2021/2022
Academic Programs
Year-End Report
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.

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, transformed 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. The 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 strategies, 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 its inaugural CSUSB President’s Leadership Retreat on Strategic Planning on May 6, 2022. Participants presented various topics related to the Strategic Plan’s priorities, 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 Kong 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.

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### Academic Success and Undergraduate Advising

#### Academic Advising

- ** advisors**: 159 (Fall 2021) / 128 (Spring 2022)
- **students**: 3,698 (Fall 2021) / 3,504 (Spring 2022)
- **students advised**: 1,497 (Fall 2021) / 1,341 (Spring 2022)
- **students advised by major**:
  - University Honors Program: 320
  - SBS: 567
  - CNS: 976
  - COE: 2
  - CAL: 253
  - CBP: 387
  - BPA: 1

#### Math Coaching

- **students served**: 1,479 (Fall 2021) / 1,200 (Spring 2022)
- **courses supported**:
  - Lower Division: 1
  - Upper Division: 1

#### Writing Center and Graduate Writing Center

- **workshops**:
  - Informational 20 (Fall 2021) / 15 (Spring 2022)
  - Argumentative 10 (Fall 2021) / 9 (Spring 2022)

- **tutors**:
  - Undergraduate: 191
  - Graduate: 6

- **hours**: 98.8%
  - rated the usefulness of their conference to be excellent or very good

#### Supplemental Instruction

- **students served**: 1400 (Fall 2021) / 1300 (Spring 2022)
- **on-campus courses**:
  - Enrolled: 1100 & 1300
  - Attended: 1
- **tutoring hours attended by students**: 1183
- **unique students attended**: 247

#### Student Mentoring Program

- **students served**: 3,200
- **mentors**: 470
- **unique individuals reached**: 1,009

### Tutoring Center

- **appointments**: 6,458
- **real-time help**: 98.8%
- **rating**: 91.6%

### Academic Advising

- **advising appointments**: 1,497
- **students**: 1,341

### Supplemental Instruction

- **hours**: 91.1%
- **rating**: rated their overall conference to be excellent or very good

### Writing Center and Graduate Writing Center

- **workshops**:
  - Informational 20
  - Argumentative 10
- **tutors**:
  - Undergraduate: 191
  - Graduate: 6
- **hours**: 100% said they would use the Writing Centers and Graduate Writing Center the next time they need help

### Academic Advising

- **advising appointments**: 1,497
- **students**: 1,341

### Math Coaching

- **students served**: 1,479
- **courses supported**:
  - Lower Division: 1
  - Upper Division: 1
- **hours**: 98.8%
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### Tutoring Center

- **appointments**: 6,458
- **real-time help**: 98.8%
- **rating**: 91.6%
1. Participated in the University-wide navigation of courses, schedules and planning.
2. Provided support to academic departments on various scheduling issues.
3. Collaborated with Curriculum and Registrar on course approvals.
4. Assisted with the development and implementation of the academic calendar.
5. Participated in the annual review of the curriculum.
6. Provided support to academic departments on various scheduling issues.
7. Collaborated with Curriculum and Registrar on course approvals.
8. Assisted with the development and implementation of the academic calendar.
10. Provided support to academic departments on various scheduling issues.
11. Collaborated with Curriculum and Registrar on course approvals.
12. Assisted with the development and implementation of the academic calendar.
13. Participated in the annual review of the curriculum.
14. Provided support to academic departments on various scheduling issues.
15. Collaborated with Curriculum and Registrar on course approvals.
16. Assisted with the development and implementation of the academic calendar.
17. Participated in the annual review of the curriculum.
18. Provided support to academic departments on various scheduling issues.
19. Collaborated with Curriculum and Registrar on course approvals.
20. Assisted with the development and implementation of the academic calendar.
22. Provided support to academic departments on various scheduling issues.
23. Collaborated with Curriculum and Registrar on course approvals.
24. Assisted with the development and implementation of the academic calendar.
25. Participated in the annual review of the curriculum.
26. Provided support to academic departments on various scheduling issues.
27. Collaborated with Curriculum and Registrar on course approvals.
28. Assisted with the development and implementation of the academic calendar.
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30. Provided support to academic departments on various scheduling issues.
31. Collaborated with Curriculum and Registrar on course approvals.
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The library was busy this year acquiring and intakeing 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 Literary 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 reinstituted 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 24. A practice session was held in the Library after the meeting.

The library was also busy posting, conducting searches, and hiring 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.
• 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 Oliverez 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 these 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 meeting with proposal courses.
• Approved proposals for the new mode of offerings.
• Discussed new ESG class.
• Screened discussion of course titles in class and mode of offering (percentage of video cleaned).

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

• 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 disciplines? Join Tom Girshin, Writing Intensive Program Director, for a 20-hour long faculty learning community to learn about anti-racist teaching and assessment practices, developing writing assignments responding and grading, peer review, working with ELL 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 anti-racist writing pedagogy and assessment, inclusive assignment design, and fostering belonging through effective feedback.

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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 reasserted 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

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 topic 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=99) and 28% were staff members (N=17) across units in Academic Affairs.

https://csusanbernardino.sharepoint.com/:w:/s/ACLI-AssessmentCapabilityLeadershipInstitute-ACLIDevelopmentTeam/Ec_eMN0ceJxIrOIWJcZNjxMBkjv7NSITZ4lReAADEsDbLw?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)

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

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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 Sylvia, Tom Glinin, Ryan Keveling, 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 residential to career pipeline and faculty research, and a process for engaging in the initial cycle of institutional 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 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 well as 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 tool for our inquiry. The members of Team Canvas Integration are:

- Sue CL Bank
- Haidi MH
- Theo Mocznak
- Douglas Weiss
- Mandie Taylor
- Kevin Guo
- Amber Olney
- Jane Chin Davidson
- Mandie Bullock
- Chad Lock
- Paloma Villlegas
- Karen Escalante
- Sarah Dunn
- David Marshall
- Chad Luck
- Mandy Rymal
- 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 Gardner, 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 Spring 2022, 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 2021-2022 Academic Affairs Strategic Objectives are:

- **Student Success Objective 1:** Graduation Initiative 2025 Objective 3: Coordinate a collaborative support structure for faculty development.
- **Student Success Objective 2:** Develop a comprehensive strategic enrollment plan for CSUSB that includes undergraduate, graduate, international and self-support programs to inform program development and resource allocation.
- **Faculty Success Objective 2:** 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.
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 into 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 assessment
• 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
• Assessment Topic: scholarship opportunities in program-level outcomes assessment

Summer 2022 Faculty Development Proposal

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

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California State University, San Bernardino

2021 - 2022 Academic Programs Year-End Report

10-22 participants

$1,500 expend

=$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 involving 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; 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 modules
- 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 Connection

4 participants
$3,000 stipend
$12,000.00
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