



## Office of the President

November 2, 2015

Senior College and University Commission  
Western Association of Schools and Colleges

Dear Colleagues on the WASC Senior College and University Commission:

Pursuant to WASC Senior College and University Commission action letter to CSUSB dated March 6, 2015, we are submitting to WSCUC four documents: CSUSB Institutional Learning Outcomes (ILOs), CSUSB General Education Learning Outcomes (GLOs), CSUSB Strategic Plan, and the CSUSB Implementation Plan (of the Strategic Plan). In this letter, we provide the commission a synopsis of the consultative processes through which each of these four documents has been created.

### **1. The process for the development, vetting, and endorsement of ILOs**

The ILOs were created by the Assessment Working Party (see below) and have been fully endorsed by students and the administration.

The Assessment Working Party (AWP) was created to coordinate assessment activities across the University, with representation from across the entire campus, including the college assessment coordinators and representatives from non-academic programs and units in all other divisions. Beginning in January 2014, the group (led by Dr. Jodie Ullman, Professor of Psychology) began to develop ILOs through campus-wide exploration and self-reflection. The most significant activities for developing ILOs were the three “Courageous Conversations: The Meaning of a CSUSB Education,” held by the AWP. Attendance at these events ranged from 50 to 80 faculty, staff, administrators, and students. In all of the events, a combination of small table and large group activities was utilized. The small tables included participants with diverse roles in the University. Large group activities served as a forum to hear from each small table and to summarize the small-table discussions.

The first Courageous Conversation led to a set of broad goals for CSUSB graduates. The second Courageous Conversation explored what these goals precisely meant. In the final Courageous Conversation, an initial draft of ILOs was presented to the participants for their feedback, focusing on the extent to which these ILOs represented the meaning of a CSUSB education and proposed ways in which to revise and refine them.

After each Courageous Conversation, feedback was solicited from the University community in a variety of ways: a public web site, email listservs, small focus groups, discussion sessions (sponsored by the Teaching Academy), small-group working sessions (sponsored by the AWP), college and division discussions, and a presentation and discussion in the Administrative

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Council. To obtain feedback from students, the Career Center placed student volunteers in high-traffic areas throughout the campus, with posters of the ILOs. Approximately 250 students offered feedback. Additionally, about 50 students were invited to lunch for their opinions of the ILOs. At the conclusion of this month-long university-wide vetting process, feedback was integrated and the ILOs—with the Preamble—were presented to the entire University community (June 2014) for a two-week period. During this period, members of the University community were asked to indicate if they A) supported the ILOs as presented; B) supported them conditionally; C) did not support them at all; or D) did not even support the idea/concept of the ILOs. Those respondents who indicated that they conditionally supported or did not support the ILOs were further asked to provide feedback.

A total of 292 responses were collected, 49% of which came from faculty, 33% from staff, 14% from administrators, and 4.5% from other constituents. This represents the greatest participation of all campus-wide surveys carried out in the University's recent history.

The support for the ILOs was strong, as is seen in the following breakdowns according to the four options referred to above:

- 70.6% overall (60.1% of faculty) support the ILOs as presented
- 21.6% overall (28.0% of faculty) conditionally support the ILOs as presented
- 6.5% overall (9.1% of the faculty) do not support ILOs as presented
- 1.4% overall (2.8% of the faculty) do not support the concept of ILOs

This means that 92.2% of the entire University supports the ILOs, at least conditionally. Encouragingly, 88.1% of faculty support the ILOs at least conditionally, with a majority of them expressing full support. The comments that were tabulated belong to two broad types. The first is about various localized aspects of the ILOs that can be easily addressed. The second type of commentary indicates some confusion about and concern over the ways in which the ILOs would be used. These concerns were addressed subsequently.

The ILO document was endorsed by President Tomás D. Morales on April 7, 2015 and by Associate Students, Inc. on April 9, 2015. At the same time, it had been presented to the CSUSB Faculty Senate for endorsement, with sufficient time for the senators to read, digest, and discuss with the constituents they represent. The document was endorsed by the senate on April 14, 2015.

## 2. The process for the development, vetting, and endorsement of GLOs

Student learning outcomes for the General Education (GE) program at CSUSB were developed following a self-review prepared for WASC. It was agreed that the original GE outcomes written at the course level should be refined to create a coherent list of outcomes that capture the objectives of the GE program as a whole. The Senate GE Committee, in cooperation with the Teaching Resource Center, formed the GE Think Tank (chaired by Janelle Gilbert – Psychology

faculty) to provide greater representation across the campus teaching community, ensuring that there were members from all five colleges.

The Think Tank design was chosen to create the opportunity for scholarly discussions about contemporary trends in GE and assessment to best prepare the CSUSB community to design the GE outcomes. A kick-off event was held on campus to describe the creation of the Think Tank, discuss the need for revised GE outcomes, and encourage members of the teaching community to apply to be a Think Tank member. Applications were reviewed by the Instructional Quality Committee (IQC). The final list of Think Tank members selected from the applicants included 11 faculty and two librarians.

The Think Tank began meeting weekly in January of 2015 to research and discuss contemporary trends in GE. Award winning models of GE and GE assessment (from organizations such as AAC&U) were reviewed and discussed. In addition to weekly meetings, the Think Tank also held two half-day retreats. After completing a review of available material on GE, the Think Tank discussed the outcomes unique to CSUSB and created a draft list of outcomes to begin conversations across the larger campus community.

Several “Critical Conversation” lunch events hosted by the Teaching Resource Center were held to share the initial draft with the greater campus community. A total of 70 people outside of the Think Tank participated in the events, the majority of whom were faculty. Students were invited to give feedback on GE outcomes through a student lunch. Feedback from these events was used to further refine the list of outcomes. The final product was sent out to the teaching community through an electronic survey for one last round of feedback during Spring Quarter 2015. The final version of the CSUSB GLOs was presented to the President, Provost, and the Faculty Senate in May 2015, and was endorsed by the Senate on May 26, 2015.

### **3. The process for developing, vetting, and endorsement of the Strategic Plan**

The process of developing, vetting, and endorsing the Strategic Plan started in August 2014 and ended in early June 2015.

This plan was developed by adhering to a Presidential mandate to follow an “organic and transparent process” with active involvement with the campus constituents and community members. A 12-member Strategic Planning Committee (SPAC) was created (co-chaired by Dr. Terry Rizzo, Professor of Kinesiology, and Dr. Sam Sudhakar, Vice President of Information Technology Services). SPAC led the campus community in developing a draft of the Strategic Plan from October to December 2014, through open forums, town hall meetings, meeting with all constituents of the University and the community, and soliciting individual feedback on the Strategic Plan website. SPAC met biweekly itself for three months, discussing, drafting, and revising a document that took shape by the end of Fall 2014. This draft was to be continuously revised and refined in later months but the five goals it included have remained. They are:

Student Success, Faculty and Staff Success, Resources Sustainability and Expansion, Community Engagement, and Identity.

Based on these five goals, five working groups—each consisting of representatives from faculty, students, staff, and administrators—were created in January 2015 to draft objectives for their respective goals. During the next five months, the working groups met weekly and SPAC held open forums and town hall meetings and gathered commentary from the Strategic Plan website and other sources such as email. The CSUSB Strategic Plan was finalized on May 31, 2015 and approved by President Morales in early June, 2015.

During these ten months—from August 2014 to May 2015—the entire CSUSB community rallied behind SPAC in its historic endeavor to create a strategic plan that will guide the University to be a better institution of higher education in the next five years, till 2020. Four campus open forums and four town hall meetings were held. SPAC reported its progress at every Faculty Senate meeting during the year, maintained the University’s website for Strategic Planning, and sent 28 updates to the campus community to keep the campus informed and to solicit input. It collected feedback resulting in more than 2,500 points of data from direct contact or responses to the website and revised the plan numerous times.

The result of this ten-month endeavor—an organic, transparent, and consultative process—is a Strategic Plan that includes a set of eight core values (Inclusivity, Innovation, Integrity, Respect, Social Justice and Equity, Sustainability, Transparency, and Wellness and Safety) and five goals (Student Success, Faculty and Staff Success, Resources Sustainability and Expansion, Community Engagement, and Identity), each with its objectives and strategies that serve as metrics for future accountability.

#### 4. The process for developing, vetting, and endorsing the Implementation Plan

The SPAC Implementation Team (SPAC-IT) continued the consultative collegial model and charted six phases to build a budget associated with the strategic plan.

*Phase 1.* Following up on the May 2015 town hall meeting, beginning in July and continuing through mid-August (2015), the SPAC co-chairs met with campus leaders whose knowledge and expertise closely matched with goals, objectives, and strategies of the Strategic Plan. The purpose of the meetings was to establish our first cost estimates associated with each goal, objective, and strategy of the Plan.

*Phase 2.* The estimates obtained in *Phase 1* were vetted with members of the central administrative leadership and academic leaders. Their feedback was reviewed and budget revisions occurred.

*Phase 3.* On two separate occasions in September, the Strategic Plan Implementation budget estimates were presented at University Budget Advisory Committee (UBAC) meetings. Responses from the meetings were incorporated into the proposed budget.

- Phase 4.* Subsequent to the presentations to UBAC and in consultation with the Vice President of Administration and Finance budget team members, SPAC-IT members revised the proposed budget and presented the estimates to various constituents of the campus community for review and comment, including the Vice Presidents' Council (VPC), the Academic Affairs Council (AAC), Student Affairs management leadership, and other units on campus for review and comment. College deans presented it to department chairs, requesting that department chairs share it with their respective faculty members. Responses were used to make refinements to the estimates.
- Phase 5.* On 13 October, SPAC-IT sent an email with a link to a survey to the campus community, seeking feedback from the campus community members (students, faculty, staff, and management) on the budget associated with the Strategic Planning Implementation Plan. Due to constraints of time and inability to have an open forum about the budget estimates, SPAC-IT closed the survey at 5:00 p.m. Thursday, October, 22, 2015. The survey had two purposes. First, SPAC-IT wanted campus constituents to share their opinions about the proposed Strategic Plan budget allocation. Second, SPAC-IT wanted to know which campus divisions, departments or units should have the responsibility of implementing the goals, objectives and strategies given the budget estimates. Responses were collected and data were analyzed with further adjustments prepared for presentation at the Academic Leadership Retreat on Thursday, October 29, 2015, where SPAC-IT yet again asked colleagues to review the proposed budget and suggest effective strategies to implement key elements of the Strategic Plan.
- Phase 6.* Following the retreat, CSUSB leadership continues to review comments from the survey and leadership retreat and will adjust budget estimates and allocation accordingly.

The measurement of progress toward our five strategic goals and related objectives is the basis for the success of our Strategic Plan. To measure progress toward our goals and objectives, CSUSB will develop a dashboard with "clickable tabs" that chart performance of these goals and objectives. Tabs will be updated monthly, quarterly, and yearly for formative and summative evaluation by campus leadership. For instance, Academic Affairs and Student Affairs will review the academic initiatives and Academic Affairs and University Advancement will review the campus engagement and identity tab. SPAC-IT will continue to color-code budget performance indicators to show progress. SPAC-IT expects metrics to offer indications on how we are doing with a particular goal or objective. For instance, data on projected student demands and FTES growth will tell us how CSUSB is progressing toward achieving its objective to increase tenure track density; data collected by Academic Personnel will inform us about how we are meeting the objective of decreasing Student to Faculty Ratio (SFR).

WASC Senior College and University Commission  
September 2, 2015  
Page Six of Six

On behalf of CSUSB, I would like to once again thank WSCUC for its assistance and guidance in our accreditation process, a process that has led to continuous improvement of our institution. We also owe Dr. Christopher Oberg gratitude for his patience, understanding, and help extending the deadline for the submission of this report, which has provided us more time to consult the campus community about the Implementation Plan of our Strategic Plan.

Yours truly,

A handwritten signature in black ink, appearing to read 'TDM', with a stylized flourish at the end.

Tomás D. Morales  
President