to support faculty in teaching writing.
- University Writing Center.
- English department online resource guide for faculty teaching first year writing.
- Archive of sample assignments and explanations of how they are supported. *(Would need to create)*
- Purdue OWL -- a well-established online writing lab that provides resources, including guidance in most citation systems.
- Bean, John. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom.* Wiley & Sons, 2011. (Jossey-Bass imprint) ISBN: 1118062337, 9781118062333

CSUSB'S Strategic Plan Progress Report
Year 2
2016-17

DRAFT 9/28/17

Pending Review of the President and Vice-Presidents

TABLE OF CONTENTS

EXECUTIVE SUMMARY

Beginning in 2014, the campus community worked collegially and collectively to refine its vision and mission, develop core values and a strategic plan that would identify a five-year plan of action. The plan allowed CSUSB to focus resources to address our aspirations that will affect our campus, service area, region, state, nation and world. Five university-wide goals were described in CSUSB's Strategic Plan 2015-2020 (https://www.csusb.edu/sites/csusb/files/CSUSB%20Strategic%20Plan%202015-2020.pdf) that transcended the boundaries of colleges and administrative units. The goals that arose were: student success, faculty and staff success, resource sustainability and expansion, community engagement and partnerships and identity. Each goal was associated with objectives and strategies that would serve as metrics for future accountability. In the second year of the Strategic Plan implementation, FY 2016-17, substantial progress was made on each goal.

Goal one, Student Success, is at the heart of our university's mission. With this goal, we aim to provide learning experiences that promote student success, achievement, and academic excellence and prepare students to contribute to a dynamic society. Significant advancement was made on this goal, with some notable achievements as follows.

- For those who began as freshmen, the achievement gaps for 6-year graduation rates were less for underrepresented vs non-underrepresented students, PELL vs non-PELL recipients and female vs male students. For those who started as transfers, the smallest achievement gaps were seen in 2-year graduation rates for underrepresented vs non-underrepresented students and PELL vs non-PELL recipients and in 4-year graduation rates for underrepresented vs non-underrepresented students, first generation vs non-first generation students, PELLL vs non-PELL recipients and female vs male students.
- Our graduation rates are on the rise; six-year and four-year first-time freshman graduation rates have increased by 4% and 2%, respectively, and four-year and two-year transfer student graduation rates show 3% and 7% increases. All rates are on-track to meet our Graduation Initiative 2025 target goals.
- DFWI rates have remained consistent.
- As part of the process of converting the campus from quarters to semesters beginning in the academic year 2020-21, CSUSB offered faculty $1,500 to support the integration of equity-minded, evidence-based teaching practices into their semester courses.
- The High Impact Practices (HIP) Community of Practice formed a steering committee to develop HIP priorities and assess its plan to meet goals.
- 236 students participated in Study Abroad programs.
- The Department of Housing and Residential Education instituted multiple efforts such as the creation of themed living learning communities, established the Academic Mentor Program which trained students to support on-campus students, and started a Faculty-in-Residence program with four faculty members and their families living in the residential communities.

- The TRC supported five Faculty Learning Communities focusing on new faculty, College of Natural Sciences hybrid/online teaching, Diversity and Principles of Program Design.
- The Orientation and First Year Experience Office provided transition programming for over 5,500 newly admitted freshmen and transfer students.
- A needs assessment and a preliminary strategic plan were completed by the Office of Graduate Studies and the Strategic Analysis Steering Committee.

Faculty and Staff Success, the Strategic Plan's second goal, aims to foster innovation, scholarship, and discovery for faculty and staff. Progress highlights for objectives and strategies included:

- Providing the Teaching Resource Center (TRC) more than a 10% budget increase, which contributed this academic year to supporting 885 non-unique faculty, an increase of 36% over the number of faculty served by TRC in AY 2015-16.
- A Faculty Center of Excellence (FCE) Task Force, with representation across colleges and multiple campus offices, received approval for a pilot implementation of the FCE. The FCE will open in September 2017 in the Pfau Library.
- The Office of Student Research (OSR) awarded multiple faculty grants to redesign their courses by integrating research and creative activities (eight Course Redesign grants) and to support faculty conducting research and creative activities that will contribute to students' overall educational experience (ten Faculty Assigned Time grants).
- In an effort to develop additional training opportunities for staff, the Staff Development Center (SDC) was designed and will open in September 2017. The SDC will provide staff training plans in multiple areas that were suggested by campus feedback.
- Recruitment strategies to strengthen diversity were instituted and the total spent in marketing positions far exceeded what was spent historically. Compared to last year, although most ethnic groups remained constant, the percentage of Asian faculty increased by 2%.
- In 2016, tenure/tenure-track density increased 1.8%, the first increase since 2011.
- The student faculty ratio (SFR) decreased slightly and a new budget model based on FTES, SFR and target FTEF was developed to steadily continue this trend.

Next, goal three, Resource Sustainability and Expansion, stewards resources for sustainability and looks for ways to acquire new sources of funding. Notable progress on this goal included:

- The engagement of an independent global business advisory firm with Administration and Finance, PDC, University Enterprises Corporation, and Facilities Planning and Management to evaluate campus assets, qualify potential public-private partnership opportunities and begin identifying key priorities.
- To increase the innovative entrepreneurial activities on campus, the Inland Empire Center for Entrepreneurship offers a Catalyst Business Accelerator which provides support, office space and mentoring from a full-time Entrepreneur-in-Residence. Additionally an inaugural Innovation Challenge event occurred this year, a competition on new ideas to solve social or business problems.

- CSUSB launched the five-year $50 million Campaign for CSUSB, and raised 78% of the amount during this reporting period. Additionally, University Development received approximately $9.2 million in philanthropic support.
- In striving to re-allocate existing resources efficiently, Facilities Planning and Management engaged in several projects across campus to repurpose underutilized space while Facilities Planning Design and Construction conducted an on-campus space utilization study. Multiple examples of process improvements that focused primarily on utilizing technology to streamline operations occurred this year as well.
- A record high of grant funding was secured this year in the amount of $34.2 million.

The fourth goal in the Strategic Plan is Community Engagement and Partnerships. Under this goal, CSUSB serves and engages communities (local, regional, state, national and global) to enhance social, economic and cultural well-being. Some prominent results included:

- The Office of Community Engagement appointed a new Faculty Associate to develop opportunities for faculty engagement as well as reviewing existing policies that impact community engagement.
- On the student side, the Associated Students, Inc. created a full-time professional position to support the development and enhancement of community engagement opportunities for CSUSB students.
- 95,000 hours of volunteer service and service learning was logged by students.
- A pilot online system was utilized to record volunteer service hours, resulting in the First Annual President's Volunteer Service Awards, given to 339 students.
- Partnerships to actively connect with the community and provide guidance on college access and preparedness continued this AY, through events such as Counselor's Day, Super Sunday and Super Saturday, Ontario-Montclair Promise Scholars program, Black and Brown Conference, Black Student Leadership Symposium, and campus tours.

Identity is the fifth and final goal; this goal strives to build an identity that celebrates the uniqueness of our university, promotes our accomplishments and inspires involvement. Some key progress during 2016-17 included:

- The Identity Task Force and consultant have completed two phases in the branding process: discovery and innovate. In the discovery phase, more than 1,500 individuals from campus stakeholder groups, including PDC, participated in workshops and discussions designed to validate key institutional strengths and weaknesses, uncover common misconceptions, and identify potential areas of brand opportunity. In the innovate phase, a strategic requirements document was created, a brand platform was developed, and three brand concepts were evaluated by over 2,000 individuals. *We Define the Future* emerged as the concept that most resonated with all key stakeholders and a branding campaign will be the focus for year 3 of the Strategic Plan.
- With the aspiration to increase student engagement by creating a vibrant student life experience that reinforces the campus' identity, the opening of three new outdoor gathering plazas, the breaking ground of the Housing and Dining project and the approvals of the new College of Extended Learning building and Santos Manuel Student

Union (SMSU) expansion occurred. The Divisions of Student Affairs and Administration and Finance worked collaboratively on the Alternative Consultation process to expand the SMSU, ensuring the student voice was heard when the designs were being made. This year three new affinity cultural centers and a PDC fitness center opened, providing more opportunities for student gathering and engagement.

- In response to the Alumni Board's focus of supporting outreach as well as increasing all levels of alumni engagement, the total attendance at alumni events increased 334%, membership in the Alumni Association grew 221%, and alumni volunteers increased by 394%.

The progress and accomplishments of the implementation of the CSUSB Strategic Plan highlights substantial CSUSB investments and commitments in our focal areas of Student Success, Faculty and Staff Success, Resource Sustainability and Expansion, Community Engagement and Partnerships and Identity. The second year of its implementation also showcases success in increasing graduation rates and participation in high impact practices, as well as significant steps in supporting research, increasing the tenure density and investing in our faculty and staff through their respective future openings of centers created specifically for these entities. Increasing financial support via grants and philanthropic endeavors for the university, the branding launch, as well as continuing alumni outreach, are also noteworthy. Efforts toward these goals will continue in the third year of the Strategic Plan.

CSUSB'S STRATEGIC PLAN 2015-2020

VISION STATEMENT

CSUSB aspires to be a model for transforming lives.

MISSION STATEMENT

CSUSB ensures student learning and success, conducts research, scholarly and creative activities, and is actively engaged in the vitality of our region. We cultivate the professional, ethical, and intellectual development of our students, faculty and staff so they thrive and contribute to a globally connected society.

CORE VALUES

Inclusivity
Innovation
Integrity
Respect
Social Justice and Equity
Sustainability
Transparency
Wellness and Safety

GOAL #1 – STUDENT SUCCESS: Provide learning experiences that promote student success, achievement, and academic excellence and prepare students to contribute to a dynamic society.

GOAL #2 – FACULTY AND STAFF SUCCESS: Foster innovation, scholarship, and discovery for faculty and staff success.

GOAL #3 – RESOURCE SUSTAINABILITY AND EXPANSION: Steward resources for sustainability, and acquire new sources of funding.

GOAL #4 – COMMUNITY ENGAGEMENT AND PARTNERSHIPS: Serve and engage communities (local, regional, state, national, global) to enhance social, economic and cultural well-being.

GOAL #5 – IDENTITY: Build an identity that celebrates the uniqueness of our university, promotes our accomplishments, and inspires involvement.

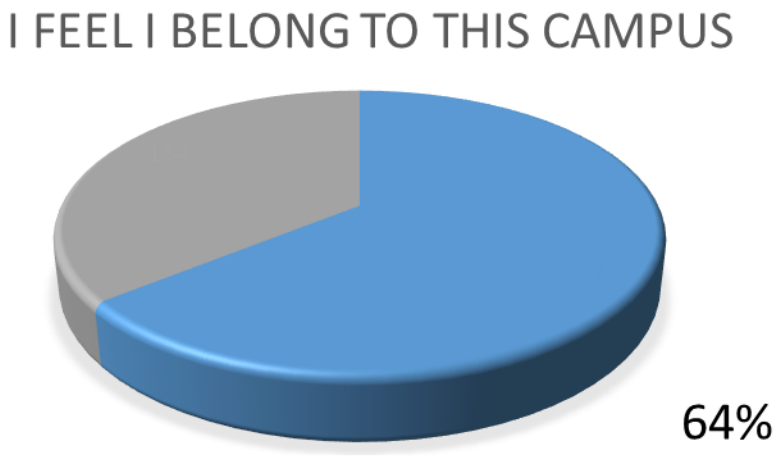
GOAL 1: Student Success

Provide learning experiences that promote student success, achievement, and academic excellence and prepare students to contribute to a dynamic society.

Objective 1: *All undergraduate students will participate in at least three High Impact Practices (HIPs) by graduation, starting with the fall 2015 cohort of incoming first-year students, preferably including one HIP within the context of each student's major.*

Objective 2: *Adopt the Institutional Learning Outcomes and use the assessment of them to guide continuous program improvement.*

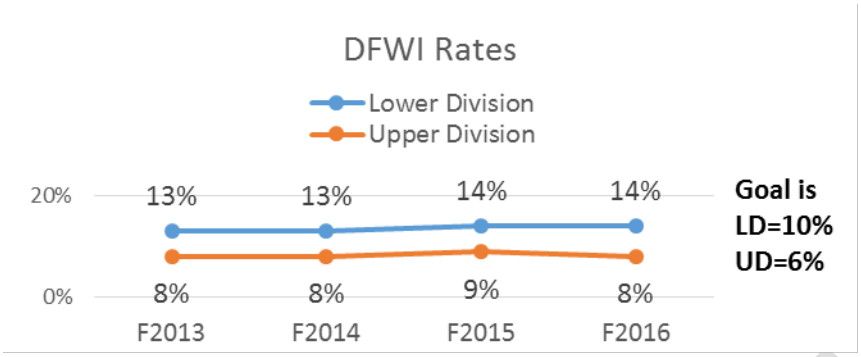
Objective 3: *Conduct annual surveys to assess students' sense of belonging, engagement, and inclusion. Establish baseline measures and then design programming to ensure continual improvement.*



End of First Year Survey, F2016 FTF

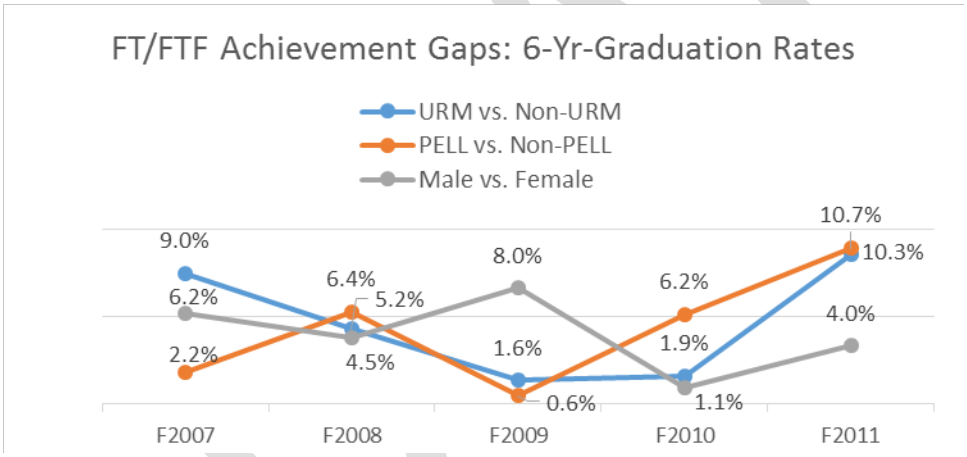
Although the results are three percentage points lower than the last year's cohort, still about 2 in 3 First Time Freshmen (FTF) felt that they belonged to this campus at the end of their first year (n=374). The Diverse Learning Environment Survey, which targeted juniors and seniors in last year's report, was not conducted this year.

Objective 4: *Increase student success by maintaining high academic standards while reducing the overall DFWI (grades of D, F, withdrawal, incomplete) rate through improved course learning conditions and enhanced co-curricular support. Aim to reduce the rate in lower division courses from 13% to 10%, and aim to reduce the upper division rate from 8% to 6%, particularly through providing additional supports for students in courses with the highest DFWI rates.*

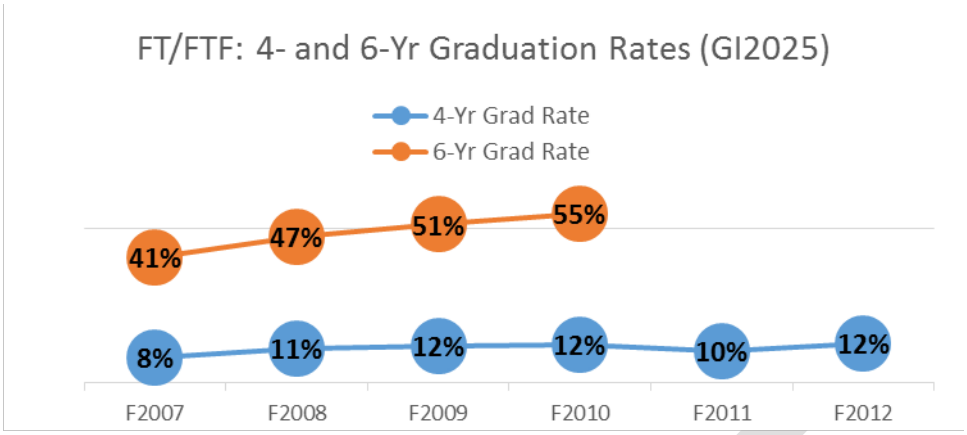


The DFWI rates have been consistent at about 14% for lower division courses and 8% for upper division courses. Concerted efforts will be made in 2017-18 to address this issue.

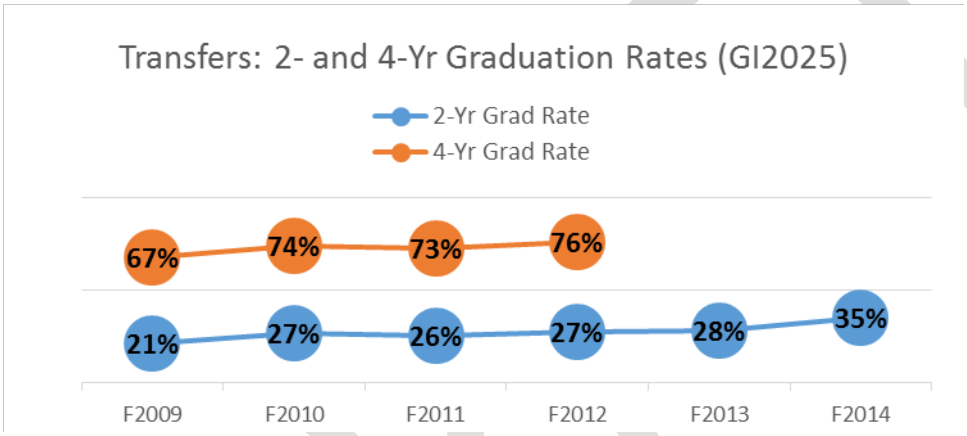
Objective 5: *Stay on track to meet or exceed the CSU's Graduation Initiative 2025 targets with a four-year graduation rate in 2020 of 15% or higher, a six-year graduation rate of 52% or higher, and an underrepresented minority (URM)/non-URM achievement gap of 0%. For transfer students, by 2020 achieve a 36% two-year graduation rate and a 72% four-year graduation rate. Reduce by half the achievement gaps for males and Pell-eligible students. Decrease average time-to-completion for students who enroll as freshmen from 5.6 to 5.0 years by 2020. For transfer students, decrease average time-to-completion from 3.1 to 2.7 years by 2020.*



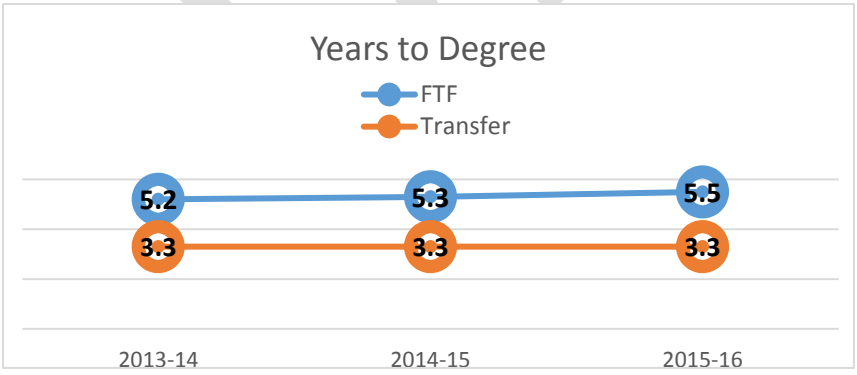
All three achievement gaps increased from Fall 2010 to Fall 2011. The gaps are at the highest level for the URM vs. Non-URM and PELL vs. Non-PELL comparisons.



The latest FT/FTF graduation rates show 4% and 2% increases for 6-year and 4-year graduation rates, respectively. These rates are on track to meet our GI2025 goals.



The latest transfers' graduation rates show 3% and 7% increases for 4-year and 2-year graduation rates, respectively. These rates are on track to meet our GI2025 goals. (The numbers are slightly different from last year's report because the Chancellor's Office redefined transfers for GI2025 as all transfers who are coming in as a sophomore or higher level from California Community Colleges.)



Years to degree has slightly increased for FTF, but remained the same for transfers.

Objective 6: *To foster the success of graduate students, by June 2017, the campus will complete a program evaluation of graduate education at CSUSB. From 2017 through 2020, these recommendations will be implemented.*

Strategy 1. Intentionally offer additional administrative support, stipends, re-assigned time, etc., to encourage and reward faculty as they continually improve their classroom teaching through integrating evidence-based and/or equity-based pedagogical strategies that enhance student learning and success. (Contributes to objectives 1, 2, 4, 5, 6)

- To encourage faculty to integrate equity-minded, evidence-based teaching practices into their semester courses, Q2S is making $1,500 available to support each faculty member (full- and part-time) to participate in professional development regarding these practices. Faculty members have the option of participating in "in-house" Q2S/TRC/ATI professional development opportunities, such as three-day institutes, faculty learning communities, and pedagogy workshop series, or participating in off-campus professional learning opportunities regarding teaching and learning, or pooling their resources with other faculty members to bring national experts to campus to work with our faculty on discipline-specific pedagogical strategies and techniques.
- The College of Natural Sciences is dedicated to creating the systemic change necessary for STEM majors to be successful. A strategy is to create a culture of equity-minded, evidence-based teaching and learning strategies that fosters deep learning in students, and provides sustained faculty development opportunities. This initiative began in summer 2013 and was supported by funding from the National Science Foundation. Two types of professional development have been implemented with a third type planned: 1) Short workshops on using the advising software have been created. One was offered in late spring. The second will be offered in late summer/early fall 2017 and will be given at department meetings. 2) A year-long institute on advising is currently being created for faculty and staff. It will begin with an intensive three-day experience scheduled for Sept. 11-13, 2017. Based on the number of applications, 14 participants (eight faculty members and six professional advisors) will attend. 3) The third type of professional development will be year-long institutes focused on aligning community college and CSUSB courses and pedagogy. This institute will be offered in summer 2018. Participants from both CSUSB and local community colleges will be invited to apply.

Strategy 1.2. Create a campus-wide High Impact Practices (HIP) Community of Practice to support the implementation of HIPs. (Contributes to objectives 1, 2, 4, 5, 6)

- A steering committee was formed for the HIPs Community of Practice. Committee members met on June 22 and plans will be developed over summer. The committee will reconvene in Fall 2017 to develop HIP priorities and assess its plan to meet goals.
- The Office of Student Research (OSR) awarded students more than $225,000 this AY 2016-17 to support their research and creative activities. Categories included:
    - Student Grants: Twenty-one students received $500 grants to support their research projects or creative activities outside the classroom.

  - Faculty/Student Grants: Twenty-two faculty, supporting twenty-six students, were awarded up to $1,500 toward their collaborative research or creative projects.
  - SSI Graduate Thesis Grant Writing Program: Six graduate students received $2,000 to support the completion of their thesis, project or dissertation.
  - SSI Graduate Innovative Scholars Fund: Seven graduate students were awarded $3,500 to support an interdisciplinary project that identifies an unsolved problem and proposes a solution.
  - ASI Student Research and Travel: One hundred and six undergraduate students, presenting or attending a conference or requesting financial support to purchase supplies for research, were awarded up to $1,000.
  - Instructionally Related Programs (IRP) Student Research and Travel Grants: Forty-one graduate students were awarded a maximum of $1,000 to present or attend a conference or request financial support to purchase supplies for research.
  - Summer Research Program: Supports student-faculty teams that conduct research and creative activities over a ten-week period during the summer. Twenty-nine students participated in this Program.
- The 6th Annual "Meeting of the Minds," a symposium where undergraduate and graduate students can showcase their research and creative activities, took place in May 2017. The event featured 218 student presentations, composed of 81 oral presentations, 131 poster presentations and 6 art displays, and 17 faculty moderators.
- The Principles of Program Design Institutes that Q2S and the TRC offered during 2016-17 (and which met for four intensive days in the summer and monthly throughout the academic year) provided professional development regarding best practices for teaching and assessing this kind of integrated learning as well as the broader principles of backward program design that build in attention to alignment between ILOs, GLOs, PLOs, and the courses that make up the curriculum. Attention to these issues was also integrated into the Cross-College Track meetings that took place over the course of the year that all transformation leaders were required to attend as part of their transformation funding.
- TRC has worked to disseminate innovative teaching methods through events such as the TRC Poster Session in Fall 2016, and has collaborated with ATI and the Library on dissemination events, such as the Faculty Showcase. TRC professional development includes a focus on evidence-based teaching practices, with faculty engaging in projects involving program- and classroom-based HIPs, such as active learning, research experiences, and internships.
- CISP-Study Abroad: A total of 236 students participated in Study Abroad programs this year - 183 through 13 faculty-led study abroad programs and 53 students travelling independently to participate in study abroad exchange/IP/program providers.
- The Career Center collaborated with the academic colleges to facilitate internship placements of 210 students at 94 sites as part of the Stand Up for San Bernardino Internship Award and Student Success Initiative Internship Award. Students gained valuable professional preparation through this high-impact practice.

- An ASI Student Leadership Transition Retreat was facilitated on June 2-3, 2017 to further assist with the development of elected student leaders.

Strategy 1.3. Create student Learning Communities (residential and non-residential) designed around evidence-based best practices that may include cohorts, block scheduling, intentionally connected courses, peer mentoring, and structured learning supports (e.g., tutoring and Supplemental Instruction). (Contributes to objectives 1, 2, 4, 5, 6)

- The Teaching Resource Center (TRC), in collaboration with the Q2S office, has provided funds for reassigned time and for overload stipends for faculty to engage in program and course (re)design. This work typically includes a rethinking of both pedagogy and content based on research on how people learn, with the goal of engaging all students in active learning environments and increasing student success for a diverse body of students.
- On the Palm Desert Campus (PDC), Lessons from Legends was offered as a leadership class that included sophomores, juniors and seniors. The campus also expanded its student leadership programs, such as the Ambassadors program and PEACH (peer health educators) program. PDC continued its efforts to build a strong service learning and community engagement program. Fifty students (35 in community service and 15 internships) participated this AY, compared to 29 in 2015-16. Sixteen students participated in the Emerging Leaders program by the Palm Desert Chamber of Commerce.
- DHRE created the Greenhouse LLC, a new sustainability-themed living learning community centered on sustainability awareness with students (N=49) and Faculty Advisors (N=2). DHRE created the Academic Mentor Program in which CSUSB students selected and trained to support on-campus students of all levels in their journey toward academic success and graduation. The peer-to-peer interaction and mentorship creates a purposeful, encouraging atmosphere for students seeking academic assistance.

Strategy 1.4. The orientation for new tenure-track faculty hires will include a substantial component on effective pedagogy in higher education. (Contributes to objectives 1, 2, 4, 5, 6)

- In accordance with research on how practice is improved, the TRC has been engaging faculty in long-term learning communities, some of which begin with an intensive 3- or 4-day institute. These Faculty Learning Communities (FLCs) typically study research on topics, such as learning theory, disciplinary thinking, engaging students, and teaching for diversity, equity, and inclusion. They then discuss the literature in the context of their programs and our students, and design and implement innovations in teaching that involve evidence-based teaching practices and high impact practices as appropriate for the classes on which they have focused. In 2016-17, TRC supported and facilitated five such FLCs: New Faculty, CNS hybrid/online teaching, Diversity, and Principles of Program Design, and collaborated with Q2S to support and facilitate three Principles of Program Design learning communities. Faculty have overwhelmingly expressed interest in continuing and expanding these FLCs; these responses have fed into the plans for the new Faculty Center for Excellence as a hub for campus-wide communities of practice supporting increased evidence-based teaching practices and HIPs.

- DHRE created the university's first Faculty-in-Residence program, in which four new faculty members and their families lived in a residential community with on-campus students, providing both students and professors the opportunity to get to know and learn from each other on a personal level.

<u>Strategy 1.5.</u> In decisions about hiring new tenure-line faculty, consider what our institutional patterns and the research literature tell us about where decreased class size could have the greatest impact on teaching effectiveness and on student success.
(Contributes to objectives 1, 2, 4, 5, 6)

- See page 24 for data on student-faculty ratio. Since Fall 2014, the ratio has decreased by 1.4%.
- Multiple colleges have accreditation requirements that guide the hiring of faculty.

<u>Strategy 2.1.</u> Provide evidence-based academic and social support programs to help students succeed. (Contributes to objectives 1, 3, 4, 5, 6)

- The Office of Undergraduate Studies (UGS) provides academic support to all undergraduate students and helps them establish and maintain a sense of belonging with the university in multiple academic support services and programs.
    - The Academic Resource Center (formerly the Tutoring Center) had 3,852 visits from 879 students that covered 5,059 hours. Tutoring staff initiated a tutorial program with the Jack H. Brown College of Business and Public Administration, specifically with the departments of Accounting and Finance, to start a tutoring lab in Jack Brown Hall since most of their courses and students are in that location. Tutoring is also launching a pilot program to offer foundational skills building and refresher workshops in mathematics. The goal is to introduce the material to students prior to them learning the concepts in their classes. Workshops present the course material a week prior to the class discussion to help teach students in specific mathematic concepts that are integral to all levels of math (e.g., fractions, exponents, and order of operations). Both workshops were open to all CSUSB students.
    - Tutoring staff initiated a tutorial program with the Jack H. Brown College of Business and Public Administration with the Department of Accounting and Finance to start a tutoring lab in Jack Brown Hall. The Center also launched a pilot program to offer foundational skills-building and refresher workshops in mathematics.
    - UGS was awarded the 2016-17 Title V $5 million grant for Coyote First Step (CFS). CFS requires incoming first-year students who do not demonstrate readiness for college-level math and/or English to begin developmental coursework during the summer before coming to CSUSB. Ninety-one percent of Coyote First STEP 2016 students were successful in reducing their developmental mathematics requirements. In addition, CFS 2016 reduced the number of seats in developmental math courses needed by students from 2,954 to 1,130. This is equivalent to a reduction of 1,824 seats, or about 40 to 45 course sections, in precollege-level mathematics courses.

  - Since the Fall of 2016, UGS has intentionally focused most of its predictive analytic/intrusive advising efforts of our student success teams on issues related to the Graduation Initiative, specifically cohort-tracking, undeclared population, four-year pledge, supplemental instruction and the identification of "super seniors" and students with 90+ units with any risk level.
  - Four graduation retention specialists were hired for each of the undergraduate colleges. UGS and CNS, with the assistance of a $5 million grant, hired three STEM advising counselors and a project director to implement a HIP of intrusive advising.
  - UGS initiated campaigns to work with colleges and department chairs to help move seniors toward timely graduation. The initiative began in September with 1,811 super seniors and through its efforts, around 400 or about 22% graduated in December 2016, another 270 students graduated in Winter 2018 and approximately 750 students were projected to graduate Summer 2017.
- The PDC Dean met with freshmen with GPAs below 2.0 and increased the use of ISAs. Efforts continued in the expansion of the cohort model course registration for freshmen; cohorts are in place for 2017-18. In addition, three new clubs were established in 2016-17, bringing the total to 20.
- In summer 2016, CEL increased enrollments by 4% over the target with total FTES of 2202.65 (734 annualized,) thus helping students make progress toward graduation. CEL is also working with academic colleges offering Special Session programs to improve retention and graduation rates. To provide better learning environment and additional classroom space, CEL has integrated the Campus Facilities Master Plan recommendations into the design of the new CEL building (Center for Global Innovation) and moved to the schematic design stage.
- The Orientation and First Year Experience Office welcomed and provided transition programming for over 5,500 newly admitted freshmen, and transfer students, at both the San Bernardino and Palm Desert campuses. This office also coordinated/participated in the following programs: Coyote First STEP (CFS) program, Week of Welcome, New Student Convocation, Ask Me! Campaign and the Re-Connect program. The Orientation and First Year Experience Office provides transitional programing for 550 CSUSB parent and family members by offering a summer orientation program in both English and Spanish.
- From July 1, 2016-May 31, 2017, the CARE Team responded to a total of 315 unique referrals. Of these, 74 referrals involved possible mental health concerns, 15 cases involved possible substance abuse (alcohol/drugs), 57 reports of disruptive or threatening behavior, 31 referrals for Title IX concerns, 34 cases involved students experiencing food and/or housing insecurity, 60 cases involved disruption or threatening behavior, and 84 cases involved general health and wellness concerns. Students were referred to various service providers within the university and community that ranged from counseling centers, health centers and academic resources.

<u>Strategy 2.2.</u> Ensure that student support programs are systematically delivered effectively and efficiently. (Contributes to objectives 1, 3, 4, 5, 6)

- Via new expendable gifts to the university as well as the earnings from the endowment, University Advancement and the Philanthropic Foundation offered $2,735,505 in 2016-17 to support scholarships across campus. This represents another increase over the previous year.
- The SBS Dean worked with Provost McMahan to secure funding for an additional full-time lecturer in the Department of Psychology to address enrollment-based bottlenecks in Psychology, particularly in content areas negatively affecting student time toward graduation.
- A student exit survey was developed and implemented at PDC; analysis is in progress and will be shared in the next progress report.
- The Student Success Initiative Committee and Advisory Board awarded $2.5 million in Student Success Initiative fees to support Advising and Academic Services and Peer Advising across CSUSB, Tutoring and Supplemental Instruction, Expanded Technologies, Career Services and Veterans Services as well as created a one-time fund of $65,500 to support research grants for CSUSB graduate students.
- Departments throughout Student Affairs are using NSSE and other survey data to inform decisions and enhance services. Administration in Student Affairs regularly check-in to ensure departments are efficient and meeting student needs.

<u>Strategy 2.3.</u> Intentionally and explicitly connect learning across curricular and co-curricular experiences so that students better understand the purposes of higher education and learn strategies that promote resilience and success beyond graduation. (Contributes to objectives 1, 3, 4, 5, 6)

- The Student Success Peer Advisors (SSPAs) within the Student Success Peer Advising Center provided peer-to-peer advising and support for undeclared first-year freshmen students with regard to the academic policies, regulations, and procedures of CSUSB. The SSPAs are comprised of students from various academic levels and disciplines and this academic year were available Monday – Friday from 8 am – 5 pm. The Center advised over 344 unique students from September 2016 through March 2017, assisted in 17 undeclared workshops, and helped 220 students during undeclared orientation.
- The Student Mentoring Program (SMP) recruited new mentors for the next academic year in partnership with the Department of Housing and Residential Education and a new grant-funded project led by faculty in the Department of Communications in the College of Arts and Letters. The most common topics/themes addressed in the 4,208 peer mentoring sessions conducted during the 2016-17 AY included goal setting, relationship building, the habits of successful students, reviewing PAWS, time management, connecting with student clubs, organizations, events, and activities, and establishing connections with academic resources for support.
- Student Assistance in Learning (SAIL) had a Fall 2015 to Fall 2016 persistence rate of 93%. 54.3% of SAIL's active students qualified for the program's Spring Quarter 2017 Honor Roll by having earned a quarter GPA of 3.0 or higher, with 11 students having a GPA of 4.0.

- CISP designed student support program services evaluation tool to be implemented in AY 2017-2018 for all orientations and support programs.
- Pfau Library's Critical Information Literacy (CIL) Instruction Program continued its involvement in various initiatives meant to support first-year students. Librarians facilitated a library orientation for the EOP Summer Bridge students; were involved in the development of curriculum design and instructor professional development for Early Start English and the USTD 100 first-year seminar course; and piloted a peer-to-peer Library Ambassador program to support this course. The Library also worked with the Psychology and Chemistry departments to integrate CIL into upper-division courses. Finally, the Library supports students at all levels by offering basic, intermediate and advanced research workshops, and it frequently receives invitations from faculty to provide direct instruction. This past academic year, a total of 2,560 students were reached, and approximately 97% of surveyed students agreed that they expect their library instruction session to be helpful when completing their coursework.
- During the 2016-2017 academic year, the Supplemental Instruction (SI) program completed a full transition to the research-based University of Missouri Kansas City model. Through the transition and the reporting period, the program expanded and currently supports 14 "high-risk" courses including BIO 100, BIO 200, BIO 201, BIO 220, BIO 223, BIO 224, GEOL 101, HIST 142, MATH 110, MATH 120, PHIL 200, PSCI 203, PSYC 100, and PSYC 210.
- For the SBS Statistics Lab, the college devoted space, funding and supplemental statistics instruction for any student enrolled in a SBS statistics course (regardless of major or college affiliation). Degree requirements in most SBS majors include at least one undergraduate statistics course, and these courses consistently rank toward the top of the DFWI list in SBS.

Strategy 2.4. During the process of semester conversion, ensure that the Institutional Learning Outcomes are included among the guiding principles in curriculum redesign. (Contributes to objectives 1, 3, 4, 5, 6)

- Departments and programs are required to link program and student learning outcomes with ILOs in their program review.

Strategy 3.1. Conduct a graduate studies needs assessment that includes feedback from graduate students and graduate programs. (Contributes to objectives 2, 3, 6)

- A needs assessment has been conducted by the Office of Graduate Studies (OGS) and the Strategic Analysis Steering Committee. Surveys were administered to graduate students, alumni, faculty and graduate coordinators. In addition to surveys, the interim dean held one-on-one meetings and small group meetings with graduate coordinators ("Conversations with Coordinators"). Information on student and program needs was also gathered through five open houses, six open forums, monthly meetings with associate deans, and quarterly graduate coordinator meetings. OGS gathered and analyzed five years of application, admission and enrollment data; trends in student demographics; GPAs; and program SLOs, self-study and accreditation reports.

<u>Strategy 3.2.</u> Develop, implement and disseminate a graduate studies strategic plan. (Contributes to objectives 2, 3, 6)

- The Office of Graduate Studies and the steering committee developed a preliminary strategic plan (five goals and related objectives, strategies and results). A publication for sharing the preliminary plan is under development.

<u>Strategy 3.3.</u> Explore, develop and implement effective practices in graduate education (potentially to include HIPs at the graduate level) that promote retention, graduation and time to degree. (Contributes to objectives 2, 3, 6)

- In the College of Education, many programs are structured cohorts, while others are quasi-cohorts by track. Research on cohort models show increases in retention, graduation and time to degree.
- One of the recommendations of the preliminary strategic plan for the Office of Graduate Studies is to develop G-HIPS. The data analyzed during the strategic analysis provides a benchmark and points to some barriers to timely graduation (e.g., financial challenges, course availability). Since the current literature on HIPs focuses on undergraduate students, developing G-HIPs will involve some initial research and experimentation before a solid program can be developed. Upon approval from campus administration, OGS and a steering committee will begin developing a strategic plan and G-HIPs in Fall 2017.

GOAL 2: Faculty and Staff Success

FOSTER INNOVATION, SCHOLARSHIP, AND DISCOVERY FOR FACULTY AND STAFF SUCCESS.

Objective 1: *Foster excellence in teaching to increase High Impact Practices and promote course redesign for contemporary teaching practices by increasing the number of faculty served by the Teaching Resource Center.*

Strategy 1. Provide a 10% increase in budget to the Teaching Resource Center (TRC) to increase the number of faculty members the TRC can support to participate in workshops, institutes, and other instructional training focused on high impact, evidence-based teaching practices, assessment of student learning, such as e-portfolio, the effective use of learning technologies, and redesigning courses, in ways that integrate these high-impact, evidence-based teaching practices as part of semester conversation and in conjunction with the new Institutional Learning Outcomes (ILOs) and General Education Outcomes (GEOs).

- The TRC was provided an additional $40,000 to be used for Academic Years 2015-16 and 2016-17 and $30,000 for each of the next three years of the Strategic Plan. This is more than a 10% increase in budget, and allows for additional faculty to participate in professional development. The monies funded the activities that are described in the subsequent paragraph.
- Supported by the Strategic Plan funds, TRC baseline funds, Q2S funds and other sources (e.g. through collaboration with the University Diversity Committee, the Pfau Library and Academic Technology and Innovation), the TRC supported a total of 885 (non-unique) faculty in a variety of activities in AY 2016-17; this represents an increase of 36% over the number of (non-unique) faculty served by TRC in AY 2015-16. The faculty receiving these benefits include 153 faculty who participated in long-term professional development, such as summer institutes and year-long learning communities; 14 in innovative course (re)design projects and travel to teaching-related conferences, community interest groups, and teaching-related travel; 210 faculty participated in the September opening events, Teaching Academy activities and other workshops; 455 faculty participated in Track Meetings; and 67 faculty participated in other co-sponsored events. (See Appendix 1.)

Strategy 2. Provide a 10% increase in budget to support more faculty members to create pilot programs that can then be used to obtain larger external grants on innovative teaching practices and to create collaborative projects across faculty units and disciplines to achieve national teaching standards in integrative learning.

- This year, TRC provided a total of 24 grants to CSUSB faculty (see Appendix 1) and also provided support for a number of successful federal grant proposals including:
  - Title III grant *"Advising for Undergraduate Success*"
  - Title V "*Here to Career*" grant

Objective 2: *By fall 2017, create a Center of Excellence to promote high impact research, creative activities, and scholarship involving interdisciplinary and international collaborators, and develop a tracking system to do the same.*

Strategy 1. Create a Center of Excellence for research, creative activities, and scholarship.

- In Spring 2016 and AY 2016-17, the Faculty Center of Excellence (FCE) Task Force, including representatives from all colleges as well as offices that support research, mentoring, and community engagement, held discussions with the former and current Provost, the Faculty Senate Executive Committee, and the Cabinet to finalize and obtain approval for a pilot plan for implementation of the FCE. It was agreed that this plan would be implemented and assessed for two years, in AY 2017-19.
- In order to create office space for the faculty and staff of the new FCE, the Provost obtained a suitable space on the fourth floor of the Pfau Library, including the design of additional office and archival storage areas. The FCE will be open and operational in September 2017. The details of the plan may be found at https://drive.google.com/file/d/0B53rQbvz8N3bVW5UZjJlamhPSlk/view.

Strategy 2. Create a university-wide tracking system for research, creative activities, and scholarship.

- The portfolio functions of CSUSB ScholarWorks through the Pfau Library were explored as a way to provide a tracking system for research and creative activities. The results will be available in AY 2017-18.

Objective 3: *Increase funding, incentives, reassigned time, recognition for research, creative activities, and scholarship to enhance the university's reputation as a center of scholarship.*

Strategy 1. Increase funding, incentives, and reassigned time to enhance the support system for research, creative activities and scholarship by 10% progressively over five years.

- In AY 2015-16 a total of $555,064 was disbursed in indirect cost recovery (IDC) for: GRIF, Provost Research Awards, Summer Research Fellowship Awards, IDCs to departments/institutes, and IDCs to colleges. Comparatively, in AY 2016-17 a total of $556,708 was disbursed in IDC for: GRIF, Provost Research Awards, Summer Research Fellowship Awards, IDCs to departments/institutes, and IDCs to colleges.
- Academic Research's internal awards in the 2016-17 academic year were disbursed as follows: 20 summer fellowships ($60,000); 14 Professors across Borders grants ($30,000); and 20 Mini-grants ($92,000).

Strategy 2. Increase recognition and networking opportunities to enhance the university's reputation for research, creative activities, and scholarship.

- Through the College of Extended Learning's J-1 Scholar program, CSUSB has brought 17 scholars from international universities to campus.

- On the PDC, an Emeriti Society was created. Additionally, two annual events and subgroup events (e.g., hiking) provided opportunities for networking with PDC faculty and students.
- The Office of Strategic Communications (OSC) continues to advance the success of our faculty and staff, celebrating their achievements in the external print and electronic media as well as the CSUSB news site. Bi-weekly videos are distributed to over 90,000 people (including alumni, faculty, staff, students, prospective students, counselors and friends/donors).

Objective 4: *Increase funding and faculty reassigned time to provide more student opportunities for supervised research and creative activities.*

Strategy 1. Create an Office for Student Research within the Center of Excellence created in Objective 2, supervised by a faculty panel, to mentor and support undergraduate and graduate students, and be paired across divisions for collaboration of research activities.

- Space has been provided for the Office of Student Research at PDC and several information sessions have been held with the Dean of Graduate Studies.

Strategy 2. Increase support and recognition for faculty mentoring of student research.

- The Office of Student Research's Course Redesign program supports faculty who wish to redesign their courses by integrating research and creative activities. Any full-time faculty member, tenured or tenure track, from any department is welcome to apply. Eight faculty were awarded a course redesign grant in AY 2016-17.
- The newly developed Faculty Assigned Time Grant provided support to faculty conducting research and creative activities that will contribute to students' overall educational experience. This grant supported 10 faculty this academic year.
- The Faculty Research and Creative Activities Mentor Award was designed to recognize the contributions of one faculty per college, whose mentoring has proven exemplary. Awardees received a $2,000 award and were recognized at the annual Meeting of the Minds symposium.

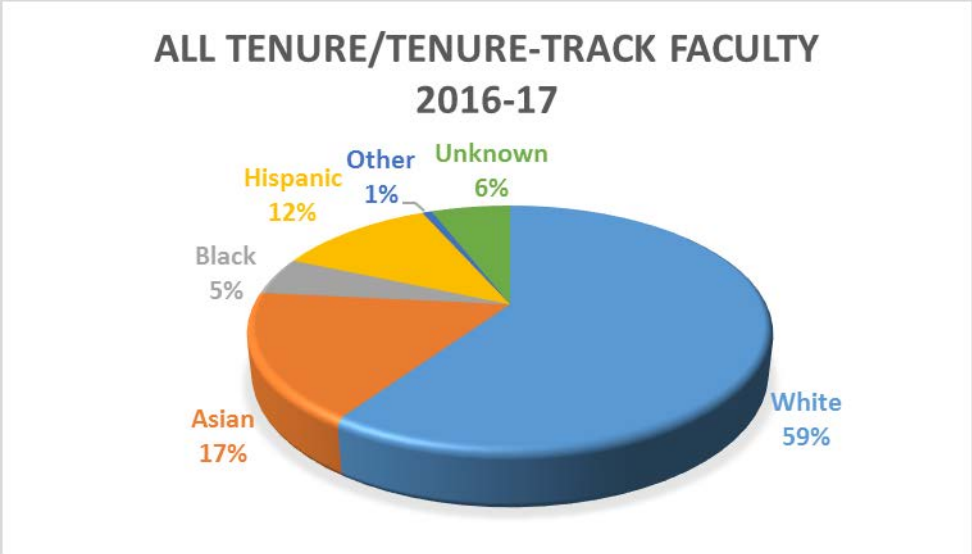
Objective 5: *By 2017, develop a plan to increase training opportunities for staff.*

Strategy 1. Through a university committee, create and implement a staff development and training plan by 2017.

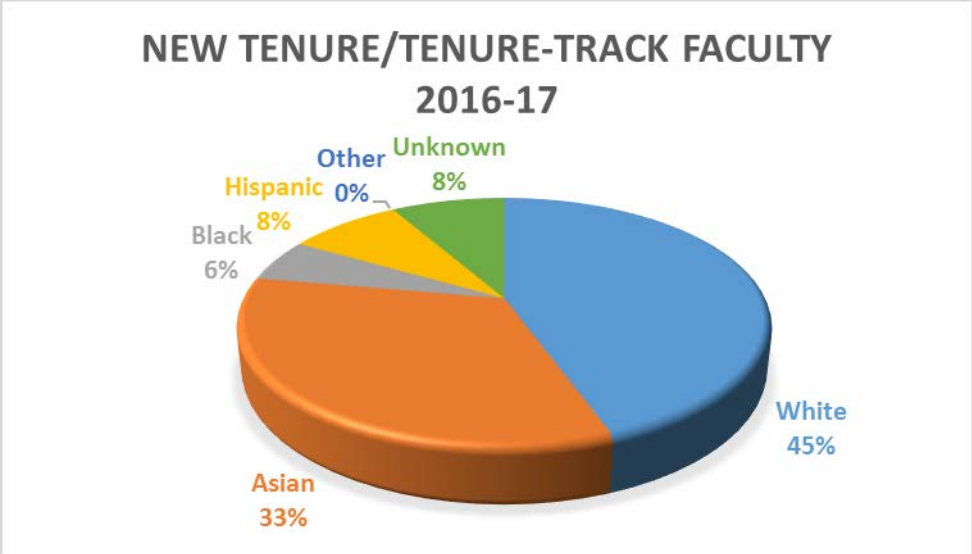
- Progress on the Staff Development Center made great strides in AY 2016-17. The Director was hired, an advisory committee was created which identified a purpose and mission, a location for the center is currently under renovation in PL-1108, and a ribbon cutting ceremony is scheduled for early Fall 2017. Staff training plans are still under development. Through campus collaboration, surveys, and meetings, four training areas have been identified to consider during the initial launch: job specific/ technical skills, personal/ professional effectiveness and life balance, diversity and inclusion, and career focused.

- CEL offered a Summer Employee Discount Program to waive tuition fees for one course during the summer session. The CSU fee waiver does not apply to self-supported CEL.
- On the Palm Desert Campus, a menu of workshops was provided to staff during the summer, including health and wellness programs.

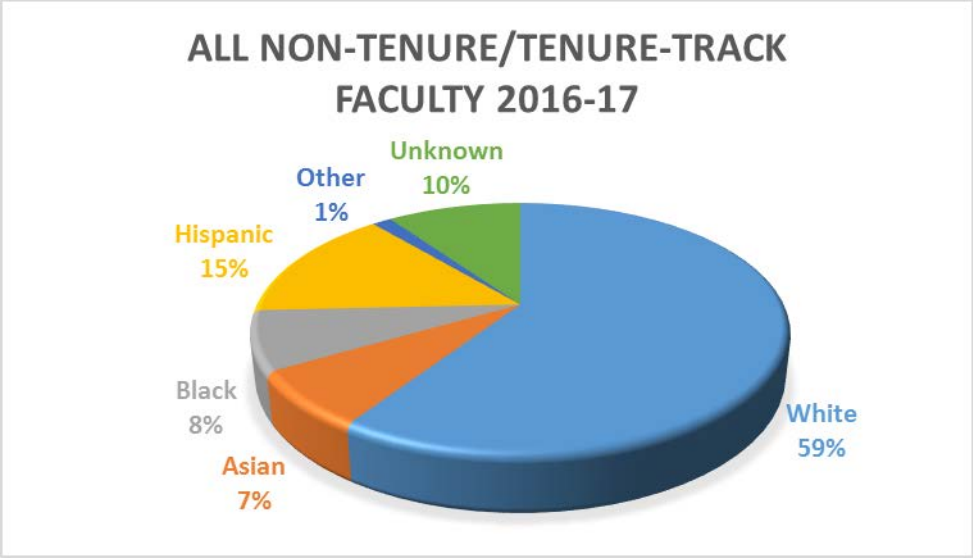
Objective 6: *Increase the diversity of tenure/tenure-track faculty, non-tenure track faculty, and staff as well as improve the climate of inclusion and support.*



Compared to last year, the percentage of White Tenure/Tenure-Track Faculty decreased by 2%, while that of Asian faculty increased by 2%. All other ethnic groups stayed the same.



The percentages of new Tenure/Tenure-Track Faculty increased for Asian faculty by 10%. Other ethnic groups decreased by 2-8%.



The percentages of Non-Tenure/Tenure-Track Faculty were very similar to last year. They decreased 2% for White and increased 1% for Black faculty.

See Appendix 2 for breakdown by College.

<u>Strategy 1.</u> Increase funding by 10% progressively over five years to support recruitment strategies to strengthen diversity.

- Funding for staff recruitments has increased significantly. Combined, the total spent in marketing positions was over $42,000, from a low of approximately $10,000.
- Colleges have also implemented new strategies:
    - The required language in all new College of Social and Behavioral Sciences (SBS) tenure-track faculty advertisements explicitly states interest in recruiting faculty from underrepresented groups.
    - SBS also implemented a requirement for prospective candidates to discuss (either in their letter of application or in a separate statement) their experience and interests in serving students from underrepresented backgrounds and first-generation college students.
    - SBS chairs incorporated new recruitment strategies that specifically target more diverse pools of prospective tenure-track faculty.
    - Communications and Business have hired FT faculty at PDC and faculty were identified by zip code who live close to PDC to entice them to teach on the PDC. This outreach was also completed for staff.
    - The College of Arts and Letters (CAL) conducted one tenure-track search for the Director of Bands for the Music Department and successfully hired an individual who will add diversity to CSUSB.

<u>Strategy 2.</u> Improve the climate to support retention among faculty and staff.

- The University Faculty Mentoring Network (UFMN) completed its third fully operational year and its portfolio has now expanded to include active participation in New Faculty

Orientation and responsibility for a series of workshops designed to help faculty, especially new faculty. UFMN mentors met with approximately 45 individuals for personalized mentoring. In addition to planning and outreach efforts, team members compiled a well-received Campus resource Manual that was distributed to each new faculty member which contains an array of information such as calendars, course syllabi information, advising handbook, etc.

- The College of Education (COE) offers multiple supportive processes. COE mentors new faculty by assigning a faculty member in the college, including chairs, to them. The new faculty are also connected to Faculty Mentoring on campus. The dean has a lunch with the new faculty during the first quarter to ensure they are experiencing what they expected from the job search and to make sure they understand the open-door policy. Overall, the college has had excellent retention of new hires.
- SBS has continued their Beginning Faculty Fellowship-Organizational Mentoring Group Program (BFF-OMG) designed to offer mentoring and support to first- and second-year faculty members, and to improve faculty retention in the College. SBS also began "No-Agenda" College Meetings which are open to all SBS faculty to voice their concerns about campus and professional issues affecting faculty and faculty morale.
- At PDC, staff meetings are held the first week of each month with breakfast provided by the Dean. The meetings provide an opportunity to network, recognize accomplishments and keep everyone in the communications loop. Staff and faculty also receive invitations to Dean's events.
- CEL and CISP have established regular staff and planning meetings to create a climate of inclusion and support. CISP also assigned self-directed staff work groups for projects and improvements.
- The Office of Diversity and Equity has been working diligently at developing processes and providing tools to the search committees. More recently, they completed a guide for search committees and clarification of roles and responsibilities of decision makers in the position approval process.

Objective 7: *Increase Tenure Track Density (TTD) based on projected student demand and FTES growth, and decrease Student to Faculty Ratio (SFR).*

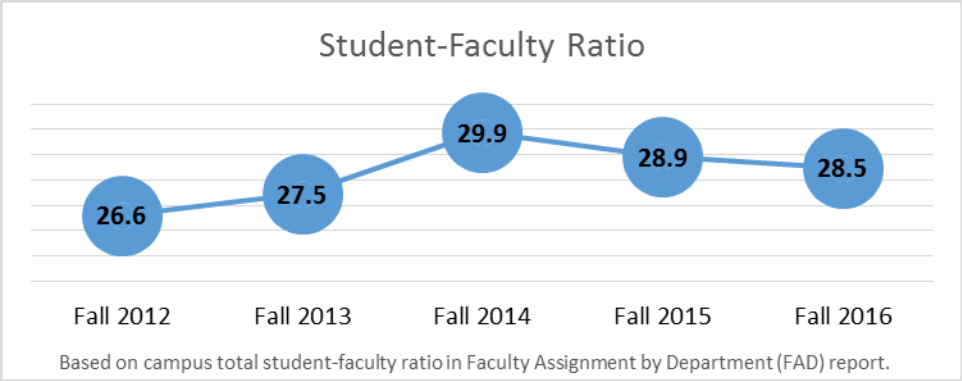
<u>Strategy 1.</u> Increase tenure/tenure-track density to at least 63.6% by the end of the five-year period.

Tenure Status	**Fall Instructional Faculty Full-time Equivalents (FTE)**								
	2008	2009	2010	2011	2012	2013	2014	2015	2016
Tenure-track	395.8	391.1	369.3	368.6	368.2	376	382.1	379.5	396.7
Lecturers	267.5	211.4	215.5	213.3	244	253.7	261.4	306	296.8
Total	663.3	602.6	584.8	581.9	612.1	629.7	643.5	685.5	693.5
Tenure density	59.70%	64.90%	63.10%	63.30%	60.10%	59.70%	59.40%	55.40%	57.2%

Note: In 2016, the tenure density increased for the first time since 2011 by 1.8%. The target is 63.6%.

- Over the last three years, CSUSB has committed $4.3 million towards the hiring of net new tenure/tenure-track faculty.
- For all new funds available for allocation over the past three years for all campus operations, 57.6% of that amount has been committed to hiring net new tenure/tenure-track faculty.
- Although the COE's formulas are designed to get each program to the targeted level, they have not been able to recruit sufficient numbers due to budgetary constraints or lack of qualified candidates.
- CAL conducted one successful tenure-track search for a Director of Bands for the Music Department.
- SBS funded from reserves six new SBS tenure-track faculty positions to begin AY 2017-18 to support critical need areas and increase TTD in SBS.

<u>Strategy 2.</u> Reduce the student-faculty ratio (SFR) to 23.8 by the end of the five years.



Note: Since Fall 2014, Student-Faculty Ratio has decreased by 1.4%. The target is 23.8.

- Based on data obtained from Institutional Research, the SFR for AY 2015/16 was 28.9. The SFR for AY 2016/17 was 28.5. During the 2016/17 academic year, a new budget model based on FTES, SFR and target FTEF was developed. For the 2017/18 AY the SFR used in the model for three colleges to decrease the overall SFR will be reduced. For the 2017/18 AY, the target SFR is 26.3 annualized. The plan is to steadily decrease the SFR from year to year using the new budget model. (See Appendix 3.)

<u>Strategy 3.</u> Create a positive/healthy work-life culture/balance to attract and retain faculty.

- COE works to accommodate challenges related to family circumstances, religious observations and, if possible, provides flexibility with faculty work schedules.
- New this academic year, PDC staff and faculty are permitted to use the Recreation Center daily. In addition, more office space for faculty teaching at PDC has been created on campus and at UCR.
- In an effort to increase the health and wellness of our campus community, the President and SMSU offered faculty and staff to use the SMSU/Student Recreation and Wellness Center (SRWC) free of charge for this year. In 2016-17, a total of 12,986 visits were

made by CSUSB faculty and staff to the SMSU/SRWC, including 3,954 faculty visits and 9,032 staff visits. These are not unique users, but rather the true number of wellness visits.

GOAL 3: Resource Sustainability and Expansion

STEWARD RESOURCES FOR SUSTAINABILITY, AND ACQUIRE NEW SOURCES OF FUNDING.

Objective 1: *Secure at least two nationally-recognized public and/or private partnerships to facilitate growth and innovation.*

Strategy 1. University stakeholders will engage in a collaborative process to identify key priorities and areas of expertise that are well-positioned to attract interest and support from public-private partners.

- University Development's Office of Corporate and Foundation Relations continued its collaboration with the President's Office, College of Education, Office of Sponsored Research and regional community organizations to cultivate strategic partnerships, develop proposals and secure philanthropic support for Growing Inland Achievement (GIA), formerly the Governor's Award for Innovation in Higher Education initiative. A gift of $270K was received in AY 2016-17 to support current activities bringing the total received for this initiative over the past two years to $720,000 along with an invitation to apply for a renewal grant for $1.1 million to be realized in Fall 2018. These efforts will further the goals of the GIA as they relate to college preparedness, degree completion and career readiness, and represents a true public-private partnership with funds coming from government, business and philanthropic sources.
- In February 2017, the campus began a relationship with FTI Consulting, an independent global business advisory firm. Work started with the Real Estate & Infrastructure group to evaluate the campus assets and potential public-private partnership opportunities. In March, campus representatives from Administration and Finance, University Enterprises Corporation, Facilities Planning and Management and the PDC met with FTI Consulting to begin the process of identifying key priorities for the campuses. This was the first stage in a multidisciplinary process to gather information and ideas from the campus community on possible partnership opportunities. In May, the first campus open forum was held to educate the campus community on P3 partnerships and CSUSB began to collect ideas from community members. The presentation by FTI Consulting was placed on the Facilities Planning web site.
- The PDC Dean was invited to join the Palm Springs Convention and Visitors Bureau Board, which will expand PDC's connections with businesses and other organizations in the Coachella Valley.
- The College of Education is working with a few entities to potentially partner on DigiCoach and on K-12 Measures, a training for district and school leaders through a vendor and ACSA. Statewide, COE would be the continuing education institution, which would increase our revenue in ELT and the college.

Strategy 2. Prospective partner entities will be identified, cultivated and solicited, utilizing existing and new relationships with campus leaders, to secure funding, recognition, and other tangible resources.

- In AY 2016-17, University Development continued to build upon its work last year in securing and supporting public-private partnerships. University Development partnered with the College of Education at CSUSB, Riverside County Office of Education and San Bernardino Schools, on the development of a 4th year math initiative to prepare students for college-level math and decrease remediation. The program targeted approximately 3,000 high school students in the region. Matching gifts for a federal i3 grant were secured from several organizations including Edison International and the Carnegie Foundation, which was a new relationship and first-time gift.
- University Development also worked with faculty in the Jack H. Brown College of Business and Public Administration (BPA) to secure support for the Consejo Latino Americano de Escuelas de Administración (CLADEA), resulting in new revenues of over $31K. CSUSB was selected as the host university for the prestigious annual CLADEA General Assembly in October 2017. This is the largest association of business and public administration schools in Latin America with more than 250 member schools. It is the first time that they have chosen a school in California to host the international conference, and only the second time in 52 years to allow the conference to be held in the United States. To date more than ten sponsorships have been secured towards these efforts.
- The Pfau Library created a partnership with the Smithsonian's National History Museum in conjunction with the Latino Baseball History Project.
- CAL and the Coyote Chronicle worked with the LA Times and received a $5,000 gift from the daily newspaper for inclusion of community coverage in the Coyote Chronicle.
- CEL/CISP worked with the Consulate of Mexico in San Bernardino and the Cardenas Foundation to secure funds totaling more than $50,000 to support Study Abroad in Mexico programs. A total of 47 students benefited from this additional funding and were able to participate in two Study Abroad programs in Mexico.
- Leonard Transportation Center established a relationship with the US Department of Transportation and with UC Berkeley for a future of transportation project. US Secretary of Transportation Anthony Foxx visited campus and named CSUSB as one of two institutions in California and 18 nationwide of a Beyond Traffic Innovation Centers to study transportation issues facing the nation.
- The Center for Global Management established a relationship with US Department of Commerce, Small Business Administration and California Centers for International Trade Development (CITD) for global innovation awards, a global access program, and a world trade conference.
- Possible P3 Opportunities identified and discussed in AY 2016-17 included:
    - Inland Empire Center of Latino Culture (build on Pfau Library efforts with Smithsonian)
    - Cyber Security Center
    - Criminal Justice Center (tie-in with other government agencies and labs)
    - Entrepreneurial Center for Excellence & Incubator (tie-in with IECE, tech transfer)

- Logistics Hub (tie-in with Ports of LA & Long Beach, train companies, Amazon, Fedex, UPS, freight companies)
- Center for Global Studies
- Hotel opportunities
- Student housing at PDC
- Athletics field expansion

Objective 2: *Develop infrastructure; revise, update, and create new processes by fall 2017 to enable the university to launch and increase innovative, entrepreneurial activities.*

Strategy 1. Cultivate a culture of entrepreneurship and innovation as a source of talent for innovation and as an incubator of business and social enterprises.

- Initial conversations have begun with the Inland Empire Center for Entrepreneurship (IECE) on how to partner and collaborate to create future student internships and programmatic opportunities between IECE and the campus.
- IECE hosted an inaugural Innovation Challenge event, in which students, faculty, staff and alumni came together to develop new ideas to solve social or business problems. Because it required two or more colleges, departments or divisions to partner on an entry, the results served to establish interdisciplinary learning and reinforce a culture of collaboration.
- IECE also has a Catalyst Business Accelerator that offers support, office space and mentoring from a full-time Entrepreneur-in-Residence.

Strategy 2. Develop collaboration between academic leadership, faculty, and administration to ensure an innovative, scalable approach to the development and delivery of entrepreneurial activities across the entire university.

- An Entrepreneurship Faculty Fellows program was developed, which is a year-long program where faculty from diverse areas collaborate on projects that weave entrepreneurial concepts into instruction, curriculum and research.
- In BPA, two teams won the innovation challenge and received grants. Additionally, an Entrepreneur-in-Residence was recruited to support the entrepreneurship program and the Catalyst Business Accelerator.
- The Advancement Board at PDC, which meets three times annually, increased to 50 members. A retreat is planned for Oct. 21, 2017.
- The associates and members of the Emeriti Society are contributing to the PDC Den and Clothes Closet.
- Representatives from Auxiliary Accounting, Accounts Payable, Internal Audit and the Psychology Department (chair and faculty) met to discuss streamlining participant payment for faculty research and surveys. It was decided that the faculty will be offered the opportunity to grant a credit to the participant using the campus card declining balance function instead of gift cards. This will simplify the process for the faculty researcher, minimize administrative work for accounts payable and allow campus auxiliary activities to increase revenue.

<u>Strategy 3.</u> Develop policy reviews/updates and develop pathway/process to expand existing entrepreneurial activities and launch new initiatives to enhance contributions to CSUSB.

- Initial conversations have begun with IECE on how to partner and collaborate to create future student internships and programmatic opportunities between the Center and the campus.
- Workshops on the "Creating Business Opportunities" series were given during this year, which are free to students, faculty, staff and alumni. The workshops were a collaborative effort among the CSUSB Communication Society Club, Inland Empire Women's Business Center, and the *Here to Career* Title V grant. The workshops were geared toward those interested in or wanting to learn about launching their own business.

Objective 3: *Increase non-resident revenue by 5% annually, and increase the five-year philanthropic productivity average by 12% at the end of 2020.*

<u>Strategy 1.</u> Continue current campus effort of increasing non-resident enrollment by 5% annually through 2020.

- In CEL for AY 2016-17, enrollments for matriculated international students were 2,527 (842.33 annualized, a decrease from AY 2015-16). International applications received for AY 2016-17 decreased by 24.8%. The decrease was due in large part to external circumstances such as Saudi scholarship program cuts, travel bans and SEVIS immigration policy changes.
- Administration and Finance is collaborating with Academic Affairs to provide additional resources to International Programs to increase non-resident enrollment.

<u>Strategy 2.</u> Lead a "visioning" process with internal and external stakeholders to identify fundable concepts based on the university's priorities, areas of strength, and strategic plan. (Contributes to goal #5)

- After a series of consultant-led evaluations and recommendations, CSUSB launched the public phase of its single largest fundraising initiative in university history – the five-year $50 million Campaign for CSUSB in September 2016. By June 30, 2017, over $39 million had been raised to date (78 percent).

<u>Strategy 3.</u> Secure an academic and/or programmatic university champion for each funding priority, who is responsible for collaborating with University Advancement to pursue funding opportunities. (Contributes to goal #1 and 2)

- University Development experienced a transition in leadership, which resulted in the opportunity to leverage last year's readiness assessment recommendations and implement a review of Development's core processes, systems and organizational structure. A permanent Associate Vice President for Development was appointed and key front-line fundraising positions were filled, bringing the department to near full-capacity.

- Thanks to generous gifts as well as favorable returns, the market value of the endowment has grown from $19.1 million (June 2012) to $37.7 million (June 2017). The total assets of the CSUSB Philanthropic Foundation have exceeded $50 million for the first time in university history.
- University Development ended AY 2016-17 year with approximately $9.2M in philanthropic support. The team's success has positioned CSUSB in the top spot (based on a three-year average) among peer campuses in the Tier 1 bracket as identified by the Chancellor's Office. CSUSB has averaged over $13 million per year in fiscal years (FY) 2014-15, 2015-16 and 2016-17. In comparison, from FY 2009-10 through 2010-12 (three years), CSUSB averaged just better than $4 million per year. FY 2016-17 marked the greatest single year in actual cash receipts at $15.8 million.
- Over the past three years, University Advancement has averaged more than its annual fundraising goals, exceeding the target 10% of the university's general fund operating budget as suggested by the Chancellor's Office. CSUSB continues to set ambitious goals based on building a robust pipeline.
- These remarkable increases in fundraising productivity over the past three years represent significant progress toward the achievement of the objective outlined in the strategic plan to increase the five-year philanthropic productivity average by 12% at the end of 2020. Projections are currently being developed for the FY 2017-18 fundraising goal, and the pipeline currently includes 2-3 potential gifts in the multi-millions.

Objective 4: *Plan and implement a process by which existing resources (space, budget, staffing) are re-allocated efficiently, increase off-campus space utilization to 5% by 2020, and increase process efficiency by completing process mapping of 25 major and impactful functions across the university.*

<u>Strategy 1.</u> Initiate a feasibility study with internal and external constituencies to evaluate current usage of space on and off campus. (Contributes to goal #4)

- Facilities Planning and Management (FPM) has engaged in several projects to repurpose underutilized space in FY 2016-17:
    - College of Education transitioned predominantly office and administrative space into classrooms that were brought online in Winter 2017.
    - PE building will be repurposing old locker room space into a pedagogy lab for Kinesiology that is scheduled to open in Fall 2017.
    - Sierra Hall Atrium is being repurposed to create additional administrative space.
    - Library, Archive and IT space are being reimagined to house the Faculty Center for Excellence and the Staff Development Center.
- FPM is currently in the hiring process to appoint a space utilization planner to provide direction and ongoing evaluation of campus space planning needs.
- Facilities Planning Design and Construction (FPDC) has conducted an on-campus space utilization study. Additionally they have worked with the Master Plan Architects to explore current and future on- and off-campus use options. These evaluations have

helped guide further discussion with the College of Extended Learning such that the new CEL design is incorporating larger lecture halls that will benefit programs campus-wide. Space that is being vacated in various areas by CEL will be repurposed to alleviate some of the space shortages that currently exist.

- Campus Master Planning has incorporated a "Discovery Park" to include the San Bernardino County Sheriff Crime Lab as well as space for public-private partnerships and centers. Concepts such as the Downtown Campus have been explored with campus centers that could benefit from being in closer proximity to the communities we serve.

<u>Strategy 2.</u> By the end of 2017, complete and implement a campus process efficiency assessment to evaluate current campus inefficiencies and to execute process improvements.

- Process Mapping needs to occur on a campus-wide scale to evaluate current resource allocation and potential efficiencies. Administration and Finance has made this one of their primary strategic goals and has continued to implement efficiencies across the Division.
- In April 2017 the campus took a significant step toward a more sustainable future with the hiring of an Energy and Sustainability Manager. With a vision to build, operate, and nurture a healthier and more resilient community for the San Bernardino and Palm Desert campuses, the emerging Office of Sustainability will facilitate the building of the Resilient CSUSB Plan. Through campus-wide engagement, the Plan will be built around Roadmaps focused on Energy, Water, Food & Waste, Education & Sustainable Community, Transportation & Mobility, and Land Use & Buildings. Specific strategies, actions, timeframes, and resources will be identified through comprehensive campus-wide engagement, incorporated into the tactical Roadmaps by the associated Working Groups, refined by the Sustainability Taskforce, and formulated into an actionable platform by the Office of Sustainability. Using the campus Strategic Plan and current system-wide policy as a foundation, the Plan will employ the triple bottom line (Economy, Environment, and Equity/Community) to provide a balanced approach as specific strategies are looked at. The planning process will incorporate stretch goals like Net Zero/Net Positive targets. The Resilient CSUSB Portal will provide ongoing reporting, intake of new ideas and points of refinement, and educational and programmatic outreach to keep the plan vital and successful. The engagement effort will begin in fall of 2017 and will also provide the framework for a campus Climate Action Plan. Additionally a Resilient CSUSB steering committee is currently being formed and will assist in guiding campus sustainability for the future.
- Process Improvements have focused primarily on utilizing technology to streamline operations. There are several campus initiatives at various stages of implementation that highlight campus efforts to improve efficiency:
    - Concur Travel Approval –Expand Concur usage for candidates, moving/relocation expenses, guests (hospitality) of university; develop training guides for the new Concur functionality and share information via the website and campus wide trainings.
    - Decentralized Authorization System – Provides automatic updates to campus-wide databases utilizing PeopleSoft data.

- Online Key Request and Access Management – Allows for better tracking and data for key control while reducing wait times and data entry.
- Paperless Work Order System – Will allow Facilities Management to document work using wireless devices, reducing data entry and providing real time customer feedback with an estimated completion of 2018.
- Central Heating and Air Plant Automation and low temperature conversion – Will eliminate the need for 24/7 manning of the Central Plant.
- Scanning and digitizing facilities as-built drawings – Will reduce storage space and will offer more efficient process to share drawings with the project architects and consultants.
- Updating websites to post status of building projects and Campus Master Plan revisions online.

Objective 5: *Increase the number of proposal submissions of contracts, grants, and philanthropic sectors by at least 5% annually with a targeted increase of 25% by 2020. Increase new award funding to at least $25M/year by 2020.*

Strategy 1. Develop and implement a process to provide increased grant writing support and program management to effectively propose and streamline management of grants, contracts, and extramural funding opportunities. (Contributes to goal #2)

- Sixty-eight (68) new awards, totaling $14,297,477 ($12,993,517 direct, $1,303,960 indirect) were received. Funding for a total of 46 multi-year grants, in the amount of $19,589,500 ($17,521,796 direct, $2,067,703 indirect) was received. Ninety-three (93) grant proposals were submitted, totaling $19,595,853 ($17,740,106 direct, $1,855,747 indirect).
- In FY 2016-17 CSUSB saw an increase in proposals submitted to companies, foundations and other philanthropic funders (not including proposals submitted to individual donors). A total of 81 proposals resulted in approximately $3.8 million in funding for CSUSB, with several million expected next year. The Office of Corporate and Foundation Relations continues to engage faculty in new collaborative funding opportunities with major funders where no previous relationship existed, including The Bill and Melinda Gates Foundation, The Give Something Back Foundation, and the Mellon Foundation.

GOAL 4: Community Engagement and Partnerships

SERVE AND ENGAGE COMMUNITIES (LOCAL, REGIONAL, STATE, NATIONAL, GLOBAL) TO ENHANCE SOCIAL, ECONOMIC AND CULTURAL WELL-BEING.

Objective 1: *By 2017, identify and prioritize strategic opportunities for aligning community needs with appropriate university resources for mutual benefit.*

Strategy 1. Incorporate faculty into the university structures that guide and implement community engagement, and provide increased staff support to the Office of Community Engagement.

- Office of Community Engagement (CE) appointed the new Faculty Associate, who will begin a two-year appointment as of July 2017.
- In partnership with the CE Director, SBS planned and hosted a "Community Engagement Workshop" designed to share successful university-specific approaches toward community engagement, exchange ideas about current best practices in community engagement, consider pathways to more fully engage faculty in CSUSB community engagement efforts, discuss international community engagement opportunities and issues, and explore opportunities to support and promote Strategic Goal 4 of our University Strategic Plan.
- Multiple Academic Affairs departments are contributing to this Objective. The Pfau Library provided two ongoing community engagement activities: the Latino Baseball History Project and the Latino Book and Family Festival. It will also host the Literacy Fair next year in conjunction with local school districts. Next, the Leonard Transportation Center will be moving to PDC in Summer 2017. New CEL partnerships include the Consulate of Mexico in San Bernardino, Taipei Economic and Cultural Office in Los Angeles and numerous international partnerships.
- Creating community partnerships is both the formal and informal work of Admissions and Student Recruitment (ASR). Through events like Counselor's Day, relationships built with our college and high school counterparts and engagement in Chancellor's Office programs, such as Super Sunday and Super Saturday, ASR is actively connecting with our community and providing guidance on college access and preparedness. Additionally, bringing groups to campus for tours and presentations allows ASR to further outreach into the community and provides participants a lens on the activities of our community. ASR is also working closely with community organizations such as the Ontario-Montclair Promise Scholars program to provide access and support to their students as they move through the pipeline of junior high and high school on their way to CSUSB or other educational opportunities.
- As part of the Stand Up for San Bernardino Internship Award, the Career Center, in collaboration with the academic colleges, cultivated important community partnerships that also contributed to the reinvestment in San Bernardino and surrounding communities.

- The Veterans Success Center (VSC) is one of the founding members of the Inland Empire Veterans Mental Health Collaborative that hosts activities that promote veterans affairs throughout the region.
- In May 2017, Associated Students, Inc. (ASI) created a full-time professional position to support the development and enhancement of community engagement opportunities for CSUSB students.
- During AY 2016-17, student clubs and Greek Letter organizations contributed to the 27,000 hours of community service that was coordinated through the OCE.

Strategy 2. Review and recommend adjustments to campus policies, procedures and structures to eliminate barriers and provide support to community engagement activities.

- As discussed above, the CE Faculty Associate begins a two-year appointment in July and will collaborate with the CE Director in the review process of existing campus policies that impact community engagement.
- Creating Community Partnerships is both the formal and informal work of ASR. Through events like Counselor's Day, relationships built with our College and High School counterparts and engagement in CO programs such as Super Sunday and Super Saturday, we are actively connecting with our community and providing guidance on college access and preparedness. Additionally, bringing groups to campus for tours and presentations allows us further outreach into the community and provides participants a lens on the activities of our community. We also are working closely with community organizations such as the Ontario-Montclair Promise Scholars program to provide access and support to their students as they move through the pipeline of junior high and high school on their way to CSUSB or other educational opportunities.

Objective 2: *Increase the number of strategic community-university engagement activities by 2020.*

Strategy 1. A baseline will be established as a result of strategies in objective 1. The percentage increase will be determined in relation to existing levels.

- CE Faculty Associate will collaborate with the CE Director to develop new opportunities for faculty engagement, including interdisciplinary work. Faculty professional development will be available through the new Faculty Center for Excellence.
- 906 local, regional and national partnerships have been recorded in the S4 database. A collaborative survey for key agency stakeholders was created and distributed, with 22 out of 25 agencies responding. Specific short-term requests for service were addressed, and work continues to address longer-term and more complex requests, including technology requests.
- As discussed above, student clubs and Greek Letter organizations contributed a significant amount of hours of community service.

<u>Strategy 2.</u> By fall 2017, develop and implement support systems for faculty and staff efforts to document, obtain recognition, and gain informed evaluation of community-engaged scholarship and/or activities for the purposes of professional advancement.

- A pilot online system was created to record volunteer service hours for CSUSB students, resulting in the awarding of the first annual CSUSB President's Volunteer Service Awards to 339 students (16 student clubs and 28 individual students). Further exploration to select an online system to record service hours is underway, with the plan of launching for the entire CSUSB community in Fall 2017. Preliminary discussions with the new Staff Development Center and Faculty Center for Excellence on staff/faculty recognition have occurred.

<u>Strategy 3.</u> By fall 2017, significantly increase university funds to stimulate new community engagement initiatives and community-engaged research above current levels.

- As mentioned above, the Office of Community Engagement's new Faculty Associate was hired to collaborate with the CE Director to develop new opportunities for faculty engagement, including interdisciplinary work.

Objective 3: *By 2020, build capacity to increase and sustain curricular and co-curricular service learning opportunities and/or community engagement activities.*

<u>Strategy 1.</u> A baseline will be established as a result of strategy 2 under objective 1. The percentage increase will be determined in relation to existing levels.

- The Office of Community Engagement is exploring an online faculty grant application to streamline awards. Additional baseline funds for faculty grants will be available during the 2017-18 academic year.

<u>Strategy 2.</u> By fall 2017, significantly increase university funds to stimulate new curricular and co-curricular service learning activities.

- The new Faculty Associate and the CE Director will be collaborating to develop new opportunities for faculty engagement.
- In October 2016, ASR collaborated with various campus departments to host the second annual Black and Brown Conference, which attracted more than 350 African American and Latino ninth-graders from our local area. The conference provided an opportunity for participants to gain knowledge and information and learn of resources available when applying to college.
- ASR collaborated with the Student African American Sisterhood and Student African American Brotherhood on the second annual Black Student Leadership Symposium. The event attracted 380 students from Riverside Unified School District, which focused on college awareness and college preparedness, including financial aid and admissions workshops. Seniors were given the opportunity to submit their applications to CSUSB.
- ASR hosted CSU Super Saturday, a program of the Chancellor's Office African American Initiative. 2017 was the first year that CSUSB was asked to host the event and the team

from the CO applauded our efforts as an example of a successful program. As a prospective student event, the program included information on how to apply to CSUSB and the CSU system, presentations on financial aid and housing, student panels, including a #BlackScholarsMatter panel, and presentations from faculty. The event hosted over 200 students and family members from across the Inland Empire and 13 of the Cal State campuses (including CSUSB) participated in our college and resource fair for students.

- Four CSUSB administrators participated in Super Sunday activities at local churches throughout the Inland region in February 2017. Super Sunday is a part of the CSU African American Initiative, which partners with churches throughout California to deliver a message from the pulpit to encourage young people to pursue higher education in order to foster a college-going culture.
- In Spring 2017, the VSC and members of the CSUSB Veterans Writers Group participated in the Los Angeles Times Festival of Books at the University of Southern California where they displayed their published works. This was the third year, and biggest, that the Veterans Writers Group has represented CSUSB at the Book Festival.

Objective 4: *By fall 2018, publicize CSUSB's commitment to community engagement as a key component of the university's culture and image with the establishment of a recognition and reward system for excellence in community engagement and collaborative work.*

<u>Strategy 1.</u> By January 2017, develop a process to track and report how faculty, staff, administrators, and students are publicly engaged.

- An online pilot system to record volunteer service hours for CSUSB students was implemented. See Objective 2, Strategy 2, above, for details.
- The Office of Community Engagement continues to host various activities on and off campus connecting the campus community with opportunities to give back. Over the course of the year, they have hosted various Den Food Pantry donation event partnerships with Human Resources, college and campus departments, ASI and other student organizations, etc. as well as the annual Coyote Cares Day, which comprised of approximately 675 students, faculty, staff and alumni volunteers at local community centers, schools and the Coyote Den.
- University Advancement and the Office of Strategic Communications played a significant role in promoting a number of high profile campus events including the Coyote Cares Day, Latino Education Advocacy Days, Conversations on Diversity, the Arts and Music Festival and a myriad of special community opportunities.

<u>Strategy 2.</u> By fall 2016, ensure all recruitment advertisements for faculty, staff and executive positions reflect the university's commitment to community engagement.

- All vacant staff positions include a standard statement, listed below, about the university's commitment to diversity, the role CSUSB plays in the community, and the community the university serves. All vacant positions are posted on the campus' Human Resources website and are accessible by everyone, including community members. Human Resources also advertise in local venues such as the Inland Empire SPHR, the

Inland Empire HERC, and the local EEOC office while also attending local community job fairs.

"CSUSB is a preeminent center of intellectual and cultural activity in Inland Southern California. Set at the foothills of the beautiful San Bernardino Mountains, the university serves more than 20,000 students each year and graduates about 4,000 students annually. CSUSB reflects the dynamic diversity of the region and has the most diverse student population of any university in the Inland Empire, and it has the second highest African American and Hispanic enrollments of all public universities in California. Seventy percent of those who graduate are the first in their families to do so. For more information on the campus, please visit the CSUSB website."

<u>Strategy 3.</u> By 2020, establish mechanisms for the systematic public feedback on university's engagement activities.

- In Spring 2017, Student Affairs re-initiated its annual awards program and included a community partner award to reaffirm the division's commitment to community partnerships and to celebrate community partners.
- Preliminary work to create a community engagement annual report was completed by CE, with an anticipated publication date of Fall 2017. Furthermore, CE is exploring mechanisms for public feedback on engagement activities.

GOAL 5: Identity

BUILD AN IDENTITY THAT CELEBRATES THE UNIQUENESS OF OUR UNIVERSITY, PROMOTES OUR ACCOMPLISHMENTS, AND INSPIRES INVOLVEMENT.

Objective 1: *CSUSB will have a well-defined and supported university identity as measured by students, faculty, staff, alumni and community perceptions by June 2020.*

Strategy 1. Engage in a process that identifies what makes CSUSB distinctive, including unifying communication themes.

- At the PDC, an "Elevator Speech" was developed and training was provided to staff and faculty. Straight-forward talking points about the campus that can be used at any time with any audience were also created. The messaging was changed to, "We are the Coachella Valley's Public Four-Year University."
- CSUSB continued the branding work done in AY 2015-16, utilizing the Identity Task Force and Brand IQ as our partner.
    - Phase 1 - Discovery: Brand IQ became familiar with CSUSB's history, programs, current marketing strategy and communications, additional university projects, strategic goals, enrollment statistics, environmental drivers, and more. Secondly, a customized qualitative and quantitative survey instrument was created and implemented to gauge awareness of CSUSB and its attributes with the outside community. It was sent to California residents as well as prospective students. The third step in this process consisted of on-campus research during what was titled the "Campus Invasion," when the Brand IQ team met as many members of the campus community as possible including current and prospective students, faculty, the President, Cabinet, Faculty Senate, enrollment and admissions, deans, PDC, staff, the CSUSB Philanthropic Board, donors, alumni, friends, and community members. The goal for Brand IQ was to engage each group in a series of audience-appropriate workshops and discussions designed to validate key institutional strengths and weaknesses, uncover common misperceptions and identify potential areas of brand opportunity. The goal was to get people actively engaged and to have these qualitative exercises provide Brand IQ with a sense of the potential new brand's tone and personality. Off-campus research also happened during this Phase and it continued to build excitement and inclusion in the process. Customized focus group guides, in-depth interview scripts, and online survey instruments were used with the following audiences: general alumni, alumni leaders, current students (both main and Palm Desert campuses) and CSUSB faculty, staff and administrators (both main and Palm Desert campuses). More than 1,500 people in all key stakeholder groups participated in this process.
    - Phase 2 - Innovate: During this Phase, three important steps were completed:

the creation of a Strategic Requirements Document; the development of our Brand Platform; and the Development of three Brand Concepts, including researching, testing and surveying. The strategic requirements document provided the foundation for developing and formalizing brand concepts. For the Brand Platform, comprehensive brand architecture that included a brand value proposition and promise, positioning statements for key audiences, differentiating brand essence, supporting brand messages, brand tone and personality traits and tagline were created. As a result, the following positioning statement and brand promises were tested and finalized.

Positioning Statement - *Known for its resiliency, CSUSB is inspired to solve some of today's toughest global challenges by bringing out the best in every student through a practice-based education and dynamic experiences along with programs that are grounded in the rigor of a liberal arts curriculum.*

Brand Promises - Reflect credible, compelling messages that define the brand.

1. *Bold Vision.* CSUSB is a leader in higher education. Through rigorous and relevant programs, lively discourse, and open exchange of ideas, we ensure that all who engage with our university are challenged intellectually and well-prepared for personal and professional success.
2. *Coyote Pride.* Coyote Pride is in all we do, recognizing the ability of selfless collaboration and unyielding determination to achieve our greatest aspirations. The transformative experiences that result are a bond that connect all in the CSUSB community.
3. *Affordable Excellence.* Providing the personal attention and access to resources, CSUSB delivers quality instruction and outstanding learning experiences, while allowing students to graduate with among the lowest debt.
4. *Life and Career Ready.* The value of a CSUSB education is measured in the success of our students, who leverage our academic strengths—a practice-based liberal arts curriculum and an experienced, industry-connected faculty—into lifelong learning and career opportunities.
5. *Human Impact.* Through award winning community engagement, innovative centers and institutes, and dynamic program offerings CSUSB finds creative uses of technology, benefits from its diverse community and robust study abroad offerings, we infuse global perspectives into our teaching, learning, and research. We take the knowledge we create to all corners of our state, country, and world, helping to influence national and international policy, promote cultural understanding, and develop tomorrow's leaders.

Three final concepts were presented for consideration and each concept included creative design including typography, color palette and distinctive graphic elements. The three concept directions were:

Serious and Traditional – *Together We Will.*
Modern and Inspiring – *CSUSB. Unexpected.*
Bold and Aspirational – *We Define the Future.*

Each concept was tested with key stakeholder groups in the form of on-campus focus groups, town hall presentations and an online survey (these key stakeholder groups included faculty/staff/administration, current students, alumni, community members, friends and donors and prospective students (which included CSUSB prospects and also regional high school students who had no affiliation with CSUSB). More than 2,000 internal and external audience members provided feedback on the three concepts put forth and the research supported an overwhelming clear choice. *We Define the Future* emerged as the concept that most resonated with all key stakeholders (a full research analysis is available).

Strategy 2. Develop a centralized comprehensive integrated marketing communication plan to reinforce our identity with internal and external audiences by January 2017.

- In FY 2017-18 CSUSB will conduct the 'Deliver' phase consisting of rolling out the brand; incorporating the brand into all university communications; creating a brand manual, creating a communications plan; launching the entire brand package (i.e. photo shoots, videos, flip books, website enhancements, etc.) and campus brand workshops.

Strategy 3. Invest sufficient resources annually to perpetuate the university's identity.

- As described above, FY 2016-17 saw the successful completion of two unique phases of the Branding and Identity initiative – the discovery phase and the innovate phase.

***Objective 2:** Create a vibrant and memorable student life experience that reinforces the university's identity to increase student engagement in campus activities by 10% by 2020.*

Strategy 1. Create, identify, and update gathering spaces on campus to encourage student engagement.

- The Student Affairs and Administration and Finance Divisions worked diligently on the successful Alternative Consultation to expand the Santos Manuel Student Union, doubling the size of the current facility and serving multiple uses including a gathering place for students, clubs and organizations, as well as social spaces.
- Orientation and First Year Experience Office created a "Cody the Coyote" webpage to promote the university mascot and engage students with our university identity.
- During student orientation, students are brought to the "Wild Song" coyote statue to reinforce the tradition of rubbing the statue's front paw for good luck on exams.

- The Office of Student Engagement redesigned its website to provide current and prospective students with accurate and student-centric images to excite students about getting involved on campus in student clubs and organizations.
- The Office of Student Engagement also developed a strategic communications plan with OSC with video number one developed in June 2017 for a Fall 2017 launch.
- The Santos Manuel Student Union (SMSU) team opened three new affinity centers, which included the Pan-African Student Success Center, The LatinX Center, and the First Peoples' Center. Additionally, SMSU also started negotiations to create the first Asian American and Pacific Islander Student Success Center on the campus.
- SMSU moved the Interfaith Center from an isolated location into the Cross Cultural Center space to become a part of the Affinity Center cluster.
- The SMSU team hosted the official grand opening of the Fitness Center at the Palm Desert Campus.
- The campus continues to improve upon the student life experience with the expansion of available facilities. Three new outdoor gathering plazas were created: the Peace Garden at the College of Natural Sciences, the study plaza at the College of Social and Behavioral Sciences and the improved courtyard between SMSU and University Hall. The Housing and Dining project broke ground in Winter 2017; a new CEL Building has been approved with ground breaking taking place in FY 2017-18; and a Student Union expansion has also been approved with plans in progress.

Strategy 2. Identify, define, and brand CSUSB traditions and signature events.

- CSUSB continued to work with partner Brand IQ on identifying and creating CSUSB traditions and events that are as unique as the campus.

Objective 3: *Increase prospective students' perceptions of CSUSB as a university of choice from 68% to 78% by 2020 as measured by 2012 Institutional Research (IR) Campus Quality Survey*

Strategy 1. Develop a student-to-prospective-student campaign to promote CSUSB as a first-choice option for all students including a "We Are CSUSB" YouTube video competition.

- The efforts ASR has made AY 2016-17 around rebranding admissions materials, development of yield programming through Coyotes Connect and the use of the #Coyote4Life marketing has increased engagement and interest for CSUSB in our community of prospective students. As demonstrated by the high volume of enrollment confirmation deposits, eligible students are interested in and choosing CSUSB to pursue their higher education.
- Student Affairs will continue to partner with OSC to build on branding efforts and to work with the new brand standards to be provided in the coming months. Additionally, Student Affairs will plan to further engage social media platforms and utilize #Coyote4Life more deeply in communication efforts.

Objective 4: *Increase positive perceptions of CSUSB with internal and external audiences by 10% over baseline by 2020.*

<u>Strategy 1.</u> Brand the university based on our uniqueness and values by creating communication tools including a media kit and other promotional products.

- Although a significant amount of work has been done on new branding, the bulk of the promotional products will be done during AY 2017-18.

<u>Strategy 2.</u> Regularly update website and other distribution sources with real-time messaging to tell our story, promote our achievements and publicize campus events.

- In addition to leading a dedicated goal of the Strategic Plan – focused on branding and identity – the OSC team produced more video content in one year than had ever been previously delivered, while also developing and launching a new university news site. "Inside CSUSB" became a video vehicle that elevated the university, showcasing the remarkable impact of its students, faculty, staff and alumni. Running for 6-8 minutes, the new bi-weekly videos told behind the scenes stories of distinguished faculty, alumni and stellar students.
- OSC's goal during FY 2016-17 was to continue to increase users of the official CSUSB Newsroom digital site. Doing so required news content to be more dynamic, timely and engaging. CSUSB experienced a 23% increase in users from FY15-16 (nearly 10,000 more users from the prior year).
- During FY 2016-17, OSC established objectives in order to develop targeted social media campaigns that would result in 10 percent more followers for each of the four major CSUSB social media outlets (Facebook, Twitter, YouTube, Instagram). OSC outperformed the 10% goal in three of the four categories – establishing 20% increases in both Facebook and Twitter while seeing a 51% increase on our Instagram format.

<u>Strategy 3.</u> Integrate the campus internet radio station with Media Services, the Coyote Chronicle, and the Communication Studies television studio.

- The College of Arts and Letters hired a tenure track faculty member in Communication Studies who joined CSUSB in Fall 2016 and has done an excellent job elevating the presence of the newspaper.
- SBS launched the "Oh the Places You Will Go" campaign to identify and publicize success stories of recent SBS graduates. The college also enlisted the services of a special consultant to assist in strategically placing stories in local media outlets. The first installment was posted on the SBS homepage and ran in the San Bernardino Sun on July 1, 2017.

Objective 5: *Increase alumni engagement by 10% by 2020, as measured by the Alumni Affairs alumni activity report.*

<u>Strategy 1.</u> Develop a minimum of 2 major annual events that celebrate alumni accomplishments and attract over 300 distinct alumni.

- In 2014-15, 96 unique alumni attended our events. This year Alumni Affairs hosted 23 events (down from 31 events for the 2015-2016 50th Anniversary Celebration) with 506

alumni in attendance; 417 attended at least one event (unique) and 89 came to more than one event. Percentage of growth: 334% for total attendance.

- The Winter 2017 Professional Development Workshop Series proved to be the most successful series to date. Alumni Affairs saw 140% growth in attendance for the webinar and 312% growth for the evening workshop attended by students and alumni. They also increased their engagement beyond the campus by hosting a series of meetups in Apple Valley, New York, Los Angeles, Ontario, Rancho Mirage, Yucaipa, Riverside, Redlands, San Bernardino and Claremont.
- At the end of AY 2014-15, CSUSB had 614 annual members of the Alumni Association. For 2016-17, the number is 1,971 annual members. CSUSB also had six new lifetime members, which now stands at 700, for a total of 2,671 association members. Alumni's student engagement initiatives are contributing to growing numbers of recent graduates joining the Alumni Association, with 1,531 signing up in AY 2016-17. Percentage of growth: 221%.

Strategy 2. Develop more career networking opportunities for alumni.

- The leadership in Alumni Relations recruited a new cadre of Alumni Board members to support outreach as well as increase all levels of alumni engagement.
- During AY 2014-15, 341 alumni indicated they were interested in volunteering; during AY 2016-17 the number is 670. Alumni Relations also has 499 unique volunteers this year, thanks to programs such as Alumni Professor for a Day (68) and the Mentor Program (30). This is up from 101 unique volunteers in AY 2014-15. Percentage of growth: 394% (unique volunteers).

Strategy 3. Increase the number of contactable alumni of record in the alumni database.

- The total contactable alumni in total (degreed and non-degreed) is 80,638; 76,478 of those are degreed alumni.
- The reservation system for events has enabled Alumni Affairs to collect more current data on alumni in an effort to update our database. The Office of Alumni Affairs is also asking alumni to provide additional information, such as other degrees received, employment updates and family members who are also alumni. A new "Birthday Club" has received over 500 signups in May-June 2017, resulting in updated alumni data.
- See statement above, on Alumni Board recruitment.

APPENDIX

Appendix 1

Institutes, Learning Communities, and Workshops

	CAL	CBPA	CNS	COE	SBS	Lib / others	Total		
Diversity, Equity, & Incl (w/ Q2S, UGS, UDC) 16	6	4	2	1	2		15		
Diversity, Equity, & Incl (w/ Q2S, UGS, UDC) 17	4		1	1	2	1	9		
CNS online/hybrid (w/ CNS)			11				11		
New Fac Learning Community 1	3	2	7		1	1	14		
New Fac Learning Community 2	2		9	2	2		15		
Principles of Program Design (w/Q2S)	24	9	23	1	6	8	71		
Facilitation PLC	8	2	4	1		2	17		
Tech Fellows	4		1				5	157	
Teaching Academy	13	12	13	3	8	6	55		
TRC Poster session	13	4	34	12	8	12	83		
Brownbags	3	2	7	1	3	1	17		
RTTP and other workshops	15	4	5		7	3	34		
CBPA Prog Design (w/ Q2S)		14					14		
Faculty Showcase (w/ ATI)	10	4	3	2	3	15	37		
Design Thinking (w/Q2S & CBPA)	3	10	5	3	4	3	31	271	
Total	108	67	125	27	46	52	428	428	Total voluntary participants
Track meetings (w/ Q2S)	99	70	113	58	102	9	451	451	Participants in required Track Meetings

	Grants							
	CAL	**CBPA**	**CNS**	**COE**	**SBS**	**Lib / others**	**Total**	
TSSAs (travel)	6		2	3	3		14	
Course (re)Design	2		4		4		10	14
Overall total								893 Overall total
								37 Percent increase over last year

Appendix 2

Tenured/Tenure Track Faculty by College and Race/Ethnicity: Fall 2012 to Fall 2016

College	2012-13	2013-14	2014-15	2015-16	2016-17
A&L	**80**	**87**	**90**	**87**	**93**
Asian	5	8	7	6	7
Black	3	3	4	4	3
Hispanic	11	12	12	13	14
Other	1	1	1	0	0
Unknown	3	3	4	4	4
White	57	60	62	60	65
BPA	**56**	**55**	**55**	**50**	**53**
Asian	18	17	15	17	21
Black	3	3	4	4	4
Hispanic	2	3	3	2	2
Other	2	2	2	1	1
Unknown	4	4	4	3	3
White	27	26	27	23	22
EDU	**55**	**55**	**57**	**52**	**53**
Asian	5	6	6	7	9
Black	5	5	5	4	5
Hispanic	7	6	8	8	9
Other	1	1	0	0	0
Unknown	2	2	4	4	3
White	35	35	34	29	27
NS	**97**	**98**	**103**	**104**	**109**
Asian	17	18	19	21	24
Black	1	2	1	5	5
Other	0	0	0	0	0
Hispanic	5	5	7	7	7
Unknown	6	6	8	7	7
White	68	67	68	64	66
SBS	**96**	**99**	**101**	**108**	**114**
Asian	9	10	10	10	11
Black	5	6	5	5	4
Hispanic	14	14	14	17	18
Other	1	2	2	2	2
Unknown	2	2	5	5	8
White	65	65	65	69	71
CSUSB Total	**386**	**395**	**406**	**401**	**423**
Asian	54	59	57	61	72
Black	17	19	19	22	21
Hispanic	39	40	44	47	50
Other	5	6	5	3	3
Unknown	17	17	25	23	25
White	254	254	256	245	252

College	2012-13	2013-14	2014-15	2015-16	2016-17
A&L	**100%**	**100%**	**100%**	**100%**	**100%**
Asian	6.3%	9.2%	7.8%	6.9%	7.5%
Black	3.8%	3.4%	4.4%	4.6%	3.2%
Hispanic	13.8%	13.8%	13.3%	14.9%	15.1%
Other	1.3%	1.1%	1.1%	0.0%	0.0%
Unknown	3.8%	3.4%	4.4%	4.6%	4.3%
White	71.3%	69.0%	68.9%	69.0%	69.9%
BPA	**100%**	**100%**	**100%**	**100%**	**100%**
Asian	32.1%	30.9%	27.3%	34.0%	39.6%
Black	5.4%	5.5%	7.3%	8.0%	7.5%
Hispanic	3.6%	5.5%	5.5%	4.0%	3.8%
Other	3.6%	3.6%	3.6%	2.0%	1.9%
Unknown	7.1%	7.3%	7.3%	6.0%	5.7%
White	48.2%	47.3%	49.1%	46.0%	41.5%
EDU	**100%**	**100%**	**100%**	**100%**	**100%**
Asian	9.1%	10.9%	10.5%	13.5%	17.0%
Black	9.1%	9.1%	8.8%	7.7%	9.4%
Hispanic	12.7%	10.9%	14.0%	15.4%	17.0%
Other	1.8%	1.8%	0.0%	0.0%	0.0%
Unknown	3.6%	3.6%	7.0%	7.7%	5.7%
White	63.6%	63.6%	59.6%	55.8%	50.9%
NS	**100%**	**100%**	**100%**	**100%**	**100%**
Asian	17.5%	18.4%	18.4%	20.2%	22.0%
Black	1.0%	2.0%	1.0%	4.8%	4.6%
Other	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic	5.2%	5.1%	6.8%	6.7%	6.4%
Unknown	6.2%	6.1%	7.8%	6.7%	6.4%
White	70.1%	68.4%	66.0%	61.5%	60.6%
SBS	**100%**	**100%**	**100%**	**100%**	**100%**
Asian	9.4%	10.1%	9.9%	9.3%	9.6%
Black	5.2%	6.1%	5.0%	4.6%	3.5%
Hispanic	14.6%	14.1%	13.9%	15.7%	15.8%
Other	1.0%	2.0%	2.0%	1.9%	1.8%
Unknown	2.1%	2.0%	5.0%	4.6%	7.0%
White	67.7%	65.7%	64.4%	63.9%	62.3%
CSUSB Total	**100%**	**100%**	**100%**	**100%**	**100%**
Asian	14.0%	14.9%	14.0%	15.2%	17.0%
Black	4.4%	4.8%	4.7%	5.5%	5.0%
Hispanic	10.1%	10.1%	10.8%	11.7%	11.8%
Other	1.3%	1.5%	1.2%	0.7%	0.7%
Unknown	4.4%	4.3%	6.2%	5.7%	5.9%
White	65.8%	64.3%	63.1%	61.1%	59.6%

Faculty data from CIRS data files provided by CSUSB Office of Academic Personnel

CSUSB Office of Institutional Research 7/10/2017

Appendix 3

2015-16: FTES, FTEF and SFR from FAD Report

	Term	FTES	FTEF	SFR
College of Social Behavioral Science	Su15	0.0	0.0	0.0
	F15	5098.5	126.4	40.3
	W16	4848.4	132.6	36.6
	Sp16	4783.6	129.0	37.1
	AY15-16*	4910.2	129.3	38.0
	FY15-16**	4910.2	129.3	38.0
College of Business & Public Administration	Su15	0.0	0.0	0.0
	F15	2224.9	69.9	31.8
	W16	2147.2	74.6	28.8
	Sp16	2169.3	69.4	31.3
	AY15-16*	2180.5	71.3	30.6
	FY15-16**	2180.5	71.3	30.6
College of Arts & Letters	Su15	124.7	8.3	15.1
	F15	4266.0	166.7	25.6
	W16	4060.1	164.5	24.7
	Sp16	3495.2	150.2	23.3
	AY15-16*	3940.4	160.5	24.6
	FY15-16**	3982.0	163.3	24.4
College of Education	Su15	27.0	0.6	47.2
	F15	905.1	59.8	15.1
	W16	946.4	64.0	14.8
	Sp16	883.3	61.0	14.5
	AY15-16*	911.6	61.6	14.8
	FY15-16**	920.6	61.8	14.9
College of Natural Science	Su15	0.0	0.0	0.0
	F15	4698.0	173.6	27.1
	W16	4248.8	167.2	25.4
	Sp16	4027.0	171.2	23.5
	AY15-16*	4324.6	170.7	25.3
	FY15-16**	4324.6	170.7	25.3
University Studies	Su15	0.0	0.0	0.0
	F15	263.7	7.4	35.7
	W16	105.7	3.1	34.6
	Sp16	44.6	1.7	25.7
	AY15-16*	138.0	4.1	34.0
	FY15-16**	138.0	4.1	34.0
Campus Total	Su15	0.0	0.0	0.0
	F15	17456.0	603.9	28.9
	W16	16356.6	605.9	27.0
	Sp16	15403.0	582.5	26.4
	AY15-16*	16405.2	597.4	27.5
	FY15-16**	16405.2	597.4	27.5

*AY numbers are calculated by (Fall+Winter+Spring)/3
**FY numbers are calculated by (Summer+Fall+Winter+Spring)/3

2016-17: FTES, FTEF and SFR from FAD Report

	Term	FTES	FTEF	SFR
College of Social Behavioral Science	Su16	0.0	0.0	0.0
	F16	5278.5	135.4	39.0
	W17	5147.2	141.0	36.5
	Sp17	4801.2	140.2	34.3
	AY16-17*	5075.6	138.9	36.5
	FY16-17**	5075.6	138.9	36.5
College of Business & Public Administration	Su16	0.0	0.0	0.0
	F16	2276.5	75.7	30.1
	W17	2236.7	78.4	28.5
	Sp17	2296.6	84.4	27.2
	AY16-17*	2269.9	79.5	28.5
	FY16-17**	2269.9	79.5	28.5
College of Arts & Letters	Su16	105.4	6.2	17.0
	F16	4199.7	166.8	25.2
	W17	4012.7	167.7	23.9
	Sp17	3576.6	155.9	22.9
	AY16-17*	3929.7	163.5	24.0
	FY16-17**	3964.8	165.5	24.0
College of Education	Su16	44.7	1.5	30.6
	F16	996.0	64.0	15.6
	W17	1010.0	70.7	14.3
	Sp17	927.5	64.8	14.3
	AY16-17*	977.8	66.5	14.7
	FY16-17**	992.7	67.0	14.8
College of Natural Science	Su16	0.0	0.0	0.0
	F16	5085.6	184.0	27.6
	W17	4589.2	183.9	25.0
	Sp17	4416.6	178.9	24.7
	AY16-17*	4697.1	182.3	25.8
	FY16-17**	4697.1	182.3	25.8
University Studies	Su16	0.0	0.0	0.0
	F16	197.5	7.4	26.7
	W17	57.9	2.1	27.5
	Sp17	34.9	2.0	17.4
	AY16-17*	96.8	3.8	25.2
	FY16-17**	96.8	3.8	25.2
Campus Total	Su16	0.0	0.0	0.0
	F16	18033.7	633.3	28.5
	W17	17055.6	643.8	26.5
	Sp17	16053.4	626.2	25.6
	AY16-17*	17047.6	634.4	26.9
	FY16-17**	17047.6	634.4	26.9

*AY numbers are calculated by (Fall+Winter+Spring)/3
**FY numbers are calculated by (Summer+Fall+Winter+Spring)/3

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