

The background of the slide is a photograph of a university campus. In the foreground, there are several modern, multi-story buildings with flat roofs and large windows. A prominent clock tower is visible on the left side. The campus is surrounded by green lawns and trees. In the background, a range of mountains with patches of snow is visible under a clear blue sky. The top of the slide features a dark blue horizontal band with a white, torn-paper-like edge.

2021 / 2022

Academic Programs Year-End Report

WE DEFINE THE *Future*



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Deputy Provost and Vice Provost for Academic Programs

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📍 AD-101L

Program Review

On April 27, 2021, the university finalized its revision to the Academic Program Review policy, also known as FAM 856.6, where programs are now assessed on a five-year cycle rather than a seven-year cycle. In Academic Year (AY) 2021-2022, the following seven programs were the first to use the updated policy:

1. Bachelor of Arts in Liberal Studies
2. Master of Science in Environmental Sciences
3. Bachelor of Arts and Bachelor of Science in Geology
4. Bachelor of Arts, Bachelor of Science, and Master of Arts in Mathematics
5. Master of Arts in National Security Studies
6. Bachelor of Arts in Political Science
7. Bachelor of Arts in Psychology

The Office of Academic Programs utilized the Anthology/Campus labs platform and built out the process as outlined in the policy into the Compliance Assist module; all reporting was submitted using the Planning module. Mid-Cycle reviews and Annual Assessment reports are linked in the Compliance Assist module. The goal is to support programs in their upcoming reviews and have at least five years' worth of data available to them when they write their self-studies.

Academic Programs

The Office of Institutional Research presented their newly created website, [Program Review Data Resources](#), dedicated to program review data; the Office of Academic Programs provided an overview of the updated policy and the Anthology/Campus labs platform.

Accreditation

CSUSB is one of only 3 CSUs which were given full 10-year WSCUC reaccreditation in 2022, having been upgraded from a 7-year previous term. To make this happen, we first established a steering committee and ten-working groups composed of administrators, faculty, staff, and students to write a self-study. Together we provided research, brainstormed approaches, synthesized ideas, gathered documents, and laid the foundation for what we then expertly sculpted with English professor Dr. Sunny Hyon into the Institutional Report. This Institutional Report was submitted to WSCUC in December 2020 and after a WSCUC review team visit in September 2021, we were commended for our alignment with the mission and for our exceptional commitment to our students.

Assessment

The Office of Academic Programs used Logic Models to teach staff university-related procedures and processes. The department identified objectives, outcomes, inputs, and outputs for each task. The goal was to clarify the day-to-day activities that align with departmental responsibilities.

Strategic Plan

In coordination with the Office of the President, the Office of Academic Programs successfully held the inaugural CSUSB President's Leadership Retreat on Strategic Planning on May 6, 2022. Participants presented various topics related to the Strategic Plan Expansion, provided feedback on how these presentations impacted the four Thematic Goals of the next Strategic Plan (2023-2027), and used this data to create Goal Statements. These Goal Statements will be shared with the Strategic Plan Steering Committee and its various working groups.

Upcoming Program Review

On April 26 and 28, 2022, the Office of Academic Programs held two informational meetings for the next set of programs that will undergo a review next academic year (AY 2022-2023), which are:

1. Bachelor of Arts in English
2. Master of Arts in English and Writing Studies
3. Bachelor of Arts in Philosophy
4. Bachelor of Arts, Master of Arts in Spanish
5. Master of Science in Computer Science
6. Bachelor of Science in Kinesiology
7. Bachelor of Arts in Anthropology
8. Bachelor of Arts, Master of Arts in Child Development
9. Bachelor of Arts, Master of Arts in Criminal Justice
10. Bachelor of Arts in Economics

Intellectual Life Fund

Eighteen events supported by the Intellectual Life Fund were hosted AY 2021-2022. Managed by Academic Programs, the Intellectual Life Fund is designed to enhance the intellectual vitality of the university by bringing guest presenters to campus. This year's presentations included: Understanding China and Hong King Today, The Khaen: New Music and World Fusions, Gastronomy in the USA: History, Trends & Reflections Post Pandemic, among others. The Intellectual Life and Visiting Scholar Committee awarded \$36,000 to faculty and staff to support these events. Applications are currently being accepted for next year's programming.



Lesley Davidson-Boyd

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📍 UH-329C

The Writing Center and Graduate Writing Center

The Writing Center and Graduate Writing Center work with writers at all stages of the writing process on interpreting assignments, discovering topics, expanding ideas, clarifying organization, incorporating counterarguments, citing references, editing and proofreading, academic language, reading complex texts, and escritura en español. We also work with faculty on their own writing projects.

Visit our faculty page for information on our process for reporting students' visits to faculty, requesting an in-class informational workshop about our services, sample text for syllabi, arranging other types of workshops, citation resources, and more.

<https://www.csusb.edu/writing-center/faculty>

Contact: (909) 537-5232
College of Education, CE 310
Nathan Jones, Director
njones@csusb.edu



6,458
appointments



Real-time help
with scheduling via
Zoom, phone, email,
or our scheduling app



1:1 or small group
consultations with
1,479
unique individuals



98.8%
reported that they are
likely to continue coming
to the Writing Centers



91.6%
rated the usefulness of
their conference to be
excellent or very good



91.1%
rated their overall
satisfaction with their
conference to be
excellent or very good

Supplemental Instruction

SI provides peer-led, small group, subject-matter support for students enrolled in high DFWI rate courses, focusing on key course concepts, effective learning strategies and study skills.

To view the current Supplemental Instruction schedule, please visit the website below.

<https://www.csusb.edu/supplemental-instruction>

Contact: (909) 537-7320
University Hall, Room UH-347 | si@csusb.edu



Academic Success and Undergraduate Advising

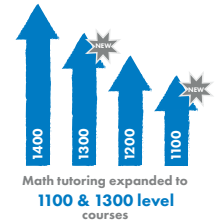
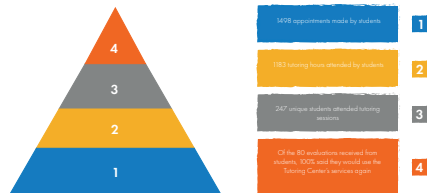
Tutoring Center

Tutoring supports registered students in CSUSB courses on both an in-person walk-in basis and through online appointments. Our tutors assist with challenging concepts, strengthening study skills, and building academic confidence. To achieve optimal results, students should bring course materials (syllabus, assignment prompts, etc.) and a few questions in mind. For the

Tutoring Schedule please visit the website below.

<https://www.csusb.edu/tutoring>

Contact: (909) 537-5038
University Hall, Room 350
David Reyes:
djreyes@csusb.edu



Academic Advising



Over 32,000
advising appointments



Lowered the number of
Super Seniors by 80%



Lowered the number of
Undeclared Students

GI2025 Contributions

Upon entering California State University, San Bernardino (CSUSB), 90% of first-time freshmen stated that they planned to finish their bachelor's degree within four years. ASUA has become a major force in creating pathways to graduation and eliminating barriers to student success.

UIGC Partnership

08/01/2021-02/04/2022

- 437 grad checks reviewed (refile, appeals, submitted)
- Fall '21 Requirements Not Met
- Spring '22 Requirements Not Met

Holistic Advising

- Advised over **11,000** students in **47,000** appointments
- Provided academic coaching support, mentoring and tutoring to over **8,000** students.

Fall 2021 Pack Enrollment

- 2,505 students enrolled in an average of 13.91 units for Fall '21
- College Breakdown:
 - CAL - **253**
 - CBP - **387**
 - COE - **2**
 - CNS - **976**
 - SBS - **567**
 - CUV - **320**

Re-enrollment Campaign

- Outreached over 2,500 unenrolled students, 32% re-enrolled

GIG '21

- Helped **281** students pursue graduation in Summer session, **85%** graduated

University Honors Program

- Program grew by 200%
- Implemented a dynamic new junior-level curriculum

Math Coaching

Math coaching is a service offered for an instructor-led 1:1 math instruction, group instruction, and a study skill assistance.

To request an appointment please visit the website below.

<https://www.csusb.edu/academic-success-and-undergraduate-advising/service/s/academiccenters-excellence/math-coaching>

Contact: swentwor@csusb.edu
John M. Pfau Library, PL-210 or via Zoom
(909) 537-3035



Make-up Testing

Make-up Testing is a service to support faculty in administering make-up exams for students in a proctored setting.

To submit a request, visit the "Services" tab to find "Make-up testing Services" on the Academic Success & Undergraduate Advising web page. From there you can complete the make-up exam request form. After you have made the request, have your student contact Cara-Marie Pham to make an appointment using the information below.

<https://www.csusb.edu/academicsuccessand-undergraduate-advising>

Contact: (909) 537-3057
University Hall, Room 352
Cara-Marie Pham:
cpham@csusb.edu



Student Mentoring Program

Student mentoring is a peer-led undergraduate success program that fosters academic excellence, campus connectedness, engagement, and the growth and development of participating students. We encourage you to inform your students of the wonderful opportunity they have to request a personal student mentor to help them adjust to college life.

Student Mentors facilitate college transition and sense of belonging for incoming and continuing students.

<https://csusb.mentorcollective.org/register/csusb-fye/mentee>

Contact: (909) 537-7765
John M. Pfau Library, PL-208
Barbara Herrera:
bherrera@csusb.edu



Publications

Article

Influence of Peer Mentors on the College Transition Experience

Journal

The Chronicle of Mentoring & Coaching (UNM Mentoring Institute) by Sara Durazo-DeMoss, Gina Schlesselman-Tarango

Book Chapters

Exploring Inclusive & Equitable Pedagogies: Creating Space for All Learners

Student-Centered, Student-Delivered: Leading with Equity and Inclusion Through a First-Year Library Ambassador Program at a Hispanic-Serving Institution



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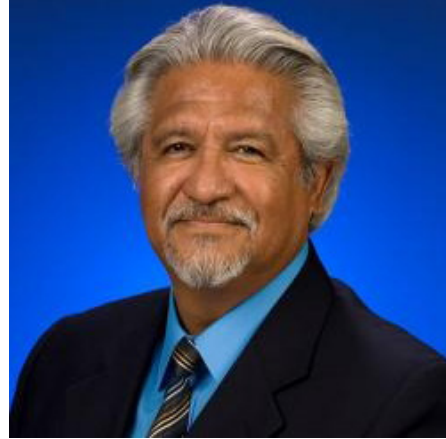
📍 AD-101B

1. 17 CLSS/EMS trainings
2. Curriculum management
 - a. **Programs approved: 112**
 - i) 10 new programs were added
 - (1) Three added for self-support
 - (2) Seven added for state support
 - ii) Updated the curriculum website with an infographic to demonstrate the annual curriculum cycle.
 - iii) Five programs submitted to Chancellor's Office for inclusion in the Academic Master Plan.
 - b. **Courses approved: 1,159**
3. Communicate regularly with academic departments for schedule build deadlines and processes.
4. Calendar Committee coordination to approve the next two years of the academic calendar.
5. Post course waitlists for each academic term (4 times a year).
6. Ensure class schedule accuracy throughout the year.
7. Coordinate the Peoplesoft annual academic calendar with the Office of Registrar and CEGE.
8. Meeting with CLSS consultant decreased as we have ironed out many of the hiccups.
9. UCC updates
 - a) completed review of curriculum for the AY in May 2022.
 - b) Moved the UCC website from Academic Scheduling to Academic Programs to increase visibility.
10. Finished initial spring 2023 schedule production
11. Optimized sections for Spring 2023 with unassigned rooms.
12. Finalized Spring 2022 Academic Planning Database (APDB) reporting.
13. ERG (Enrollment Requirement Group) - changes to courses per chair request
14. Posted spring 2022 final exam schedule in PS & EMS
15. Validated fall 2022 schedule
16. Completed room requests through EMS Optimization
17. Managed classrooms change requests with students returning to campus February 21 requires manual updates in PeopleSoft, EMS, and APDB data

Academic Scheduling

18. Networked with CSUB and Cal Poly individuals in charge of curriculum, catalog, and scheduling at Courseleaf's annual conference
19. Completed enrollment requirement changes for fall 2022
20. Adjusting summer 2022 room requests
21. Initiated the cycling of the catalog (archiving 2021-22, activating 2022-23, creating 2023-24 template)
 - a. The catalog must be complete by the end of February to begin the process.
 - i) Archive 2021-22
 - ii) Transfer next (aka 2022-23) to the live site (<https://catalog.csusb.edu>)
 - iii) Generate a new next (aka 2023-24)
 - b. Items in workflow that missed the deadline for approval by Faculty Senate in November 2021 are automatically moved to the 2023-24 catalog.
 - c. Approved an update to the P/C-forms to include learning objectives.

22. Continued weekly CLSS consultation meetings
23. Coordinate with academic chairs the wait list process for upcoming years.
24. Published Spring 2022 Final Exam Schedule
25. Sent 2022-23 catalog to Courseleaf to generate a PDF and begin the cycle for 2023-24.
26. Spring 2022 advising, and registration started, so spring schedule build was close to its final version.
27. Winter schedule build is close to being final as registration starts this month.
28. Summer 2022 production build began.
29. PeopleSoft is still acting up causing us to troubleshoot lots of issues.
30. Learned how to block enroll students (to assist ASCs)
31. Consulted with SLO regarding their upcoming Q2S
32. Consulted with UCR & Channel Islands regarding their coding for co-synchronous sections
33. Resolved some long-standing EMS issues/concerns
34. Successfully submitted fall 2021 APDB to the CO
35. Successfully navigated spring 2022 schedule approval despite PeopleSoft upgrades that forced workarounds.
36. Collaborated with ACBI and IR on identifying classrooms that were not being used for a lecture, so students had a place (identified) to sit for their online class.
37. Initial APDB was run successfully, and preliminary FAD reports were sent to colleges for verification/corrections.
38. Spring 2021 and spring 2022 section comparison was shared with chairs to assist with identifying areas sections needed to be offered.
39. Continue weekly meetings with CourseLeaf to troubleshoot CLSS/PeopleSoft problems.
40. Spring 2022 schedule build in full swing (with deadline changes)
41. Holding office hours for spring 2022 schedule build
42. Holding office hours for curriculum questions.
43. Winter 2022 Intersession schedule build open; provide support to CEGE
44. Worked with ABCI to create a process that assists with APBD clean up
45. First UCC meeting of AY 2021-22 was in September with quite a few course changes due to the request to identify approved teaching modalities.
46. Published Fall 2021 Final Exam Schedule
47. Beginning of the academic year
48. Assisted departments with last minute schedule changes



Cesar Caballero

Dean, Library
Library - Administration

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📍 PL-2006C

The library was busy this year acquiring and intaking important collections. For example, over 100 volumes were added to the Kirk Whisler Collection. This collection is made up of books that won in the Latino Books competition hosted by Latino Literacy Now headed by Mr. Whisler. Thus, it is a collection of the best published books in the Latino publishing industry. Another important collection acquired by the library this year is the archive of Wilmer Amina Carter, who served as a San Bernardino County community leader and California Assembly Member. This archive will serve to document the history of the Black Community in the region. It will become part of oral histories and other materials donated by the Bridge That Carried Us Over Project. In addition to all this, the library received a total of 27,000 book donations. Selected items were added to the book collection.

As usual, the Pfau Library was also busy hosting interesting programs, such as a book launch for the book: "Our Grandfathers Were Braceros and We Too," a film and discussion about the importance of registering to vote and voting in elections, and a concert by "Trio Del Alma." After librarians set up an exhibit of banned books, the library hosted a student panel discussion on the subject of "book banning" on April 28, 2022, via zoom: "Contextualizing Book-banning Initiatives: A Student-led Panel Discussion."

The Chess Club was reinstated and a meeting was held on April 21 via Zoom. The purpose of the meeting was to reactivate the club, ask for student volunteers to serve as interim president and vice-president, and start planning for a tournament. A follow-up, in-person meeting of the Chess Club was held on April 28. A practice session was held in the library after the meeting.

The library was also busy posting, conducting searches, and filling vacant positions after some staff and librarians retired. A new Access Services Librarian, a new Library Services Specialist I, and two new catalogers have been hired. The dean was also busy wrapping things up as he prepares for his retirement.

Pfau Library





Janelle Gilbert

Director, General Education

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📍 SB-539

- Worked with Anthology representative to design report format for GE rubrics that integrates with student demographic information to allow disaggregation of GE assessment data
- Completed training and ratings of Critical Thinking assessment data
- Consulted with faculty on new course proposals for GE
- Met with Liberal Studies and English to better design designations for LS students
- Continued work with Peer Mentoring to support FYS. This included a more deliberate integration of peer mentors with each FYS, training provided to FYS instructors, and discussions of assessment for peer mentoring
- Met with Paz Oliverrez to coordinate with student services regarding student support and engagement. Participated in discussion of coyote connections and partnerships with GE curriculum
- Prepared GE presentation for IUPEI covering high impact practices and global perspectives
- Participated in statewide discussions and webinars regarding the impact of AB928 and how to support the campus through more GE changes
- Participated in WSCUC review to represent GE
- Supported EPRC discussions of distance learning and policy recommendations specific to GE
- Continued support of GE math assessment
- Collected artifacts for oral communication assessment
- Participated in advising support regarding GE, pre-enrollment, Ethnic Studies changes
- GE committee met to review course proposals
 - Approved proposals that broadened mode of offerings
 - Discussed new GSS class
 - Began discussion of committee role in class size and mode of offerings (percentage of online classes)

Summer planning will include a workshop on collaboration and high impact practices

General Education

Teaching a Writing Intensive course this semester for the first time? Preparing to teach one in the near future and want to brush up on strategies for teaching writing in the disciplines? Want to learn more about using writing to support learning in your classroom? Join Tom Girshin, Writing Intensive Program Director, for a 20-hour long faculty learning community to learn about antiracist teaching and assessment practices, developing writing assignments, responding and grading, peer review, working with L2 students, and more! This FLC fulfills the requirement for the new Writing Intensive Fellows program. Participants in WI FLCs receive \$1,000 in professional development funds. Schedule to be determined with participants.

1. The Writing Intensive Program submitted a grant proposal to the National Endowment for the Humanities (NEH) to support collaborative work with the Anthropology and Music departments. If approved, the grant would provide \$300,000 over three years to pilot a Writing Enriched Curriculum (WEC).
2. The Writing Intensive Program led a Faculty Learning Community on writing pedagogy in the disciplines. The series of workshops, attended by both full- and part-time faculty from departments across campus, addressed topics such as antiracist writing pedagogy and assessment, inclusive assignment design, and fostering belonging through effective feedback.

Writing Intensive



Thomas Girshin

Writing Intensive Coordinator

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📍 UH-301.21



Diane Podolske

Director, Office of Community Engagement

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📍 AD-158

In March 2021, OCE announced a call for faculty volunteers to join a task force that would help address complex social, health, economic, scientific, and civic issues through community-university engagement. The 11 faculty who were appointed to the task force identified strategies that guided the development of community-university activities and addressed barriers that impact community-engaged work.

Throughout the year-long commitment, faculty provided OCE valuable guidance as CSUSB transitioned to in-person instruction and service. The task force informed the development of the Inland Empire Community Partner Survey. The survey effort enhanced our collective understanding of how nonprofits are operating, the type of support that is needed, and potential projects for CSUSB students. Responses from the survey led to the inaugural Inland Empire 360: A Gallery Walk of Community Identified Issues event and the development of an interactive Database of Community Engagement Opportunities.

In addition, the task force helped create and promote a set of Guidelines to Ensure Safe Off-Campus Service Placements for Students. The set of guidelines, approved by CSUSB's Office of Risk Management, detailed CSU and CSUSB policy and procedures that mitigated risk for student, faculty, and community partners engaging in community-based work during the COVID-19 pandemic.

<https://www.csusb.edu/community-engagement>

Office of Community Engagement

The task force members also worked collaboratively on projects through the Community-Engaged Learning, Community-Based Research, Internship and Diversity, Equity and Inclusion subgroups. Each subgroup had creative liberty to identify ways to address community engagement issues. We invite you to read this interactive report and learn more about the successes of the inaugural Community Engagement – Faculty Task Force!

<https://online.anyflip.com/wqdyi/kmsk/mobile/index.html>

The Assessment Capability Leadership Institute 2021 (ACLI; pronounced ack-lee) was an intensive six-month experience for faculty and staff who were nominated to participate by their supervisors, department chairs, and/or college deans. The ACLI experience included three phases from June 2021 through January 2022 culminating in the ACLI Celebration on March 11, 2022. The initial phase was 20 hours of professional development over a three-week period in June including synchronous and asynchronous learning experiences and speakers on the topics of assessment basics, diversity, equity, and inclusion in assessment across the assessment cycle, and leadership in program-level assessment.

Please see the full report on knowledge gains experienced by ACLI participants following this first phase. Forty percent of the ACLI participants in this phase were faculty members (N=29) and 28% were staff members (N=17) across units in Academic Affairs.

https://csusanbernardino.sharepoint.com/:w:/s/ACLI-AssessmentCapabilityLeadershipInstitute-ACLIDevelopmentTeam/Ec_eMN0ceJxrOIWJcZNjxMBkqv7NSITZ4lReAADEsDbLw?e=8hzAZk

The top four areas of knowledge gains (based on a 5-point scale) for faculty who participated in the professional development phase of ACLI and responded to the survey (N=9) were:

- Promoting diverse inclusion into the process of assessment (+1.0)
- Distinguishing between different types of outcomes (+1.0)
- Identifying ways one can contribute to developing a culture of evidence (+0.9)
- Matching assessment measures to different purposes and contexts (+0.9)

The top three areas of knowledge gains reported by staff in Academic Affairs who responded to the survey (N=12) were:

- Promoting diverse inclusion into the process of assessment (+1.9)
- Identifying ways one can contribute to developing a culture of evidence (+1.8)
- Distinguishing between different kinds of outcomes (+1.7)

Assessment Capability Leadership Institute 2021



Judy Sylva

Professor, Special Education Rehabilitation and Counseling

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📍 CE-234



The second phase of ACLI occurred between June and December 2021 in which participants were assigned to mixed groups of faculty and staff with an assessment coach to develop a program-level assessment project and engage in coaching and group support in the ongoing implementation of the project. These small groups were led by six assessment and continuous improvement leaders from Academic Affairs, **Marita Mahoney, David Marshall, Diane Podolske, Tom Long, Judy Sylva, Tom Girshin, Ryan Keeting**, and one of our colleagues from Student Affairs, **Amanda Ferguson**.

The final phase of ACLI was the presentation of a project by participants. A total of twelve faculty participants presented their assessment projects in the final phase of ACLI and roughly 50% of these presentations addressed some aspect of program-level outcomes assessment for their own academic degree program. A total of five Academic Affairs staff members presented their assessment projects. Many of these presentations can be viewed on the [ACLI YouTube channel](#). On March 11, 2022, the first in-person ACLI event was the ACLI Celebration. [The program \(linked here\)](#) for this event included comments by the President and many of his cabinet members as well as a panel discussion on the impact of ACLI at CSUSB.

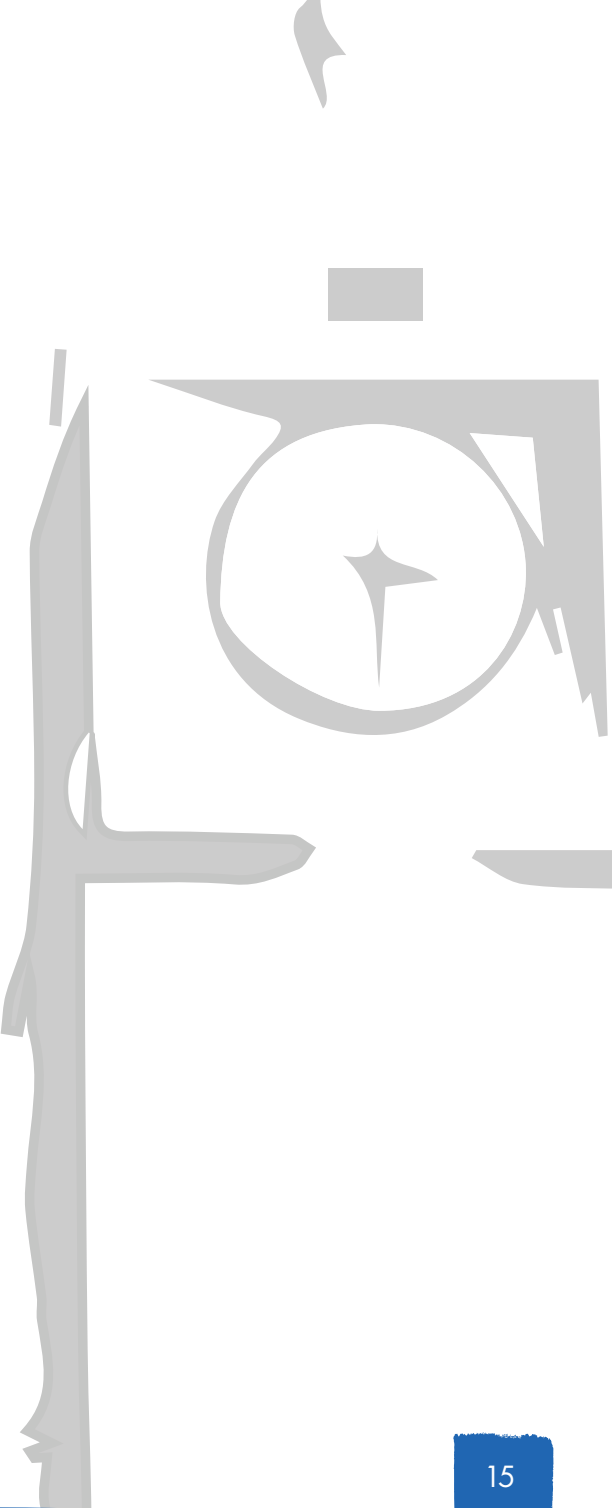
Assessment Capability Fellows

A total of six faculty members were selected to serve in the first cohort of Assessment Capability Fellows in the 2021-22 academic year. These faculty members received the equivalent of 3 WTU of reassigned time to take on an assessment project as proof of concept for the implementation of assessment for continuous improvement. Projects ranged from the assessment of high impact practices in terms of both faculty and student learning including writing intensive programs and undergraduate student research to program level assessment in the arts, the evaluation and assessment of the Undocumented Student Success Center, partnerships between a county office of education and CSUSB in support of a credential to career pipeline and faculty research, and a process for engaging in the initial cycle of institution level outcomes assessment. Executive summaries of these projects will be published in the newsletter, Collaborative Inquiry and recorded presentations will be developed by the fellows for dissemination at the Pedagogy Forum in Fall 2022 as well as other outlets for professional development in assessment and continuous improvement through the 2022-23 academic year. The 2021-2022 Assessment Capability Fellows are:

- **Amanda Rymal**
- **Chad Luck**
- **Jane Chin Davidson**
- **Karen Escalante**
- **Paloma Villegas**
- **Sarah Dunn**

Annual Program Level Outcomes (PLO) Assessment Reporting in Planning

The process for annual assessment reporting on at least one program-level outcome was developed and implemented in a systematic way across all colleges for the first time in Planning, which is the reporting tool in the assessment management system (AMS). The only college that did not participate was Jack H. Brown College of Business and Public Administration (JHBC) because that college has its own structures for annual reporting.



The Committee on Learning Assessment and Student Success (CLASS)

Led by the Faculty Director of Assessment for Academic Affairs and co-chaired by the Assessment and Research Officer in the Division of Student Affairs and the Organizational Change Facilitator in Institutional Research, CLASS is comprised of members from each university division, as well as faculty and staff who lead curricular and co-curricular programing. Key members of CLASS are the College Assessment Coordinators, and they are Parastou Feiz Zarin Ghalam (CAL), Marita Mahoney (COE), Amber Olney (CNS), Kevin Guo (JHBC), and Tom Long (SBS). These members have a specific charge related to establishing and promoting assessment for continuous improvement for the programs in their respective colleges. The College Assessment Coordinators have different ranks/classifications, titles, and roles in their respective colleges. The authority designated to each relative to the role of College Assessment Coordinator also varies greatly from college to college. The College Assessment Coordinators collaborated in the development of templates for PLO Annual Assessment Reporting and supported faculty in their colleges in accessing the templates. They also provided feedback and support to faculty program leaders in accordance with their roles in their colleges. The following is the breakdown of reporting that has been completed based on outcomes assessment of evidence collected in the 2020-2021 academic year for at least one PLO:

- College of Arts & Letters 45% of degree programs completed reporting
- College of Education 84% of degree and credential programs completed reporting
- College of Natural Sciences 43% of degree programs completed reporting
- College of Social & Behavioral Sciences 57% of degree programs completed reporting

Please see the full report on [Program-Level Outcomes Assessment in Academic Degree Programs 2021-2022](#).

Anthology/Campus Labs Assessment Management System (AMS)

Two new projects were initiated this year. One is the development and implementation of the new Course Evaluations module. This module of the Anthology AMS includes templates to collect evidence that will inform instructors with feedback from students regarding student learning and faculty instruction. This tool provides faculty with access to resources to respond to student feedback through instructional tips and tools from IDEA Student Ratings of Instruction. The users of this module will be faculty teaching specific courses. The members of the development and implementation will support proof of concept projects and dissemination of the knowledge to use Course Evaluations effectively. The members of Team Course Evaluations are:

- | | |
|---------------------|----------------------|
| • Jacqueline Romano | • Faika Lore |
| • Jessica Getman | • Anthony de La Loza |
| • Chris Bradney | • Tanner Carollo |
| • Bradford Owen | • Judy Sylva |
| • Paulchris Okpala | |

The second project is the integration of the AMS with Canvas. This will provide more opportunities for faculty to leverage the assessment tools at the aggregate level in the AMS as well as the instructional tools and assignments in the LMS. The integration may be used by faculty to support learning outcomes assessment at the section and course-levels as a starting place with implications for program-level outcomes assessment and beyond. The Anthology tools in Planning, Outcomes, and Baseline and the Canvas outcomes and assessment tools will be the foci for our inquiry. The members of Team Canvas Integration are:

- | | | | |
|-----------------|----------------------|-------------------|------------------|
| • Eun-Ok Baek | • Mandy Taylor | • Mandy Rymal | • Sarah Dunn |
| • Neal Malik | • Kevin Guo | • Chad Luck | • David Marshall |
| • Theo Mazumbar | • Amber Olney | • Paloma Villegas | • Brad Owen |
| • Douglas Weiss | • Jane Chin Davidson | • Karen Escalante | • Judy Sylva |

Professional Development: High Impact Practices in the Classroom

In Fall 2021 and Spring 2022, the Faculty Director of Assessment for Academic Affairs, Judy Sylva, conducted three sessions for the High Impact Practices in Teaching and Learning workshops with two additional sessions in the series conducted by Tom Girshin, Coordinator of the Writing Intensive Program, and Diane Podolske, Director of the Office of Community Engagement. A companion website is available with recordings of the presentations as well as supplemental materials to inform application to the design and development of a course.

Division of Academic Affairs Strategic Priorities Outcomes Assessment 2021-2022

In Summer 2021, the Deans Council in the Division of Academic Affairs completed one full assessment cycle of the Academic Affairs Strategic Objectives 2019-2021. The result of the outcomes assessment of the five objectives was the development of four new objectives to drive outcomes to realize the mission and vision of Academic Affairs. Two of the strategic outcomes were included in the CSUSB Strategic Plan Expansion in support of the goals for Student Success and Academic Success. The 2021-22 Academic Affairs Strategic Objectives are:

- **Student Success Objective 1:** Academic advising services are targeted to close equity gaps and promote timely graduation for undergraduate and graduate students.
- **Faculty Success Objective 2:** Coordinate a collaborative support structure for faculty development.
- **Graduation Initiative 2025 Objective 3:** Develop a comprehensive strategic enrollment plan for CSUSB that includes undergraduate, graduate, international and self-support programs to inform program development and resource allocation.
- **Student Success Objective 4:** Collaborate for the assessment and scaling of high impact practices (HIP) with a focus on identifying and targeting equity gaps in student participation.

The Assessment Capability Collaborative (Muriel Lopez-Wagner, Clare Weber, Pamela Moses, Judy Sylva, & Jennifer Mersman) was an active contributor at the Western Association of Schools and Colleges (WASC) Accreditation Resource Conference, 2022. We collaborated with partners from Sacramento State, Cal Poly San Luis Obispo, and CSU San Marcos for three presentations. Dr. Clare Weber gave a presentation at the Accreditation Liaison Officers (ALO) luncheon as well. Here are the titles of our presentations:

- [Outcomes Assessment: Framework for Change & Adoption of Technology](#)
- Leveraging Context for Organizational Change: Inspiration from Three California State University Campuses
- Coherence and Integration of Assessment Across the University



Summer 2022 Faculty Development Proposal

Assessment Office, Academic Programs
Submitted by Judy Sylva 5/10/2022

Faculty Development in Support of PLO Assessment

Faculty Communities of Learning Inquiry, & Practice (CLIPs): To support program level outcomes assessment capability in each college. The impact of this activity would be to empower and equip faculty in each academic college to engage in meaningful practice and reporting of program level outcomes assessment and continuous improvement. **Estimated maximum cost: \$34,000.00**

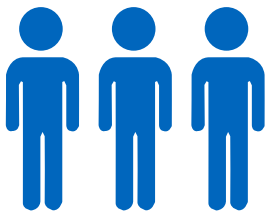
Participants – target tenure-line faculty in 10-20% of degree programs (UG and Grad) from each college (total of 10-22 participants) x \$1,500 stipend = **max \$33,000.00**

- CAL 2-4 different degree program reps (total of 2-4 participants)
- COE 1-3 different degree program reps (total of 1-3 participants)
- CNS 3-6 different degree program reps (total of 3-6 participants)
- JHBC 1-3 different degree program reps (total of 1-3 participants)
- SBS 3-6 different degree program reps (total of 3-6 participants)

Outputs

- Virtual working meetings of participants in small college groups (combined groups dependent on participation) between June 6- August 12, 2022 via MS Teams or Zoom (frequency of meetings TBD)
- Virtual meetings of all groups together 3 times over 10 weeks (with invited presentations or facilitated discussions) via MS Teams or Zoom
- Asynchronous delivery of topical content via MS Teams or Canvas
- Invited Speaker Mya Poe in collaboration with WIP
- Facilitated discussions by Assessment Capability Fellows; College Assessment Coordinators; Institutional Research and/or ITS leaders with insights on tools to collect evidence/relevant sources of evidence. Max honorarium total = \$1,000.00
- Assessment Topic: identifying, communicating, aligning program level student learning outcomes and efficiency and effectiveness outcomes
- Assessment Topic: identifying equity gaps at each phase of the assessment cycle; utility of CSU Student Success Dashboards in identifying equity gaps
- Leadership Topic: aggregating evidence to inform program level outcomes using ACLI as an example
- Leadership Topic: facilitating a cycle of assessing a program level outcome (Plan-Do-Check-Act) with program stakeholders
- Leadership Topic: including students in program level outcomes assessment
- Assessment Topic: identifying areas for continuous improvement
- Leadership Topic: scholarship opportunities in program-level outcomes assessment

10-22 participants



X



\$1,500 stipend

=



\$33,000.00

Deliverables

- PLO evidence curated and collected ready for presentation to stakeholders in Fall 2022 on one PLO
- Comprehensive plan for analyzing, interpreting, prioritizing implications, and reporting relative to evidence collected on one PLO with the participation of faculty and degree program stakeholders in Fall 2022
 - Must include plan for identifying any type of equity gap in the sources of evidence, manner of collecting evidence, analyzing evidence, interpreting evidence, and in the outcomes at the program level
 - Must include plan for addressing evidence collected at PDC and including PDC stakeholders in assessment process

Faculty Development in Using the Assessment Management System

Assessment Management System (AMS) Fellows: To develop ambassadors for the assessment management system, Anthology/Campus Labs modules. A max of 4 participants with \$3,000 stipend each. **Estimated maximum cost: \$12,000.00**

- Participants – 4 participants
- full or part-time lecturers with AY or 3-year contract
 - tenure-line faculty

- Outputs – June 6 through July 23, 2022
- Anthology administrator, user, and best practice trainings through Anthology Academy and Anthology Support (Baseline Rubrics; Baseline Projects; Outcomes; Planning; Course Evaluations; Engage/Coyote Connection; Canvas integrations)
 - At least one virtual meeting with Anthology consultants for each module
 - Support from ATI instructional designer from ATI to develop learning module
 - Asynchronous instruction on:
 - adult learning
 - best practices in faculty development
 - Canvas; other technologies to support asynchronous instruction from ATI
 - best practices in using Anthology tools to support different aspects of assessment at the course-level and program-level

- Deliverables – DUE no later than August 16, 2022
- Develop and publish an asynchronous learning module to empower and equip faculty to use one of the following Anthology tools for assessment:
 - Outcomes
 - Baseline Rubrics
 - Baseline Projects
 - Course Evaluations
 - Engage/Coyote Connections



Check out our websites!

Academic Programs

<https://www.csusb.edu/academic-programs>



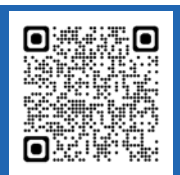
Academic Success and Undergraduate Advising

<https://www.csusb.edu/academic-success-and-undergraduate-advising>



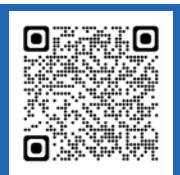
Academic Scheduling

<https://www.csusb.edu/academic-scheduling>



Pfau Library

<https://www.csusb.edu/library>



General Education

<https://catalog.csusb.edu/general-education-program/>



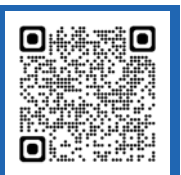
Writing Intensive

<https://www.csusb.edu/writing>



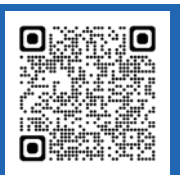
Office of Community Engagement

<https://www.csusb.edu/community-engagement>



Assessment Capability Leadership Institute 2021

<https://www.csusb.edu/assessment-capability-collaborative>





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